Introduction to the Parade College VCE Student Information Handbook

As a long standing Catholic school for boys in the Edmund Rice tradition, Parade College will be a dynamic learning community offering best practice education and pastoral care to its members to nurture fullness of life and holistic growth for all.

- Parade College Mission

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

- Edmund Rice Education Australia, Charter Touchstone: Liberating Education

Parade College offers two Certificates at the senior level: the Victorian Certificate of Applied Learning (VCAL) and the Victorian Certificate of Education (VCE). Both Certificates offer excellent pathways for students into further education, training and employment. We will work with you to assist you in deciding with your son which pathway is most appropriate for him (noting the minimum requirements described in the Promotions Section described below).

This VCE Student Information Handbook is designed to provide guidelines to Parade students and parents on a range of important matters as students make subject selections, prepare for and sit their VCE at Parade College. Many of the rules are requirements of the Victorian Curriculum and Assessment Authority (VCAA) and must be followed closely. This booklet is intended to compliment and not replace the information provided by VCAA, and students and their families should make themselves aware of these requirements: http://www.vcaa.vic.edu.au/Pages/vce/index.aspx

The VCE years are those when the partnership between Parade College and home is perhaps at its most critical. Students will find additional academic, developmental, organisational, time management and emotional demands on them, demands which can be overwhelming at times. A stable and supportive home environment, with parents acting in close partnership with Parade College staff, will contribute strongly to a good balance between school work, recreation, rest and a positive outlook. This Handbook contains a wealth of direction, advice and guidance. We expect that families will assist their students to embrace, follow and support each other in partnership with the staff of the School. Communication is vital and the School has many systems in place to support students in achieving excellent outcomes over the two and sometimes three or four years of their VCE.

This document contains information about the VCE programs offered at Parade College. Please read the information carefully before you begin to make decisions about the subjects you will be choosing for your course of study. Parade provides many opportunities to receive further information and to discuss your options with staff that can guide you in your decisions. I know that the close reading of reports can be the stimulus of frank and wide-ranging discussions at home. It is important that you keep the following considerations in mind as you think about your subjects:
• How well you are doing in this subject already (your subject teachers can assist you here);
• How well you like a subject or think you might like it (read the descriptions contained in these pages and consult with subject teachers and Learning Area Leaders);
• What your passionate about (your Tutor Group Teacher and House Leaders can assist you here); and
• What you are interested in as a tertiary course or career as it is important to note that some tertiary courses have prerequisites.

Please ensure that you have all relevant information prior to making your decisions. There are many people to assist you with this information. With regard to selecting the VCE program best suited to your son, a long process has already commenced with career education and planning; subject selection evenings, tutor sessions and assemblies; and understanding what is presented in all study designs and the vast array of options open to students. It is important to begin to think of the career possibilities for your son, what they are aspiring to beyond school. We all encourage high aspirations, yet this has to be tinged with a degree of realism! Hopefully the process of choosing a VCE course is assisted with this Handbook as a guide both before - and during - the VCE journey. Know that you are not alone and we look forward to you continuing to engage closely with the College, as we offer support from staff including Tutor Group Teachers, Subject Teachers and Leaders, House Leaders, SSS Support Staff, Careers Advisors, Academic Advisors and ourselves.

We believe that decisions as to particular directions at this stage must involve the whole range of school, family and other significant people surrounding and supporting your student. We wish you and your son well as he embarks on this final phase of his secondary schooling.

Mr Geoff Caulfield
Assistant Principal
Teaching and Learning

Mr David Moore
Acting VCE Coordinator
(Term 3 2018)

Mr Paul Fahey
VCE Coordinator
Term 4 2018
VCE CONTACTS

VCE CO-ORDINATOR – MR DAVID MOORE / MR PAUL FAHEY
- Academic Performance
- Assessment Advice
- Attendance
- Behaviour Management
- Special Provision
- Extension of Time Requests
- Internal Course work
- Past Exams
- Student Welfare Issues
- Study Technique and Exam Advice
- Uniform

CAREERS COUNSELLORS – MS MELINDA WILLIAMS AND MS SARAH HARVEY
- Course advice
- Job Pathways
- Tertiary and TAFE entry requirements
- Scholarship Applications
- Accommodation Applications
- SEAS Applications
- Employment Applications
- VCE Work Experience Program
- Vocational Education and Training Program

HOUSE LEADERS
- Behaviour Management
- Student Welfare Issues
- Uniform

VET AND VCAL - MR TONY MCKAY AND MR JOHN NICHOLLS

ASSISTANT PRINCIPAL (TEACHING AND LEARNING) – MR GEOFF CAULFIELD
- Curriculum Issues
- Subject Selections
1. **Obtaining a VCE**

Units 1 - 4 in all VCE subjects are conducted under the auspices of the Victorian Curriculum and Assessment Authority (VCAA). Successful completion of the VCE is dependent on a student’s program and must include:

Satisfactory completion of a minimum of sixteen (16) units which **MUST** include:

- Three units from the English group, two of which must be Units 3 & 4.
- Three sequences of Units 3 /4 studies other than English, of which two can be VCE/VET sequences
- A minimum of seven other units.

At Parade College our students have the opportunity to satisfactorily complete the above requirements when choosing their subjects in accordance with the expectations outlined in their subject selection information. In this way most students will receive the opportunity to complete twenty four (24) units, with ten (10) being from Units 3 & 4.

**Calculating an ATAR**

*Upon completion of a scored VCE, students will be issued an Australian Tertiary Admissions Rank (ATAR) by the Victorian Tertiary Admissions Centre (VTAC)*

This score will be used to determine eligibility for a range of tertiary courses and is determined by the Unit 3/4 study scores (supplied to them by VCAA) at the completion of VCE. The score is made up from a student’s adjusted study score in his English study, his next best three subjects and 10% of his fifth (and sixth if applicable) giving a total that will place him on the ranking scale. This ranking is expressed in a numerical number with two decimal places up to the highest score of 99.95.

VTAC advises that for the calculation of a student’s ATAR score, the **minimum** it requires of any student to determine their rank is:

- A satisfactory result in Units 3 and 4 of any English;
- Plus a minimum of three sequences of Units 3 and 4 studies other than English;
- Satisfactory completion of the VCE Certificate requirements.

At Parade College, by following the expectations outlined in subject selection information when choosing your subjects, students complete these minimum requirements.

2. **VCE Assessment**

**Outcomes (Units 1 and 2)**

Outcomes are sets of knowledge and skills identified in each VCE unit. Students must satisfactorily demonstrate all outcomes within a unit as specified in the VCE study design for each subject in order to achieve satisfactory completion of the unit.

To achieve the satisfactory completion of an outcome, the student must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his own
- Observe VCAA and school rules including minimum attendance standards

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit. If the outcomes are not satisfied, teachers will require students to submit further work to meet satisfactory completion requirements.
School Assessed Coursework - SAC (Units 3 and 4)

School Assessed Coursework (SAC) is a form of assessment which occurs under the direct supervision of the teacher in a limited amount of time. This can take place in a normal teaching period, on a designated Wednesday morning or at another time organized by the teacher and informed to the students at least seven (7) days prior to the task. This assessment counts towards the Study Score, and as such is subject to the requirements of the VCAA regarding authentication and rules for VCAA examinations.

Students will receive feedback from teachers on Coursework. This may include:

- Advice on problem areas
- Advice on where and how improvements can be made for further learning
- Raw scores for Coursework assessments

Coursework scores are subject to change as a result of statistical moderation by the VCAA. Teachers are to inform students of this when they report raw scores of Coursework assessments to students. It is not Parade College policy for Unit 3/4 students to be informed of their ranking in the class or College cohort in a particular subject.

If the coursework does not adequately demonstrate the relevant outcome, the work may be cross-marked by another teacher to confirm this assessment. When the outcome has not been achieved, the student will be given the opportunity to do further work at the subject teacher's direction in order to reach a satisfactory standard. In the case of assessed work being re-done, the score for the original work would stand.

School Assessed Tasks (SAT) (Units 3 and 4)

School Assessed Tasks are completed over an extended period of time. These SAT’s are graded by the College according to criteria provided by the VCAA and are subject to a random external review by VCAA assessors. The results contribute to the study score. Several practical subjects have SATs. No numerical feedback is given to students regarding SATS until scores are confirmed. **No extensions can be granted for a SAT.**

Date of Submission

All SATs are to be submitted by the date published in the VCE Calendar distributed to students and as notified by subject teachers. When SATs are submitted, they must include the drafts/development work and all proof of authenticity as requested by the teacher. All SATs are to be submitted directly to the subject teacher at the time designated by the subject teacher.

“VCAA rules stipulate that schools are unable to alter the due date under any circumstances for SATs. In extremely special circumstances schools may grant a “resubmission” only AFTER the initial assessment piece has been submitted by the due date, in order to assist a student who has experienced difficulty in accordance with VCAA regulations. A student is only eligible for consideration if sufficient work is submitted by the due date and a sub-committee convened by the VCE Coordinator has approved his application.”

VCE Examinations Units 1 - 4

Unit 1 and 2
Compulsory examinations will take place at the completion of both semesters in all VCE Unit 1 and 2 Studies. This will provide students and parents with information about the student’s knowledge, performance under time pressure and eligibility to continue with the subject in further studies.
Unit 3 and 4
Examinations will take place at the end of the year for all VCE studies as well as selected VET studies. All Unit 3 and 4 students will receive a copy of the VCAA examination timetable when it is published in May/June.

Trial examinations will take place in the final week of Term 3. Attendance is compulsory.

To achieve study scores and an ATAR, students must complete the examination in their studies. Parade College policy is that all students are required to remain for the entire duration of each exam.

3. **Attendance**

**Attendance requirements**

Attendance at all classes at all year levels is compulsory at Parade College. In VCE this also extends to periods where students are timetabled to attend Study Hall. Therefore, students are expected to attend every class except when they are prevented by a valid reason, e.g. significant illness, an important school activity. Students are required to attend at least 90% of all classes in order to satisfy the minimum requirements as set by the College in conjunction with the VCAA.

**Process for monitoring attendance**

The following process applies:

1) Teachers record attendance for each class electronically
2) If a pattern of absence occurs, the Subject Teacher and House leader are alerted.
3) Where deemed necessary, and it is felt that a student is at risk of not meeting the required standard, a letter will be sent home to parents and/or an interview will be requested.
4) The interview will be conducted by the House leader and the VCE Coordinator and any other staff deemed necessary. The student will be warned that their attendance is not satisfactory and that, without improvement, they may not satisfactorily complete the unit(s) concerned. Where necessary, the College will set up additional support to assist the student in achieving a better attendance rate.
5) If the unauthorized absences continue after the interview, the College will need to issue an N in accordance with the guidelines set by the Victorian Curriculum and Assessment Authority.

In summary, a student who does not attend 90% of scheduled class time, except for when he is able to provide proof of a valid reason for absence such as medical certificates, may be assessed as not satisfying the requirements of the unit. A student can only be given an N for lack of attendance if the above process has been followed.

If a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, on application, grant Special Provision for school based assessments. In this case the student should not be penalized for lack of attendance.

The student should make an appointment with the VCE coordinator and present the required documentation so official paperwork can be completed and alternative arrangements can be made.
**Authorised Absences**

The 90% attendance requirement does not include any time away from class that is identified as authorised absences. Student absence is deemed to be authorised if it was due to:

- illness
- personal environment (e.g. extreme family difficulties/deaths etc.)
- physical disability
- significant hardship
- official school activities that the student has permission for

These absences must be supported by relevant documentation such as:

- a medical certificate OR qualified medical practitioner report/letter
- professional documentation (eg. funeral Order of Service booklet)
- psychologist report/letter

**Missed Assessments due to absence**

Students who are absent from classes and miss any scheduled assessments (Outcomes or SACs) **MUST** provide a medical certificate, which indicates that they were ‘Unfit for work’ in order to have the assessment rescheduled.

Students are to present the Medical Certificate/s to the Tutor Teacher who will note the days of absence which relate to the certificate for entry on the database. The Tutor Teacher will then amend the student’s attendance accordingly on the College database.

The assessment will be rescheduled by the subject teacher at a suitable time preferably within seven days of the original date to protect the authenticity of the assessment. This rescheduling will take place under the same conditions as the original task.

4. **VCAA Rules and Plagiarism**

All VCAA rules regarding completion of work can be found online at [http://www.vcaa.vic.edu.au/](http://www.vcaa.vic.edu.au/) and can be clarified by speaking to your subject teacher or VCE Coordinator. The ones listed here are rules that commonly need to be reminded to our students.

**Work produced electronically (Computer or iPad)**

When Parade College students use electronic media to produce work as part of their VCE studies either at the College or at home, it is the student’s responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer
- Hard copies of the work in progress are produced regularly and kept, to meet drafting and authentication requirements
- All students must abide by the rules outlined by their teachers regarding the work
- Computer malfunction is NOT an acceptable reason to apply for a time extension
Rules regarding submission of own work (plagiarism)

The following rules need to be followed in order to prove the authenticity of a student’s work:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely his own.
- A student must acknowledge all resources used including:
  - Texts, websites and source material
  - The names and status of any person(s) who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:
- The incorporation of ideas or material derived from other sources e.g. by reading, viewing or note taking, but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person or source, which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:
- Use of, or copying of, another person’s work or other resources without acknowledgement.
- Corrections or improvement made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study.
- A student who either knowingly, or unknowingly, assists other students in a breach of rules may be penalised.
- A student must sign the authentication record for work done outside class at the time of submitting the completed task. The declaration states that all unacknowledged work is the student’s own.
- A student must sign a general declaration that he will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

Onus of Proof

Students must be able to provide evidence that the work submitted is their own and/or was completed in accordance with the VCAA’s requirements. This evidence must be produced when requested and failure to do so will result in a penalty being applied.

5. Breach of VCE rules (Unit 1 – 4)

Any breach of rules will be treated in line with VCAA guidelines listed below and available for perusal at http://www.vcaa.vic.edu.au/

Possible penalties

Should the school be satisfied, on the basis of evidence, that there has been a substantial breach of VCAA Guidelines, then the student may be brought before a VCE panel comprising of at least two of the following staff: Assistant Principal Teaching and Learning, Director Curriculum, VCE Coordinator, Student’s House Leader and the appropriate learning area leader. This panel can, upon investigation, issue the following consequence(s):
• Reprimand a student;
• Give the student the opportunity to resubmit work for satisfactory completion if this can occur within the dates designated by the VCAA;
• Refuse to accept the part of the work which infringes the rules and base a decision whether to award the learning outcome an N or an S upon the remainder of the work;
• Submit a score for the School Assessed Coursework based on the assessment or the remainder;
• Refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision. Thus an N will be awarded for the outcome and NA would be submitted for the SAC and/or SAT.

Students’ right of appeal

Students have the right of appeal to the school on the school’s decisions about:

• Non-satisfactory completion of a unit
• Special Provision
• A breach of rules

Students have the right of appeal to the VCAA on school decisions about a breach of rules.

There is no appeal to the VCAA on VCE School-Assessed Coursework assessment on the grounds that the student/parent disagrees with the assessment provided by teacher(s). Schools, however, need to ensure that students receive adequate feedback on School-Assessed Coursework assessment and that students are very clear on why such assessments have been given.

6. Designated Study periods

All timetabled study periods are to be taken at school. Students do not have the option to come in late or leave early if their study periods are at the start or end of the school day. Such absences will be against the 90% attendance requirement. A roll will be taken at the beginning of each study period.

All VCE students must be at school from 8.40 am till 3.15 pm each school day. Students are expected to attend tutor groups, Tenete classes, and all school assemblies as required.

It is required that students utilise the VCE Study Hall (MQ 28) or assigned classroom appropriately during study periods. The Study Hall allows quiet collaborative work to take place, however, noise MUST NOT be at a level where it distracts other students.

To maximise a student’s VCE outcomes students must use time effectively, revising for assessment, preparing notes, working on exercises or researching information. The use of individual listening equipment is allowed only in the VCE study room for private use. The school will not take responsibility for the loss of a student’s personal listening device.

Timetabled study periods can take place in any available room, however every effort is made to timetable them exclusively in the Year 12 study area of MQ27 and MQ28. These rooms are also available before school, at recess and lunch as well as some after schools for Year 12s exclusively to study.

Rules for these rooms are as follows:
Behaviour Guidelines for Year 12 Study Area

- This area has been designed to enhance our Year 12s ability to study and to cater for different study styles.
- It is **not** a common area or relaxation area.
- Room (MQ28) is a large open area designed for collaborative study and reading
- Room (MQ27) is designed for private silent study.

Room (MQ28) Rules:

**Collaborative learning and group work is permitted**

General classroom rules regarding respect of others and property apply with the following guidelines and exceptions.
- Whilst talking is permitted, noise should not be distracting to other students at nearby tables.
- Headphones may be used but are not to be audible to other students.
- Students are not to be moving from area to area.
- Sofa area is for reading and group discussions and should be available for students wanting to partake in these activities (i.e. should not be used by students who could easily be catered for at the tables.)
- Water bottles are permitted but NO other food and drink will be allowed in the room at ANY time.
- Furniture should not be moved.

Room (MQ27) Rules:

**Silent/Private study**

General classroom rules regarding respect of others and property apply with the following guidelines and exceptions.
- Students are to work on their own and talking is not permitted
- Headphones are not to be used for any reason – the collaborative area is for this purpose.
- Water bottles are permitted but NO other food and drink will be allowed in the room at ANY time.

The use of these rooms outside of a designated study period is a privilege for Year 12 students and failure for students to adhere to these rules will result in this privilege being revoked.

7. **Important and Useful Websites**

http://www.vtac.edu.au/ - Victorian Tertiary Admissions Centre
**Promotion and Acceleration Policy**

The Promotion and Acceleration Policy has as its primary concern the student's personal and social welfare and satisfactory progress in his studies. Students are not promoted nor accelerated automatically at Parade College. The College reserves the right not to promote or accelerate a student if that course of action is deemed to be in the best interests of that student. This would occur only after documented evidence of ongoing consultation with Parent(s)/Guardian(s) and the student.

**Promotion**

A student could expect to be promoted if, in accordance with his abilities, he has made satisfactory progress in his studies. This progress would be indicated by:

(a) The completion of Graded Assessment Tasks to a ‘C+’ average in each subject
(b) A demonstrated commitment to complete set tasks
(c) A positive attitude to his work
(d) Regular class attendance with a minimum 90% attendance rate per semester
(e) Satisfactory behaviour and a demonstrated willingness to comply with College rules and expectations

**Guidelines for Promotion**

**VCE**

For promotion into VCE for each of Years 11 and 12 a student must be able to form a viable course of Study as determined by the College. For the VCE, this determination will be based on the achievement of a C+ in the relevant Year 10 and 11 subjects and recommendation of the relevant Subject Teacher.

**VCAL**

For promotion into VCAL for each of Years 11 and 12, a student is required to:

- have been recommended by his House Leader/Director Vocational Education and Pathways;
- have successfully completed the year. This will be based on the student’s:
  - attitude to school and school work throughout the year;
  - behaviour throughout the year and
  - willingness to apply himself to all areas of school life throughout the year.
- attended an interview with his parent(s)/guardian(s) and with the Director of Vocational Education and Pathways;
- agreed to abide by the code of conduct for the VCAL Program.

**Acceleration**

Acceleration means completing a Year 11 (Unit 1-2) subject while in Year 10 or a Year 12 (Unit 3-4) subject while in Year 11.

(a) The major benefit to a student is the experience of working at a more demanding level. Acceleration is best suited to students who are already excelling in a related subject area. However, the accelerated subject is generally not the student’s best subject.
(b) Selection to an accelerated subject is generally based on Semester One results.
(c) Except in exceptional circumstances, students will only be permitted to undertake one accelerated subject sequence. Advanced Placement students may apply for up to two accelerated subjects.
(d) Students who are offered a place in an accelerated subject do so with the full understanding that they shall not allow their performance in their remaining subjects be negatively affected by the additional demands of the accelerated subject. Students are expected to maintain high levels of academic performance in all subjects.

**Guidelines for Acceleration**

Year 10 students applying to study a VCE (Unit 3-4) subject at Year 11 must achieve the following pre-requisites:

(a) Letter grades of B or higher in all assessment tasks of the specific subject at Unit 1-2.
(b) Letter grade average of C+ or higher in at least 4 out of 5 core subjects (English, Religious Education, History, Mathematics and Essential Science) in Year 10 in Semester One;
(c) Satisfactory completion (S) for all VCE units studied thus far;
(d) Work Habit (Effort, Behaviour and Completes Set Homework) grades of Very Good or Excellent in at least four Semester One subjects;
The recommendation of the subject teacher of the related subject;
(f) The recommendation of the Learning Area Leader of the subject;
(g) Timely submission of the correctly completed Application form, stapled to the Web Preferences receipt form.

*Note: students may not accelerate into a Unit 3-4 subject unless they have studied the appropriate Unit 1-2 course beforehand.*

**Applying to Accelerate in a VCE Subject**

1. The student completes the appropriate online subject preferences in the normal manner and prints a *Web Preferences Receipt*.
2. The Student completes the appropriate "Application to Accelerate Form" and submits it by the advertised deadline, stapled to the *Web Preferences Receipt*.

**Reducing the Number of Subjects Studied in Year 12 due to Acceleration in previous years**

Students who complete two Unit 3-4 subjects in Year 11 may be permitted to study one fewer subjects (four) in Year 12. Students are required to achieve a minimum study score of 34 in both Year 12 subjects in Year 11.

*NB. As these VCE results will not be known until after the Headstart classes in November/December, they must commence Headstart classes in all five subjects. Any adjustments to a student’s enrolment will be made after the student’s request to reduce subjects is approved.*
CAREERS

VTAC APPLICATION PROCESS:
Once in their final year of VCE or VCAL, any student wishing to be considered for tertiary study at either a Certificate, Diploma, Advanced Diploma, Associate Degree or Bachelor Degree level will most likely make an application through the Victorian Tertiary Admissions Centre (VTAC). All students in both the VCE and VCAL programs are taken through the VTAC application process by the Careers Advisors at Parade College at an appropriate time during their final year.

STUDENT MAKES APPLICATION
Opens in early August of final year. Completed online via vtac.edu.au. Students may select up to 12 courses in preferential order to be considered for. Late fees apply. These preferences can be changed at any time.

MEETING ADDITIONAL SELECTION REQUIREMENTS
Students who are applying for courses with additional selection requirements will need to ensure these are completed by due dates set out by the institution.

SCHOLARSHIPS and SEAS
Students may also apply to be considered for some institution based scholarships and for SEAS in their online VTAC application.

OFFERS
There are up to 5 rounds of offers made. The first of these is around mid-January in the year of tertiary study. Students are able to change their preferences with each subsequent round of offers. A student will receive only the highest offer made on their preference list in any single round of offer.

There are some institutions that require applications for their courses to be made directly to them. These are mostly private providers and their application requirements are made known via their institution website. They are also listed as ‘direct entry’ providers on the VTAC website.

CHOOSING YOUR SUBJECTS:
Before selecting your subjects, it is important to consider carefully the program that will suit you best:

VCE
- 2-year program
- Unit 1-4 Subjects
- VET subject options
- Bachelor Degree
- Cert. & Diploma courses
- Apprenticeships/Traineeships
- Employment

VCAL
- Flexible program (usually 2 years)
- Wide variety of VET subjects
- Compulsory general subjects
- Cert. & some Diploma courses
- Apprenticeships/Traineeships
- Employment
To help you decide on the program that will meet your needs best and to pick your subjects, consider the following:

**WHAT ARE YOU GOOD AT?**
Often the things you are good at are the things you will be most interested in pursuing once you finish school and will help you to achieve your best results.

**WHAT ARE YOU INTERESTED IN?**
Senior secondary school can be gruelling at times. By selecting subjects you are interested in learning about and you like, you are more likely to do your best.

**WHAT DO YOU NEED?**
Knowing the prerequisite subjects for different courses will ensure you select the ones you will need to pursue a particular career. The most common prerequisites apart from English are Maths and Sciences. You will need to use the resources provided to help you check these.

**WHAT MIGHT YOU WANT TO BE IN THE FUTURE?**
Thinking about the sorts of professions or work you might like to do in the future can be useful. You can then select subjects that might be useful or align well with that type of profession.

**SEEK OUT ADVICE:**
- TEACHERS
- STUDENTS
- ADULTS in the field
- RESEARCH

While it can be helpful to research the sorts of occupations that exist, it is also important to realise that being so young and relatively inexperienced in the world of work means that you are likely to change your mind many times. No amount of research can truly prepare you for what a certain job will be like. Also, the reality is that now more than ever, with the advances in technology, science and world economies, jobs are changing, appearing and disappearing constantly. The jobs you might be doing when you finish your studies may not even be ‘invented’ or ‘known’ yet. Therefore, it can be worth thinking about what you might like to STUDY rather than what you would like to BE when you are older. Once you are studying, you will find opportunities to engage with industry, employers, different topics and professionals, all of which will help you to move towards the first of what is likely to be MANY occupations in your lifetime.
To help you think about this further, consider the ideas below:

<table>
<thead>
<tr>
<th>I am good at and/or enjoy</th>
<th>I want to</th>
<th>Consider these courses</th>
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</thead>
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| Science, numbers and technology | Help others | Engineering  
Medicine, Nursing and Health Sciences  
Pharmacy and Pharmaceutical Sciences  
Science |
| | Improve people’s lives | Business and Economics  
Engineering  
Information and Technology  
Medicine, Nursing and Health Sciences  
Pharmacy and Pharmaceutical Sciences  
Science |
| | Build things | Art, Design and Architecture  
Engineering |
| | Design and create things | Art, Design and Architecture  
Engineering  
Information Technology  
Medicine, Nursing and Health Sciences |
| | Improve the environment | Engineering  
Science |
| | Make money work | Business and Economics  
Science |
| | Explain things to others | Business and Economics  
Engineering  
Information Technology  
Medicine, Nursing and Health Sciences  
Science |
| | Entertain | Art, Design and Architecture  
Information Technology  
Entertain |
**USEFUL RESOURCES and PUBLICATIONS:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td>Parade College Careers Website</td>
<td>A website overseen by the Parade College Careers Team that provides resources, links, activities and guides to support career exploration and planning. Students and Parents are able to access useful tools as well as book appointments to meet with a Careers Advisor. Students are able to complete Career Action Plans, take quizzes and tests to identify professions of compatibility, investigate professions and use templates to develop cover letters and resumes.</td>
</tr>
<tr>
<td>Student Secure Area Login Details</td>
<td></td>
</tr>
<tr>
<td><strong>Username:</strong> Student Email Address</td>
<td></td>
</tr>
<tr>
<td><strong>Password:</strong> School Computer Password</td>
<td></td>
</tr>
<tr>
<td>VTAC Year 10 Guide</td>
<td>A guide published by VTAC that includes information on key terms, institution specific study requirements for courses in 2 years’ time and examples to explain subject choices and the impact of these on a student’s ATAR. This is distributed to all students at the Year 10 Subject Selection Evening.</td>
</tr>
<tr>
<td>The Year 10 VCE Planner Herald Sun lift out</td>
<td>A newspaper lift out that lists all known courses with the prerequisite subjects required to be eligible to apply. This is distributed to all Year 10 students prior to subject selection with activities based around it in their Year 10 Careers classes to help with their subject choices for VCE.</td>
</tr>
<tr>
<td>Available in edition 7th August, 2018</td>
<td></td>
</tr>
<tr>
<td>VTAC Website</td>
<td>This website holds all information pertaining to applications at the end of Year 12. Students can research course offerings based on key words, interest areas and subjects. Information regarding key processes, publications and all reports are also available in online versions.</td>
</tr>
<tr>
<td><a href="http://www.vtac.edu.au">www.vtac.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>My Future Website</td>
<td>This website run by the Australian Government Department of Education is an easy to use resource that allows for occupation research. It includes activities to help you consider which types of occupations may suit your skills, interests, values and ambition.</td>
</tr>
<tr>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>WIRL Career</td>
<td>This online resource includes short video segments by recent graduates discussing their profession. Students can use this to gain an insight into some of the professions they may be considering and can search by career areas to learn more about the types of jobs that exist in that area. There is also an easy to complete Careers Quiz available which suggests possible careers in line with results.</td>
</tr>
<tr>
<td><a href="http://www.wirl.com.au">www.wirl.com.au</a></td>
<td></td>
</tr>
<tr>
<td>User Name: Parade</td>
<td></td>
</tr>
<tr>
<td>Password: Parade18</td>
<td></td>
</tr>
<tr>
<td>Apprenticeships Australia</td>
<td>A great source of information and links to resources to help with exploring and locating apprenticeship opportunities. Advice, support and personal stories are available online.</td>
</tr>
<tr>
<td>Job Outlook</td>
<td>A government website providing data and statistics on a variety of different occupations. National, statewide and local data is included as well as a quiz you can take to consider career options.</td>
</tr>
<tr>
<td>Graduate Careers Australia</td>
<td>A website that provides information on graduate data and outcomes based on courses studied and professions. Included is access to a variety of publications and research which informs students about industry and salary trends, graduate employment opportunities and career development.</td>
</tr>
<tr>
<td>Youth Central</td>
<td>Youth Central offers a range of information and advice for young people on issues like jobs, study, travel, money and events.</td>
</tr>
</tbody>
</table>
## Glossary of Terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate Score</td>
<td>The total produced by adding a student’s primary four and any permissible increments and/or block credits. This total is equated to a rank which equals the ATAR awarded to a student.</td>
</tr>
<tr>
<td>ATAR</td>
<td><strong>Australian Tertiary Admissions Rank</strong> – an overall percentile ranking based on a student’s aggregate scaled study scores within the VCE program used to gain entry into most Bachelor or Associate Degree courses. To achieve an ATAR, a student must satisfactorily complete and receive a study score in AT LEAST four VCE studies. A maximum of six studies can contribute to the ATAR.</td>
</tr>
<tr>
<td>Block Credit</td>
<td>An increment applied to a student’s aggregate scaled study score for any non-scored VET subjects completed as part of a VCE program. This is calculated as 10% of the mean score of the Primary Four.</td>
</tr>
<tr>
<td>Major</td>
<td>The main area of study selected by a student within a broader tertiary course. EG. A Bachelor of Science may offer a wide range of majors to choose from such as Microbiology, Biotechnology, Data Science, Genetics, Zoology, Physics etc.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>VCE studies that must be satisfactorily completed (in some cases to a certain standard) in order to be eligible for a course.</td>
</tr>
<tr>
<td>Primary Four</td>
<td>The four studies that are counted first in the calculation of a student’s ATAR. This is made up of the VTAC Scaled Study Score of English OR EAL OR Literature OR English Language as well as the next best three permissible scaled study scores.</td>
</tr>
<tr>
<td>Increments</td>
<td>For students who complete a fifth and/or sixth subject that achieves a scaled study score, 10% of this score is added to the Primary Four total to calculate their ATAR.</td>
</tr>
<tr>
<td>Open Day</td>
<td>A day held by a tertiary institution designed to allow prospective students access to their staff, students and facilities to find out information about courses, support programs, accommodation and life as a higher education student.</td>
</tr>
<tr>
<td>SAC</td>
<td><strong>School Assessed Coursework</strong> – assessment tasks completed within Units 1-4.</td>
</tr>
<tr>
<td>Scaling</td>
<td>An adjustment made to VCAA study scores that accounts for differences in the ability of students undertaking different studies. This is to ensure that all results are comparable across all subjects so that students are neither advantaged nor disadvantaged on the basis of the subjects they choose for their VCE program.</td>
</tr>
<tr>
<td>SEAS</td>
<td><strong>Special Entry Access Scheme</strong> – a way for students to apply for special consideration based on Personal Information or Location, Difficult Circumstances, Disadvantaged Financial Background, Disability or Medical Condition. Students are encouraged to speak with a school Careers Advisor as early as possible to go through the requirements of this application in regards to their individual circumstances.</td>
</tr>
<tr>
<td>Selection Criteria</td>
<td>Institutional and course requirements needed to be met in order to be eligible for a course.</td>
</tr>
<tr>
<td>Selection Requirements</td>
<td>Additional requirements needed to apply for some courses such as a folio, interview, audition, testing etc.</td>
</tr>
<tr>
<td>Study Score</td>
<td>A score from 0-50 for each Unit 3 and 4 study calculated by the VCAA based on a student’s school assessed and examination results. This result indicates a student’s individual performance relative to other students’ performance in the same subject.</td>
</tr>
<tr>
<td>Subject Bonus</td>
<td>VCE studies that if completed satisfactorily (or in some cases to a certain standard) can result in an institution applying bonus aggregate study score points for entry into a particular tertiary course.</td>
</tr>
<tr>
<td>Unit One &amp; Two</td>
<td>Year 11 standard subjects.</td>
</tr>
<tr>
<td>Unit Three &amp; Four</td>
<td>Year 12 standard subjects.</td>
</tr>
<tr>
<td>VCAA</td>
<td><strong>Victorian Curriculum and Assessment Authority</strong> – the governing body of the VCE and VCAL program, they are responsible for all assessment and scoring of VCE and VET studies.</td>
</tr>
<tr>
<td>VCAL</td>
<td><strong>Victorian Certificate of Applied Learning</strong> – a recognised senior secondary qualification made up of core compulsory subjects and at least one VET Certificate course.</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education – a recognised senior secondary qualification made up of a combination of Unit 1, 2, 3 and 4 subjects and may include VET Certificate courses</td>
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<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training – courses which have a practical vocational focus that once completed offer a Certificate level qualification. Those WITH a final examination receive a study score and may contribute to a student’s primary four. Those WITHOUT a final examination can contribute to a student’s ATAR as a block credit only</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre – the central body through which most applications for further study upon the completion of a senior secondary qualification is made</td>
</tr>
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NB: While all the subjects listed below are offered, classes may not run in some subjects due to lack of student demand

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Why study Accounting?

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.
In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

Structure

The study is made up of 4 units:

Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business
Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

Accounting Unit 1 - Code: 1cAC
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Accounting Unit 2 - Code: 2cAC
In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Accounting Unit 3 and Unit 4 - Code: 3cAC & 4cAC

Unit 3
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Unit 4
In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Parade Entry requirements
To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Business Accounting. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Role of accounting in business
Outcome 1
On completion of this unit, the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Outcome 2
On completion of this unit, the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting and decision-making for a trading business
Outcome 1
On completion of this unit, the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

Outcome 2
On completion of this unit, the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Outcome 3
On completion of this unit, the student should be able to record and report for non-current assets and depreciation.

Unit 3: Financial accounting for a trading business
Outcome 1
On completion of this unit, the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Outcome 2
On completion of this unit, the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4: Recording, reporting, budgeting and decision-making
Outcome 1
On completion of this unit, the student should be able to 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.

Outcome 2
On completion of this unit, the student should be able to 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.
Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

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Why study Australian and Global Politics?

VCE Australian and Global Politics Units 1 and 2 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 of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active.

Australian and 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 also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics.

Structure
The study is made up of 4 units:

Unit 1: Ideas, actors and power
Unit 2: Global connections
Unit 3: Global actors
Unit 4: Global challenges

Unit 1: Ideas, actors and power - Code: 1hAG

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2: Global Connections- Code: 2hAG

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Unit 3: Global actors - Code: 3hGP

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power within the region to achieve its objectives.
Unit 4: Global challenges - Code: 4hGP

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 History or Year 10 Australia’s Legal and Political System. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

Unit 1: Ideas, actors and power

Outcome 1

On completion of this unit the student should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Outcome 2

On completion of this unit the student should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

Unit 2: Global Connections

Outcome 1

On completion of this unit the student should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia’s participation in the global community.

Outcome 2

On completion of this unit the student should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

Unit 3: Global actors

Outcome 1

On completion of this unit the student should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the effectiveness of the use of various types of power by a specific Asia-Pacific state in pursuit of its national interests.
Unit 4: Global challenges

Outcome 1

On completion of this unit the student should be able to analyse the debates relating to TWO global ethical issues, and evaluate the effectiveness of global actors’ responses to these issues.

Outcome 2

On completion of this unit the student should be able to analyse TWO contemporary global crises and evaluate the effectiveness of global actors’ responses to these.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

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

Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- IV / Apprenticeship</td>
<td>Case Worker Community Development Worker Human Resource Manager Law Clerk Police Officer Probation/Parole Officer Project Manager Social Worker Welfare Support Worker</td>
<td>Academic Diplomat Human Rights Activist International Relations Journalist Lawyer Media and Communications Officer Policy Analyst Politician Public Servant Public Relations Officer Social Researcher Social Worker Speech Writer</td>
</tr>
</tbody>
</table>

*This is not an exhaustive or prescriptive list

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BIOLOGY

Why study Biology?

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

VCE Biology provides for continuing study pathways and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in biotechnology, health and medicine, ecology, education, food science and veterinary science. Biologists also work in cross-disciplinary areas such conservation, forensic science, geology, medical research and sports science.

> Go to Science Pathways diagram

Structure

**Biology Unit 1: Code: 1sBI**

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms. Students investigate how a diverse group of organisms form a living interconnected community. They consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

**Biology Unit 2: Code: 2sBI**

In this unit students focus on cell reproduction and the transmission of biological information. They examine the process of DNA replication and reproductive strategies, including stem cells. Students explain the inheritance of characteristics, analyse patterns of inheritance and explore the relationship between genes and the environment. They consider the role of genetic screening and its social and ethical issues.

**Biology Unit 3: Code: 3sBI**

In this unit students consider the molecules and biochemical processes. They explore the importance of the plasma membrane, consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

**Biology Unit 4: Continuity and Change – Code: 4sBI**

In this unit students consider the continual change and challenges of life and investigate the impact of change on a population’s gene pool. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in comparative genomics, molecular homology and bioinformatics have resulted in evidence of change. The human fossil record and the interrelationships between human biological and cultural evolution is examined.
**Parade Entry requirements**
To enter Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**
Demonstrated achievement of the set of Outcomes specified for the unit.
Listed below are the outcomes for Units 1-4:

**Unit 1: How do living things stay alive?**

**Outcome 1**
On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.

**Outcome 2**
On completion of this unit the student should be able explain how adaptations enhance the survival of an organism, investigate the relationships between organisms that form a living community and their habitat and analyse the impacts of factors that affect population growth.

**Outcome 3**
On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism and draw conclusions based on collected data.

**Unit 2: How continuity of life is maintained?**

**Outcome 1**
On completion of this unit the student should be able to compare asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and medical therapies.

**Outcome 2**
On completion of this unit the student should be able to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

**Outcome 3**
On completion of this unit the student should be able to investigate and communicate a response to a question related to an issue in genetics and/or reproductive science.

**Unit 3: How do cells maintain life?**

**Outcome 1**
On completion of this unit the student should be able to explain the cell and cellular processes, including factors that affect the rate of biochemical reactions.

**Outcome 2**
On completion of this unit the student should be apply a stimulus response model to explain hoe cells communicate and explain how immunity may be acquired.

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

**Outcome 1**
On completion of this unit the student should be able to analyse evidence for evolutionary change, explain hoe relatedness of species is determined and explain biological change on human evolution.
**Outcome 2**
On completion of this unit the students should be able to describe tools used to manipulate DNA and analyse biotechnological applications.

**Outcome 3**
On completion of this unit students should design and undertake a n investigation into cellular or biological changes over time.

**Levels of Achievement**

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Unit 3 and 4**
School-assessed coursework, a mid-year examination and an end-of-year examination:

- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year: 60 per cent

**Potential Careers related to this study**

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Attendant</td>
<td>Animal Technician</td>
<td>Audiologist</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Laboratory Technician</td>
<td>Biomedical Engineer</td>
</tr>
<tr>
<td>Florist</td>
<td>Sustainability Officer</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Nursery Attendant</td>
<td>Veterinary Nurse</td>
<td>Dietician</td>
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<td>Environmental Scientist</td>
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<td>Food Technologist</td>
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<td>Medical Practitioner</td>
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<td>Microbiologist</td>
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<td>Pathologist</td>
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<td>Veterinarian</td>
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<td></td>
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<td>Zoologist</td>
</tr>
</tbody>
</table>

*This is not an exhaustive or prescriptive list*

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**Why study Business Management?**

Business Management examines the ways that 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.

> Go to Humanities Pathways diagram

**Structure**

The study is made up of 4 units:

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business

**Business Management Unit 1 - Code: 1cBM**

In this unit, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

**Business Management Unit 2 - Code: 2cBM**

In this unit, students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

**Business Management Unit 3 - Code: 3cBM**

In this unit, students explore the key processes and issues concerned with managing a business 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.

**Business Management Unit 4 - Code: 4cBM**

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 theoretical model to undertake change, and consider a variety of strategies to manage change.

**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Small Business or Business Economics. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study.
Unit 1: Planning a business

Outcome 1
On completion of this unit, the student will be able to describe the sources of business ideas.

Outcome 2
On completion of this unit, the student should be able to describe the external environment of a business and explain how the macro and operating factors affect business planning.

Outcome 3
On completion of this unit, the student will be able to describe internal business environments.

Unit 2: Establishing a business

Outcome 1
On completion of this unit, the student should be able to explain the importance of complying with legal requirements and financial record keeping, and establishing effective policies.

Outcome 2
On completion of this unit, the student should be able to explain the importance of establishing a marketing presence and analyse the effectiveness of marketing and other strategies.

Outcome 3
On completion of this unit, the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of staffing strategy.

Unit 3: Managing a business

Outcome 1
On completion of this unit, the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse culture and management styles.

Outcome 2
On completion of this unit, the student should be able to explain theories of motivation and apply them to contexts, and analyse strategies related to the management of employees.

Outcome 3
On completion of this unit, the student should be able to analyse the relationship between business objectives and operations management.

Unit 4: Transforming a business

Outcome 1
On completion of this unit, the student will be able to describe why businesses change.

Outcome 2
On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent
### Potential Careers related to this study

<table>
<thead>
<tr>
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<th>Bachelor Degree Qualification or Higher</th>
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<tbody>
<tr>
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<td>Copywriter</td>
<td>Business Systems Analyst</td>
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<td>Book Keeper</td>
<td>General Manager</td>
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<td>Customs Broker</td>
<td>Hospital Administrator</td>
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<td>Receptionist</td>
<td>Management Consultant</td>
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<td>Retail Assistant</td>
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*This is not an exhaustive or prescriptive list*

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Why study Chemistry?

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

> Go to Science Pathways diagram

Structure

The study is made up of 4 units:

Chemistry Unit 1 and 2 - Codes: 1sCH and 2sCH
In Unit 1 students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. In Unit 2 students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Chemistry Units 3 and 4 - Codes: 3sCH and 4sCH
In unit 3 students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. In unit 4 students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Essential Science. It is also beneficial to have achieved a C+ average in Matter in Motion. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of completion of a set of outcomes. Listed below are the outcomes for Units 1-4:

Unit 1 – How can diversity of materials be explained?
Outcome 1
On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
**Outcome 2**  
On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

**Outcome 3**  
On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

**Unit 2 – What makes water such a unique chemical?**  
**Outcome 1**  
On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

**Outcome 2**  
On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

**Outcome 3**  
On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

**Unit 3 – How can chemical processes be designed to optimise efficiency?**  
**Outcome 1**  
On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

**Outcome 2**  
On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and the recharging of batteries.

**Unit 4 – How are organic compound categorised, analysed and used?**  
**Outcome 1**  
On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

**Outcome 2**  
On completion of this unit the student should be able to distinguish between the chemical structures of food molecules, analyse the chemical reactions in the metabolism of food including the role of enzymes, and calculate the energy content.

**Outcome 3**  
On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
**Levels of Achievement**

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Unit 3 and 4**
School-assessed coursework, a mid-year examination and an end-of-year examination:

- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year examination: 60 per cent

**Potential Careers related to this study**

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<tr>
<th>Secondary School/Certificate I-IV/Apprenticeship</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>Dispensary Assistant</td>
<td>Anaesthetic Technician</td>
<td>Biochemist</td>
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<tr>
<td>Laboratory Worker</td>
<td>Food Technician</td>
<td>Conservator</td>
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<tr>
<td>Pest and Weed Controller</td>
<td>Medical Laboratory Technician</td>
<td>Doctor</td>
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<tr>
<td></td>
<td>Nurses Assistant</td>
<td>Exercise Scientist</td>
</tr>
</tbody>
</table>

*This is not an exhaustive or prescriptive list*
Why study Computing?
The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-tech.

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

Structure
The study is made up of 4 units:

Unit 1: Computing
Unit 2: Computing
Unit 3 & 4: Software Development

Students need to take both of the Unit 3 & 4 units.

Unit 1 Computing - Code: 1iIT
Unit 1 focuses on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students collect primary data when investigating either an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Part of the curriculum requires students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.

Students predict the impact on users if the network solution were implemented and are required to acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills to create a website to present different viewpoints on a contemporary issue.

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

**Unit 3 & 4: Software Development- Code: 3iSD & 4iSD**

In Software development Units 3 and 4 students focus on the application of a problem-solving
methodology and underlying skills to create purpose-designed solutions using a programming
language.

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of
the problem-solving methodology and use a programming language to create working software
modules. They respond to given software designs and develop a set of working modules through the
use of a programming language. Students need to examine a range of software design representations
and interpret these when applying specific functions of a programming language to create working
modules. They also analyse a need or opportunity, plan and design a solution and develop
computational, design and systems thinking skills. This work forms the first part of a project that is
completed in Unit 4.

In Unit 4 student’s focus on how the information needs of individuals and organisations are met
through the creation of software solutions used in a networked environment. They continue to study
the programming language used in Unit 3.

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

**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Software Development
or Multimedia. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students
must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Achievement of the set of outcomes specified for the unit by the VCAA. Outcomes define what students
will know and be able to do as a result of undertaking the study. Listed below are the outcomes for
Units 1-4:

**Unit 1: Computing**

**Outcome 1**

On completion of this unit the student should be able to acquire, secure and interpret data, and design
and develop a graphic solution that communicates the findings of an investigation.

**Outcome 2**

On completion of this unit the student should be able to design a network with wireless capability that
meets an identified need or opportunity, explain its configuration and predict risks and benefits for
intended users.

**Outcome 3**

On completion of this unit the student should be able to design and develop a website collaboratively
with others that presents an analysis of a contemporary issue and the team’s point of view on the
issue.
Unit 2: Computing

Outcome 1
On completion of this unit the student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

Outcome 2
On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.

Outcome 3
On completion of this unit the student should be able to apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Unit 3: Software Development

Outcome 1
Students will interpret design specifications and apply a range of functions and techniques using a programming language to develop working modules.

Outcome 2
Students will analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

Unit 4: Software Development

Outcome 1
Students will apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and evaluate the effectiveness of the project plan in managing progress.

Outcome 2
Students will analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
In both courses assessment is based on school-assessed coursework and an end-of-year examination:

• Unit 3 school-assessed coursework: 30 per cent
• Unit 4 school-assessed coursework: 20 per cent
• Unit 3 and 4 examination: 50 per cent
**ECONOMICS**

*Why study Economics?*

The study of Economics centres on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. Not only do these decisions affect the lives of individuals and nations but they can have an effect on a regional or global basis.

> Go to Humanities Pathways diagram

**Structure**

The study is made up of 4 units:

Unit 1: The behaviour of consumers and businesses  
Unit 2: Contemporary economic issues  
Unit 3: Australia’s economic prosperity  
Unit 4: Managing the economy

**Economics Unit 1 - Code: 1cEC**

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

**Economics Unit 2 - Code: 2cEC**

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources.

**Economics Unit 3 - Code: 3cEC**

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards.

**Economics Unit 4 - Code: 4cEC**

The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and supply side policies used by the Australian Government.

**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Business Economics. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

**Unit 1: The behaviours of consumers and businesses**

**Outcome 1**  
On completion of this unit the student should be able to describe the basic economic problem and discuss the role of consumers and businesses in the economy.

**Outcome 2**  
On completion of this unit, the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

**Unit 2: Contemporary economic issues**

**Outcome 1**  
On completion of this unit, the student should be able to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.

**Outcome 2**  
On completion of this unit, the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.

**Unit 3: Australia’s economic prosperity**

**Outcome 1**  
On completion of this unit, the student should be able to explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.

**Outcome 2**  
On completion of this unit, the student should be able to analyse key contemporary factors that may have influenced the Australian Government’s domestic goals over the past two years.

**Unit 4: Managing the economy**

**Outcome 1**  
On completion of this unit, the student should be able to discuss the nature and operation of aggregate demand policies and analyse how the policies influence governmental goals.

**Outcome 2**  
On completion of this unit, the student should be able to discuss the nature and operation of aggregate supply policies and analyse how the policies influence governmental goals.

**Levels of Achievement**

**Unit 1 and 2**  
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Unit 3 and 4**  
School assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent
## Potential Careers related to this study

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<td>Actuary</td>
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<td>Book Keeper</td>
<td>Freight Forward Supervisor</td>
<td>Auditor</td>
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<td>Customs Broker</td>
<td>Import/Export Manager</td>
<td>Economist</td>
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<td>Insurance Officer</td>
<td>Foreign Currency Advisor</td>
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<td>International Retail Buyer</td>
<td>Foreign Sales Consultant</td>
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<td>Inventory and Supply Officer</td>
<td>International Marketing Director</td>
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<td>Taxation Compliance Officer</td>
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Why study English?
This study aims to develop competence in the understanding and use of English for a variety of purposes. These purposes include employment as well as further education. English and English as a Second Language are structured around the integration of reading, writing, speaking, listening, and thinking.

NB: All VCE students must undertake at least three units from the English group, with at least one at Unit 3 / 4 level. These may be chosen from English, Literature, and/or English Language.

Structure
The study is made up of 4 units:

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

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

**English Unit 3 - Code: 3eEN**
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

**English Unit 4 - Code: 4eEN**
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Parade Entry requirements
To enter Unit 1 and 2, students are required to have a C+ average in Year 10 English or Literature. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:
Unit 1

Outcome 1
On completion of this unit the student should be able to produce analytical and creative responses to texts.

Outcome 2
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences and create their own texts to position audiences.

Unit 2

Outcome 1
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Outcome 2
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Unit 3

Outcome 1
On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Outcome 2
On completion of this unit the student 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.

Unit 4

Outcome 1
On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Outcome 2
On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent
### Potential Careers related to this study

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<td>Librarian</td>
<td>Cultural Heritage Officer</td>
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<td>Court Officer</td>
<td>Marketing Assistant</td>
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<td>Customer Service Assistant</td>
<td>Paralegal</td>
<td>Film and Television Producer</td>
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<td>Education Aide</td>
<td>Retail Manager</td>
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<td>Hotel Clerk</td>
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<td>Information Officer</td>
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<td>Library Assistant</td>
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<td>Sales Representative</td>
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<td>Secretary</td>
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<td>Teacher</td>
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<td>Writer/Journalist</td>
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Why study Food Studies

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units.
Unit 1: Food origins
Unit 2: Food makers
Unit 3: Food in daily life
Unit 4: Food issues, challenges and futures

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: Food origins – Code 1tFS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 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 and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2: Food makers - Code: 2tFS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. 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 use practical skills and knowledge to 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. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.
Unit 3: Food in daily life - Code: 3tFS

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: 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.

Unit 4: Food issues, challenges and futures - Code: 4tFS

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about 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 research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on 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. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Food Studies. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Food origins

Outcome 1
On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities

Outcome 2
On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.
Unit 2: Food makers

Outcome 1
On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food supplies and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Outcome 2
On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in daily life

Outcome 1
On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

Outcome 2
On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual’s food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4: Food issues, challenges and futures

Outcome 1
On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

Outcome 2
On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 30 per cent
- Unit 3 and 4 examination: 40 per cent
**Potential Careers related to this study**

<table>
<thead>
<tr>
<th>Secondary School/Certificate I-IV/ Apprenticeship</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>Baker</td>
<td>Food Technician</td>
<td>Dietician</td>
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<td>Butcher</td>
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<td>Environmental Health Officer</td>
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<td>Caterer</td>
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<td>Food Distribution Manager</td>
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<td>Chef</td>
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<td>Health Promotion Officer</td>
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<td>Pastry Cook</td>
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<td>Quarantine Officer</td>
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<td>Research and Development Officer</td>
</tr>
</tbody>
</table>

*This is not an exhaustive or prescriptive list*

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Why study French?

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

The study of French develops students’ ability to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

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

Structure

The study is made up of 4 units:

French Unit 1 - Code: 1LFR
The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. This unit allows the student to contribute to build and consolidate their language through spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

French Unit 2 - Code: 2LFR
The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. This unit allows the student to contribute to build and consolidate their language through spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

French Unit 3 and Unit 4 - Code: 3LFR and 4LFR
The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. In these units, students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French speaking communities.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 French. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. French is designed for students who will, typically, have studied French for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.
**Assessment**

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

**Unit 1**

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

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

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

**Unit 2**

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

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

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

**Unit 3**

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

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

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

**Unit 4**

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

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

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Units 3 and 4**
There is School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

**Potential Careers related to this study**

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<thead>
<tr>
<th>Secondary School/Certificate I-IV/Apprenticeship</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>Airline Baggage/Freight Handler</td>
<td>Engineering Associate</td>
<td>Anthropologist</td>
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<tr>
<td>Concierge</td>
<td>Community Services Case Manager</td>
<td>Archaeologist</td>
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<tr>
<td>Defence Force General Entry</td>
<td>Customs Officer</td>
<td>Communications Officer</td>
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<tr>
<td>Flight Attendant</td>
<td>Hotel/Motel Manager</td>
<td>Defence Forces Officer</td>
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<td>Hotel/Motel Clerk</td>
<td>Importer/Exporter</td>
<td>Diplomat</td>
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<td>Retail Assistant</td>
<td>Project Support Officer</td>
<td>International Relations Officer</td>
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<td>Security Officer</td>
<td>Travel Agent</td>
<td>Interpreter</td>
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<td>Tour Guide</td>
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<td>Manager</td>
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<td>Armed Forces</td>
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<td>Police Officer</td>
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<td>Defence Force General Entry</td>
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<td>Travel Agent</td>
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**Why study Geography?**

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

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

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

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

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

> Go to Humanities Pathways diagram

**Structure**

The study is made up of 4 units:

- Unit 1: Hazards and Disasters
- Unit 2: Tourism
- Unit 3: Changing the land
- Unit 4: Human population – trends and issues

**Geography Unit 1: Hazards and Disasters - Code: 1hGE**

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

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.
Geography Unit 2: Tourism - Code: 2hGE

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

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

Geography Unit 3: Changing the Land - Code: 3hGE

This unit focuses on two investigations of geographical change: change to land cover and change to land use.

Students investigate three major processes that are changing land cover in many regions of the world.

Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Geography Unit 4: Human population – trends and issues - Code: 4hGE

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Geography or Outdoor Education and the Environment. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

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.

Unit 1: Hazards and disasters

Outcome 1
On completion of this unit the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

Outcome 2
On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.
Unit 2: Tourism

Outcome 1
On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.

Outcome 2
On completion of this unit the student should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Unit 3: Changing the land

Outcome 1
On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.

Outcome 2
On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Unit 4: Human population – trends and issues

Outcome 1
On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.

Outcome 2
On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent
### Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
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<th>Bachelor Degree Qualification or Higher</th>
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<tbody>
<tr>
<td>I-IV/ Apprenticeship</td>
<td>Air Traffic Controller</td>
<td>Agricultural Scientist</td>
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<td>Civil and Structural Engineer Associate</td>
<td>Agronomist</td>
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<td>Environmental Officer</td>
<td>Archaeologist</td>
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<td></td>
<td>Forest Technical Officer</td>
<td>Architect</td>
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<td>Natural Resource Manager</td>
<td>Defence Forces Officer</td>
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<td>Park Ranger</td>
<td>Environmental Scientist</td>
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<td>Sustainability Officer</td>
<td>Geological Engineer</td>
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<td>Travel Agent</td>
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<td>Farmhand</td>
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<td>Survey Assistant</td>
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<td>Tour Operator</td>
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</tbody>
</table>

*This is not an exhaustive or prescriptive list*

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Why study Health and Human Development?

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

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

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

Further information about the course is provided in the study design:


> Go to Health & Human Development Pathways diagram

Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>I-IV/ Apprenticeship</td>
<td>Anaesthetic Technician</td>
<td>Audiologist</td>
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<td>Aged Care Professional Counsellor</td>
<td>Audimetrist</td>
<td>Biomedical Engineer</td>
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<td>Dispensary Assistant</td>
<td>Dental Assistant</td>
<td>Chiropractor</td>
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<td>Indigenous Health Worker</td>
<td>Dental Hygienist</td>
<td>Dentist</td>
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<td>Fitness Instructor</td>
<td>Massage Therapist</td>
<td>Dietician</td>
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<tr>
<td>Occupational Health &amp; Safety Officer</td>
<td>Medical Laboratory Technician</td>
<td>Doctor</td>
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<td>Operating Theatre Technician Therapy Aide</td>
<td>Natural Therapist</td>
<td>Health Promotions Manager</td>
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<td>Toxicologist</td>
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</table>

*This is not an exhaustive or prescriptive list
**Structure**

The study is made up of four units.

Unit 1: Understanding health and wellbeing  
Unit 2: Managing health and development  
Unit 3: Australia's health in a globalised world  
Unit 4: Health and human development in a global context

**Assessment & Levels of Achievement**

Student must demonstrate achievement of the set of outcomes specified for all units. 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 - Code 1pHD & Code 2pHD**

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2 all of which require satisfactory completion. Assessment tasks for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a visual presentation
- an oral presentation
- a written response, such as a research assignment or written report.
- Semester examinations

**Unit 3 & 4 - Code 3pHD & Code 4pHD**

School-assessed coursework and an end-of-year examination:

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

School-assessed coursework for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a visual presentation
- an oral presentation
- a written response, such as a research assignment or written report.

**Parade Entry requirements**

Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

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Why study History?

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Structure

The study is made up of 4 units:

Unit 1: Twentieth-Century History (1900-1939)
Unit 2: Twentieth-Century History (1945-2000)
Unit 3: Revolutions (France)
Unit 4: Revolutions (Russia)

Unit 1: Twentieth-Century History (1900-1939) - Code: 1hHI

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2 Twentieth-Century History (1945-2000) - Code: 2hHI

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

The period saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.
Units 3 and 4: Revolutions - Code: 3hHR and 4hHR

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. The French and Russian Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

For the two revolutions (French and Russian), both areas of study must be undertaken.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in a Year 10 history subject or Year 10 Australia’s Legal and Political System. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1: Twentieth-Century History (1900-1939)

Outcome 1
On completion of this unit the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

Outcome 2
On completion of this unit the student should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2: Twentieth-Century History (1945-2000)

Outcome 1
On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

Outcome 2
On completion of this unit the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.
Units 3 and 4 Revolutions

NB: The two Outcomes are the same for each unit (four outcomes overall)

Outcome 1
On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2
On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

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

Potential Careers related to this study

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<td>Travel Agent</td>
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<td>Researcher</td>
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<td>Sociologist</td>
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Why study Italian?

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

The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

Structure

The study is made up of 4 units:

Italian Unit 1 - Code: 1LIT

The areas of study for Italian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. This unit allows the student to contribute to build and consolidate their language through spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Italian Unit 2 - Code: 2LIT

The areas of study for Italian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. This unit allows the student to contribute to build and consolidate their language through spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Italian Unit 3 and Unit 4 - Code: 3LIT and 4LIT

The areas of study for Italian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. In these units students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Italian. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Italian is designed for students who will, typically, have studied Italian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.
**Assessment**

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

**Unit 1**

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

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

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

**Unit 2**

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

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

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

**Unit 3**

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

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

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

**Unit 4**

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

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

**Levels of Achievement**

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.
Units 3 and 4
There is School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

Potential Careers related to this study

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Why study Japanese?

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

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

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

> Go to Languages Pathways diagram

Structure

The study is made up of 4 units:

Japanese Unit 1 - Code: 1LJA

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. This unit allows the student to contribute to build and consolidate their language through spoken or written exchange. Listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Japanese Unit 2 - Code: 2LJA

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. This unit allows the student to contribute to build and consolidate their language through spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Japanese Units 3 and Unit 4 - Code: 3LJA and 4LJA

The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of both Language and Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Japanese. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Japanese Second Language is designed for students who do not have a Japanese background, which are students who have learnt all the Japanese they know in an Australian school or similar environment.
These students will, typically, have studied Japanese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete application forms giving details of their background in Japanese if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

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

**Unit 1**

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

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

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

**Unit 2**

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

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

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

**Unit 3**

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

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

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

**Unit 4**

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

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

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Units 3 and 4**
There is School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

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**LEGAL STUDIES**

**Why study Legal Studies?**
Legal Studies provides students with an analytical evaluation of the process of law making and methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are encouraged to examine the dynamic nature of our lawmaking institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

> Go to Humanities Pathways diagram

**Structure**
The structure is made up of 4 units:

**Legal Studies Unit 1 - Code: 1cLS**
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.

**Legal Studies Unit 2 - Code: 2cLS**
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.

**Legal Studies Unit 3 & 4 - Code: 3cLS & 4cLS**
In unit 3, 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.

In unit 4, 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.
**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Australia’s Legal and Political System or a Year 10 history subject. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

**Levels of Achievement**

**Unit 1 and 2**

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Unit 3 and 4**

School assessed coursework and an end-of-year examination:

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

**Potential Careers related to this study**

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Why study Literature?
The study of Literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature that the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions to consider the complexity of language and to recognise the influence of contexts and form. The study of Literature encourages independent and critical thinking, which will assist students in the workforce and in future academic study.

NB: All VCE students must undertake at least three units from the English group, with at least one at Unit 3 / 4 level. These may be chosen from English, Literature, and/or English Language.

> Go to English Pathways diagram

Structure
The study is made up of 4 units.

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

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

Literature Unit 3 and 4 - Codes: 3eLI and 4eLI
In Unit 3 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. In Unit 4 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.

**Parade Entry requirements**

To enter Unit 1 and 2 Literature, students are required to have a B average in Year 10 Literature or English. Before attempting Unit 3 Literature or English, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

**Unit 1**

**Outcome 1**

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

**Outcome 2**

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

**Unit 2**

**Outcome 1**

On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways a text from a past era/and or a different culture reflects or comments on the ideas and concerns of individuals and groups in that context.

**Outcome 2**

On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

**Unit 3**

**Outcome 1**

On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

**Outcome 2**

On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

**Unit 4**

**Outcome 1**

On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.
Outcome 2
On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

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

Potential Careers related to this study

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

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

> Go to Mathematics Pathways diagram

Structure
Parade College offers the following units of Mathematics:

• Foundation Mathematics Units 1 and 2
• General Mathematics Units 1 and 2
• Specialist Mathematics Units 1 and 2
• Mathematical Methods Units 1 and 2
• Further Mathematics Units 3 and 4
• Mathematical Methods Units 3 and 4
• Specialist Mathematics Unit 3 and 4

Units 1 and 2: Foundation Mathematics – Codes: 1mFO and 2mFO
Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work, and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

Students who undertake this course cannot complete any other VCE Mathematics options. Please note that this course offers NO option to pursue Mathematics in Year 12.

Units 1 and 2: General Mathematics – Codes: 1mGM and 2mGM
General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematical Methods Units 1 and 2 and intend to study Mathematical Methods Units 3 and 4.

The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.
**Unit 1 and 2: Mathematical Methods - Codes: 1mMM and 2mMM**

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4. The areas of study for Units 1 and 2 are: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. Material from all areas of study are organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

**Units 1 and 2: Specialist Mathematics - Codes: 1mSM and 2mSM**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

**Units 3 and 4: Further Mathematics - Codes: 3mFM and 4mFM**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Units 3 and 4: Mathematical Methods - Codes: 3mMM and 4mMM**

Mathematical Methods Units 3 and 4 consists of the following areas of study: ‘Functions and Graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods.
In Unit 3, a study of Mathematical Methods would typically include a selection of content from the areas of study ‘Functions and Graphs’, ‘Algebra’, and identifying and analysing key features of the functions and their graphs. In Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and Graphs’, ‘Calculus’, ‘Algebra’ and the study of random variables and discrete and continuous probability distributions and their applications. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The appropriate use of computer algebra system technology to support learning and in related assessments is incorporated throughout the course. This will include the use of CAS technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work.

**Units 3 and 4: Specialist Mathematics - Codes: 3mSM and 4mSM**

Specialist Mathematics consists of the following areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The development of course content should highlight mathematical structure and proof. All of this material must be covered in progression form Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of materials for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4. Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods Units 3 and 4 or Mathematical Methods (CAS) Units 3 and 4. They contain assumed knowledge and skills for Specialist Mathematics, which will be drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in the relevant Year 10 course:
- Year 10 Mathematics: Foundation for VCE Foundation Mathematics Unit 1
- Year 10 Mathematics: General for VCE General Mathematics Unit 1
- Year 10 Mathematics: Methods or Methods Enhanced for VCE Mathematical Methods Unit 1
- Year 10 Mathematics: Methods or Methods Enhanced for VCE Specialist Maths Unit 1

Before attempting Unit 3, students must have a C+ average in the relevant Units 1 and 2 subject:
- VCE General Mathematics Units 1 and 2 for VCE Further Mathematics Unit 3
- VCE Mathematical Methods Units 1 and 2 for VCE Mathematical Methods Unit 3
- VCE Specialist Mathematics Units 1 and 2 for VCE Specialist Mathematics Unit 3

Students must successfully undertake Unit 3 prior to Unit 4.

**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.

Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for the different Units of Mathematics.
Foundation Mathematics Units 1 and 2

Outcome 1
On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.

Outcome 2
On completion of this unit the student should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.

Outcome 3
On completion of this unit the student should be able to select and use technology to solve problems in practical contexts.

General Mathematics Units 1 and 2

Outcome 1
On completion of this unit the 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.

Outcome 2
On completion of this unit the 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.

Outcome 3
On completion of this unit the students should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Mathematical Methods Units 1 and 2

Outcome 1
On completion of this unit the student should be able to define and explain key concepts a specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of this unit the student should be able to use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Specialist Mathematics Units 1 and 2

Outcome 1
On completion of this unit the student 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.
Outcome 2
On completion of each unit the student 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.

Outcome 3
On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Unit 3 Further Mathematics
Outcome 1
On completion of this unit the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 in routine contexts.

Outcome 2
On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.

Outcome 3
On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Unit 4: Further Mathematics
Outcome 1
On completion of this unit the student should be able to define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.

Outcome 2
On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.

Outcome 3
On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Mathematical Methods Units 3 and 4
Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce
results and carry out analysis in situations requiring problem-solving, modelling or investigative
techniques or approaches.

**Specialist Mathematics Units 3 and 4**

**Outcome 1**
On the completion of each unit the student should be able to define and explain key concepts as specified
in the content from the areas of study, and apply a range of related mathematical routines and
procedures.

**Outcome 2**
On the completion of each unit the student should be able to apply mathematical processes, with an
emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of
mathematics.

**Outcome 3**
On completion of each unit the student should be able to select and appropriately use numerical,
graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce
results and carry out analysis in situations requiring problem-solving, modelling or investigative
techniques or approaches.

**Levels of Achievement**

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process
for Units 1 and 2.

**Units 3 and 4**
The student’s level of achievement will be assessed through school-assessed coursework and
examinations as follows:

**Further Mathematics**
Unit 3 school-assessed coursework: 20 per cent
Unit 4 school-assessed coursework: 14 per cent
Unit 3 and 4 Examination 1 (Multiple-choice questions): 33 per cent
Unit 3 and 4 Examination 2 (Written response questions): 33 per cent

**Mathematical Methods**
Unit 3 school-assessed coursework: 17 per cent
Unit 4 school-assessed coursework: 17 per cent
Unit 3 and 4 Examination 1 (Short-answer and some extended-answer questions): 22 per cent
Unit 3 and 4 Examination 2 (Multiple-choice questions and extended-answer questions): 44 per cent

**Specialist Mathematics**
Unit 3 school-assessed coursework: 17 per cent
Unit 4 school-assessed coursework: 17 per cent
Unit 3 and 4 Examination 1 (Short-answer and some extended-answer questions): 22 per cent
Unit 3 and 4 Examination 2 (Multiple-choice questions and extended-answer questions): 44 per cent

*Potential Careers related to this study*

*This is not an exhaustive or prescriptive list*
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<thead>
<tr>
<th>MATHEMATICAL METHODS/SPECIALIST MATHEMATICS:</th>
</tr>
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<td>Defence Forces Technician Engineering Technician</td>
</tr>
<tr>
<td>Bank Officer Bookkeeper Logistics Clerk Parking Officer</td>
</tr>
</tbody>
</table>

*This is not an exhaustive or prescriptive list*

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**Why study Media?**
The various media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of industrial organisation, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences.

*Go to Media pathways diagram*

**Structure**
The study is made up of 4 units:

Unit 1: Media forms, representations and Australian stories
Unit 2: Narrative across media forms
Unit 3: Media narratives and pre-production
Unit 4: Media production and issues in the media

**Unit 1 – Media Code: 1aME**
In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

**Unit 2 – Media Code: 2aME**
In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

**Unit 3 – Media Code: 3aME**
In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form.
and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

**Unit 4 – Media Code: 4aME**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Media (Year 10 English results will also be considered). Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

**Unit 1: Media forms, representations and Australian stories**

**Outcome 1**
On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

**Outcome 2**
On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

**Outcome 3**
On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

**Unit 2: Narrative across media forms**

**Outcome 1**
On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

**Outcome 2**
On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

**Outcome 3**
On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

**Unit 3: Media Narratives and pre-production**

**Outcome 1**
On completion of this unit the student should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
Outcome 2
On completion of this unit the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Outcome 3
On completion of this unit the student should be able to develop and document a media production design in a selected media form for a specified audience.

Unit 4: Media production and issues in the media

Outcome 1
On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

Outcome 2
On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:

- Unit 3 school-assessed coursework: 10 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Units 3 and 4 school-assessed task: 40 per cent
- Unit 3 and 4 examination: 40 per cent

Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>I-IV/ Apprenticeship</td>
<td>Advertising Assistant</td>
<td>Architect</td>
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<tr>
<td>Actor</td>
<td>Animator</td>
<td>Advertising Executive</td>
</tr>
<tr>
<td>Games Developer</td>
<td>Audio Engineer</td>
<td>Arts Administrator</td>
</tr>
<tr>
<td>Film and TV Camera Operator</td>
<td>Audio-visual Technician</td>
<td>Audio Engineer</td>
</tr>
<tr>
<td>Film and TV Lighting Operator</td>
<td>Copywriter</td>
<td>Designer</td>
</tr>
<tr>
<td>Film and TV Production Assistant</td>
<td>Film and TV Editor</td>
<td>Editor</td>
</tr>
<tr>
<td>Makeup Artist</td>
<td>Graphic Designer</td>
<td>Film and TV Director</td>
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<td>Media Presenter</td>
<td>Multimedia Developer</td>
<td>Film and TV Editor</td>
</tr>
<tr>
<td>Photographer</td>
<td>Music Producer</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Radio Announcer</td>
<td>Set Designer</td>
<td>Journalist</td>
</tr>
<tr>
<td>Screenwriter</td>
<td>Sound Technician</td>
<td>Marketing Officer</td>
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<td>Web Designer</td>
<td>Visual Effects Designer</td>
<td>Web Designer</td>
</tr>
</tbody>
</table>

*This is not an exhaustive or prescriptive list

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Why study Music Performance?

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

> Go to Music Pathways diagram

Structure

The study is made up of 4 units:
Unit 1 Music Performance
Unit 2 Music Performance
Unit 4 Music Performance
Unit 4 Music Performance

Unit 1 Music Performance - Code: 1aMP

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2 Music Performance - Code: 2aMP

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
Unit 3 Music Performance - Code: 3aMP

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Unit 4 Music Performance - Code: 4aMP

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Advanced Music Performance. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1
Outcome 1
Performance: On completion of this unit the student should be able to prepare and perform a practised program of group and solo works.

Outcome 2
Preparing for Performance: On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

Outcome 3
Music Language: On completion of this unit the student should be able to identify, re-create, extend, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted

Unit 2
Outcome 1
Performance: On completion of this unit the student should be able to prepare and perform a musically engaging program of group and solo works.
Outcome 2
**Preparing for Performance:** On completion of this unit the student should be able to demonstrate instrumental techniques relevant to the performance of selected works.

Outcome 3
**Music Language:** On completion of this unit the student should be able to identify, re-create, extend, notate and transcribe elements of music, and describe ways elements of music have been interpreted.

Outcome 4
**Organisation of Sound:** On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

**Unit 3**
Outcome 1
**Performance:** On completion of this unit the student should be able to present an informed, accurate and expressive performance of a program of group and solo works.

Outcome 2
**Preparing for Performance:** On completion of this unit the student should be able to discuss and demonstrate techniques, relevant to the performance of selected works.

Outcome 3
**Music Language:** On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

**Unit 4**
Outcome 1
**Performance:** On completion of this unit the student should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works. This is assessed by an end-of-year external Solo Performance Examination.

Outcome 2
**Preparing for Performance:** On completion of this unit the student should be able to discuss and demonstrate techniques relevant to refining the performance of selected works.

Outcome 3
**Music Language:** On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works. This is assessed by an end-of-year external Aural and Written Examination.

**Levels of Achievement**

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Units 3 and 4 Performance**
Percentage contributions to the study score in VCE Music Performance are as follows:

- Units 3 and 4 School-assessed Coursework: 30 per cent
- External end-of-year performance examination: 50 per cent
- External end-of-year aural and written examination: 20 per cent
### Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate I-IV/ Apprenticeship</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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</table>
| Audio-visual Technician  
Composer  
Entertainer  
Instrumental Teacher  
Musician  
Radio DJ  
Singer  
Songwriter  
Sound Technician  
Stage Manager | Audio Engineer  
Audio-visual Technician  
Sound Technician  
Stage Manager  
Multimedia Developer  
Musician  
Music Producer  
Radio Director | Arts Administrator  
Audio Engineer  
Composer  
Conductor  
Film and TV Editor  
Multimedia Developer  
Musician  
Music Director  
Music Teacher  
Music Therapist  
Radio Director  
Singer  
Songwriter  
Talent Manager/Agent  
Theatre Director |

*This is not an exhaustive or prescriptive list*
Why study Outdoor and Environmental Studies?

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

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

Outdoor experiences suited to this study include a range of guided activities in locations such as coastal areas, rivers, mountains, bushland, forests, urban parks, state or national parks, farms and mining/logging sites. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, rock-climbing, ocean kayaking, conservation and restoration activities, marine exploration, and participation in community projects.

Compulsory attendance on outdoor experiences and camps is a requirement of enrolment in this subject.

Further information about the course is provided in the study design:


Structure

The study is made up of four units:
Unit 1: Exploring outdoor experiences
Unit 2: Discovering outdoor environments
Unit 3: Relationships with outdoor environments
Unit 4: Sustainable outdoor relationships

Units 1 and 2: 1pOE & 2pOE

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2 all of which require satisfactory completion.

School-assessed coursework for these units are selected from the following:
Assessment tasks for this unit are selected from the following:
- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- written responses, including essays, short answers, weblogs, web discussion forums.
Units 3 and 4: 3pOE & 4pOE
School-assessed coursework and an end-of-year examination:

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

School-assessed coursework for these units are selected from the following:
- a case study
- a multimedia presentation
- written analysis and evaluation
- an oral presentation.
- a test
- data analysis

Parade Entry requirements
Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment and Levels of Achievement
Student must demonstrate achievement of the set of outcomes specified for all units. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<td>Archaeologist</td>
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<td>Defence Forces General Entry Diver</td>
<td>Defence Forces Technician</td>
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<td>Drillers Assistant</td>
<td>Fisheries Officer</td>
<td>Environmental Health Officer</td>
</tr>
<tr>
<td>Fire-Fighter</td>
<td>Geographic Information Systems Manager</td>
<td>Geologist</td>
</tr>
<tr>
<td>Fitness Instructor/Personal Trainer</td>
<td>Natural Resources Manager</td>
<td>Geophysicist</td>
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<tr>
<td>Landscaper</td>
<td>Sports Development Officer</td>
<td>Marine Biologist</td>
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<td>Landcare Worker</td>
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<td>Park Ranger</td>
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<td>Natural Resources Manager</td>
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<td>Navy Sailor</td>
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<td>Outdoor Adventure Leader</td>
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<td>Recreation Officer</td>
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<td>Sports Coach</td>
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<td>Surveyor</td>
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<td>Tour Guide</td>
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<td>Tree Surgeon</td>
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</tbody>
</table>
**Physial Education**

**Why study Physical Education?**
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

> Go to Physical Education Pathways diagram

Further information about the course is provided in the study design:

**Structure**
The study is made up of four units:

- Unit 1: The Human Body in Motion
- Unit 2: Physical Activity, Sport and Society
- Unit 3: Movement Skills and energy for physical performance
- Unit 4: Training to improve performance

**Parade Entry requirements**
Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

**Assessment & Levels of Achievement**

**Satisfactory Completion**
Student must demonstrate achievement of the set of outcomes specified for all units. 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 - Code 1pPE & Code 2pPE**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2 all of which require satisfactory completion. Assessment tasks for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a practical laboratory report
- a visual presentation
• a multimedia presentation
• a reflective folio/diary
• a set structured questions
• a written response, such as a research assignment or written report.

**Unit 3 & 4 - Code 3pPE & Code 4pPE**

School-assessed coursework and an end-of-year examination:

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

School-assessed coursework for these units are selected from the following:
• a case study analysis
• a data analysis
• a test
• a practical laboratory report
• a visual presentation
• a multimedia presentation
• a reflective folio/diary
• a set structured questions
• a written response, such as a research assignment or written report.

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**Potential Careers related to this study**

<table>
<thead>
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<th>Secondary School/Certificate I-IV/ Apprenticeship</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<td>Construction Worker</td>
<td>Aviation Firefighter</td>
<td>Defence Forces Officer</td>
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<tr>
<td>Defence Forces General Entry Diver</td>
<td>Defence Forces Technician</td>
<td>Dietician</td>
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<td>Fisheries Officer</td>
<td>Doctor</td>
</tr>
<tr>
<td>Fitness Instructor/Personal Trainer</td>
<td>Police Officer</td>
<td>Exercise Scientist</td>
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<td>Gardener</td>
<td>Sports Development Officer</td>
<td>Health Promotion Officer</td>
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<td>Landscaper</td>
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<td>Nutritionist</td>
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<td>Furniture Removalist</td>
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<td>Life Guard</td>
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<td>Tree Surgeon</td>
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**Why study Physics?**

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe.

Students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena and also develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. These skills and knowledge can lead to a large range of careers in medical, technical and industrial fields.

> Go to Science Pathways diagram

**Structure**

The study is made up of four units.

**Physics Unit 1 - Code: 1sPH**

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

**Physics Unit 2 - Code: 2sPH**

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

**Physics Units 3 and 4 - Codes: 3sPH and 4sPH**

In these units students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.
**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Essential Science. It is also beneficial to have achieved a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of the set outcomes as specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

### Unit 1

**Outcome 1**

On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

**Outcome 2**

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

**Outcome 3**

On completion of this unit the student should be able to explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

### Unit 2

**Outcome 1**

On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

**Outcome 2**

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following and investigated:

- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity

**Outcome 3**

On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.
Unit 3

Outcome 1
On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

Outcome 3
On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

Unit 4

Outcome 1
On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

Outcome 2
On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

Outcome 3
On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 21 per cent
- Unit 4 school-assessed coursework: 19 per cent
- End-of-year examination: 60 per cent
### Potential Careers related to this study

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<th>Secondary School/Certificate I-IV/ Apprenticeship</th>
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<tbody>
<tr>
<td>Audiovisual Technician</td>
<td>Air Traffic Controller</td>
<td>Architect</td>
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<tr>
<td>Defence Forces Technician</td>
<td>Engineering Associate</td>
<td>Defence Forces Officer</td>
</tr>
<tr>
<td>Electrician</td>
<td>Marine Surveyor</td>
<td>Engineer</td>
</tr>
<tr>
<td>Fitter and Turner</td>
<td>Safety Inspector</td>
<td>Industrial Designer</td>
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<tr>
<td>Laboratory Worker</td>
<td>Surveying Technicians</td>
<td>Medical Imaging Technologist</td>
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<td>Telecommunications Officer</td>
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<td>Radiation Therapist</td>
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<td>Safety Inspector</td>
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</tbody>
</table>

*This is not an exhaustive or prescriptive list*

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Why study Product Design and Technology?
The combination of design and technical skills is vital if we are to create and use sustainable products, and add value to these products through commerce. In Product Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

> Go to Technology Pathways diagram

Structure
Parade College offers the following Units:

**Unit 1 – Sustainable product redevelopment  Code: 1tDT**
This area of study introduces students to the product design process, lifecycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices.

**Unit 2 – Collaborative Design  Code: 2tDT**
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s’ needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

**Unit 3 – Applying the Product Design Process  Code: 3tDT**
In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

**Unit 4 – Product Development and Evaluation  Code: 4 tDT**
In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Parade Entry requirements
To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Materials Design and Production, or have successfully undertaken VET Furniture Making Pathways or VET Building and Construction. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.
Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Sustainable Product Redevelopment

Outcome 1
On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues. To achieve this outcome the student will draw on key knowledge and key skills outlined

Outcome 2
On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2: Collaborative design

Outcome 1
On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief.

Outcome 2
On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

Unit 3: Applying the product design process

Outcome 1
On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.

Outcome 2
On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Outcome 3
On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Unit 4: Product development and evaluation

Outcome 1
On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2
On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3
On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end-user/s’ instructions or care labels and recommend improvements to future products.
**Levels of Achievement**

**Units 1 and 2**
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

**Unit 3 and 4**
A School-assessed task, school-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- Unit 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent

**Potential Careers related to this study**

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<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>I-IV/ Apprenticeship</td>
<td>CAD Drafter</td>
<td>Advertising Executive</td>
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<td>Carpenter</td>
<td>Industrial Design Assistant</td>
<td>Architect</td>
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<td>Electrician</td>
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<td>Engineer</td>
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<td>Engineering Tradesperson</td>
<td>Product Designer</td>
<td>Graphic Designer</td>
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<td>Fitter and Turner</td>
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<td>Purchasing Manager</td>
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*This is not an exhaustive or prescriptive list*

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Why study Psychology?
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. 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. Students can develop an understanding of themselves and their relationships with others and also their society through the study of psychology.

Structure
The study is made up of four units:

Psychology Unit 1 - Code: 1sPS
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. 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. Students examine the contribution that classical and contemporary studies have made to current understanding of the human brain.

Psychology Unit 2 - Code: 2sPS
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. 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 behaviour of an individual and groups.

Psychology Unit 3 - Code: 3sPS
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. 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.

Psychology Unit 4 - Code: 4sPS
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.
**Parade Entry requirements**
To enter Unit 1 and 2, it is recommended that students are required to have a C+ average in Year 10 Psychology. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**
Demonstrated achievement of the set of outcomes specified in the unit. Listed below are the outcomes for Units 1-4:

**Unit 1 – How are behaviour and mental processes shaped?**

**Outcome 1**
On completion of this unit the student should be able to describe how the brain structure and function coordinates functions and how brain plasticity and brain damage can change functioning.

**Outcome 2**
On completion of this unit the student should be able to identify the influences of nature and nurture on a person’s psychological development, and explain factors that may lead to typical or atypical psychological development.

**Outcome 3**
On completion of this unit the student should be able to investigate and communicate a response to brain function and/or development, including at least two contemporary psychological studies and/or research techniques.

**Unit 2 – How do external factors influence behaviours of mental processes?**

**Outcome 1**
On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

**Outcome 2**
On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

**Outcome 3**
On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

**Unit 3 – How does experience affect behaviour and mental processes?**

**Outcome 1**
On completion of this unit the student should be able to explain how the structure and function of the nervous system enables a person to interact with the world and analyse the ways in which stress can affect nervous functioning.

**Outcome 2**
On completion of this unit the student should be able to apply explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of memory dysfunction.
Unit 4 – How is wellbeing developed and maintained?

Outcome 1
On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

Outcome 2
On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

Outcome 3
On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year examination: 60 per cent

Potential Careers related to this study

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<td>Aged Care Worker</td>
<td>Advertising officer</td>
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<td>Community Worker</td>
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<td>Career Development Practitioner</td>
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<td>Education Aide</td>
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<td>Library Assistant</td>
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<td>Urban and Regional Planner</td>
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*This is not an exhaustive or prescriptive list*
Why study Religion and Society?
We now live in a very multicultural society where the beliefs, values and ideas of religious traditions play an important part in maintaining and shaping culture. Religious beliefs about the nature of existence and the purpose of human life provide an ultimate frame of reference for understanding the world and for guiding daily personal and communal action.

This study of Religion and Society is designed for all students interested in the great questions of life. It also seeks to develop understanding and respect for the perceptions of the participants in religious traditions. Therefore it values and promotes open inquiry without bias towards any one tradition while drawing on the personal and collective experience of the students.

It is compulsory for all Year 10 students to study a Unit 1 VCE Religion subject and for all Year 11 students to study a Unit 2 VCE Religion subject. Students will have a choice between VCE Religion and Society or VCE Texts and Traditions.

Students at Year 12 can elect to continue Unit 3 and 4 of Religion and Society or Texts and Traditions as one of their elective choices. All Year 12 students, whether they undertake a Unit 3-4 study of Religion will participate in the Tenete Program – a school-based program that runs for one double-period per week and for which there is no assessment or reporting. The Tenete program aims to continue students’ personal and faith development.

Structure

NB: All Year 10 students must study Unit 1 of either Religion and Society or Texts and Traditions

All Year 11 students must study Unit 2 of either Religion and Society or Texts and Traditions

Religion and Society Unit 2 - Code: 2rRS
Ethics is a discipline that investigates the various methods for ethical decision making; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. It is concerned with discovering ways of acting that are worthy of choice and of discerning those that are unworthy of choice. Value choices are fundamental to being human. Ethics is particularly concerned with the justification for moral choices - the argument and reasoning behind them. The cumulative effect of decisions made by individuals and groups determines the quality of an individual’s personal, social and working life, the health of the environment and ultimately the very future of the world. Ethical questions are raised at the personal family, local, national and global level.

Ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to what individuals do supporting some choices and disapproving of others. Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice. These moral values remain fundamental to legal and social systems and constitute the everyday categories of ethical discourse in the modern world. They are taken to be the starting point and common ground for ethical discussion in a pluralistic society.
Religion and Society Units 3 and 4 - Codes: 3rRS and 4rRS

Unit 3 focuses on major religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality, the nature and purpose of human life, and humanity’s relationship with each other and the natural world. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, sacred stories, sacred texts and other religious writings, rituals, symbols, social structures, ethical codes of behaviour, religious experiences and sacred spaces, places, times and artefacts.

Religious traditions change and develop over time. They respond to the needs of their membership, and to changes in society, while seeking to maintain their integrity, convictions and credibility. Religious traditions themselves can provide the impetus for social change, or they may respond to external challenges.

Unit 4 focuses on internal and external developments which challenge significant beliefs of the studied religious tradition, and which may produce enduring historical or social consequences for the tradition/s or for their social setting. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Parade Entry requirements

There is no pre-requisite for Unit 1. To enter Unit 2, students are required to have a C+ average in Unit 1 Religion and Society or Texts and Traditions. Before attempting Unit 3, students must have a C+ average in Unit 1 or Unit 2- whichever they have most recently completed. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of Outcomes specified for the unit.
Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the Outcomes for Units 2-4:

Unit 2: Religion and Ethics

Outcome 1
On completion of this unit the student should be able to explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist.

Outcome 2
On completion of this unit the student should be able to explain how ethical perspectives and moral judgments are formed within at least two religious traditions, in societies in which multiple worldviews coexist.

Outcome 3
On completion of this unit the student should be able to explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

Unit 3: The Search for Meaning

Outcome 1
On completion of this unit the student should be able to discuss and analyse the nature and purpose of religion and religious beliefs.

Outcome 2
On completion of this unit the student should be able to examine how beliefs and their expression in other aspects of religion are intended to respond to the search for meaning.
Outcome 3
On completion of this unit the student should be able to discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience. The figure focussed on in this Area of Study is Archbishop Oscar Romero.

Unit 4: Religion, Challenge and Change
Outcome 1
On completion of this unit the student should be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.

Outcome 2
On completion of this unit the student should be able to discuss the interactions within a religious tradition and between a religious tradition and wider society in relation to a significant challenge, and examine the effects of these interactions.

Levels of Achievement
Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

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

Potential Careers related to this study

<table>
<thead>
<tr>
<th>Secondary School/Certificate</th>
<th>Diploma/Advanced Diploma Qualification</th>
<th>Bachelor Degree Qualification or Higher</th>
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<tr>
<td>I-IV/ Apprenticeship</td>
<td>Council Administrator, Social Worker, Welfare Worker</td>
<td>Archivist, Charity Officer, Civil Service Officer, Community Development Officer, Counsellor, Diplomat, Ethical Advisor, Human Resource Officer, International Affairs Consultant, Lawyer, Religious Leader, Politician, Sociologist, Teacher, Theologian</td>
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<td>Charitable Organisation Worker, Civil Celebrant, Education Aide</td>
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*This is not an exhaustive or prescriptive list*
Why Consider Sport Academy?

The Sport Academy builds on almost 150 Years of Sporting Heritage
Parade College has long enjoyed a handsome sporting reputation based on its incredible array of talented athletes across a vast array of pursuits over many years:

- More than 100 former students of the College have gone on to play the great Australian Indigenous game at the highest level – the likes of Jock McHale, Phonse Kyne, Sergio Silvagni and Peter McKenna – with Peter Bedford and (now) Trent Cotchin the recipients of the highest individual award League football can bestow, the Charles Brownlow Medal.
- Bedford of course excelled as a cricketer for Victoria, as did John Swanson and Mick Lewis, and Parade can lay claim to two Test cricketers in Leo O’Brien and Adam Dale.
- Swanson also excelled as a baseballer at both state and national level.
- Three Old Paradians – Jack Carr, Allen Pollock and John Dinan – are Stawell Gift winners.
- Another Old Boy, Gary Honey, was second only to Carl Lewis in the 1984 Olympiad in Los Angeles, while Tony Sneazwell represented his nation with distinction as a high jumper at both the Tokyo and Mexico Olympiads of 1964 and ’68 respectively.

Structure

Parade College has further developed the Year 7 - 10 Sport Academy Program by extension of the Sports Academy Program to the Victorian Certificate of Education and Victorian Certificate of Applied Learning Programs.

In developing these programs, Parade College seeks to build on its great heritage in sport; leverage the expertise of its staff; develop the potential of its students; explore synergies in partnerships with Universities; and maximise the use of its excellent sport facilities.

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior school certificate designed to sit alongside the VCE, providing additional pathways for Years 11 and 12 students seeking vocationally oriented career options such as traineeships, further education and training or moving on to employment.

Students cannot complete the VCE Certificate while undertaking VCAL.

Those considering VCAL are:

- Students who are seeking a vocational pathway on completion of school
- Students who learn best where learning is practical, experiential, ‘hands-on’ or ‘applied’
- Students who are less suited to academic learning

VCAL provides students with a more flexible approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding work and further education. Personal development and the use of individual student interests are important components of the VCAL.

Senior Sport Academy VCAL Year 1 (Year 11 Students)

- VET Certificate III Sport & Rec Program
- School Based Apprenticeship and Traineeship (SBAT) OR Industry-focused Projects & Mentoring
- Completion of Intermediate VCAL

Senior Sport Academy VCAL Year 2 (Year 12 Students)

- VET (Certificate IV Sport Development)
- School Based Apprenticeship and Traineeship (SBAT) OR Industry-focused Projects & Mentoring
- Completion of Senior VCAL
Typical Program
Monday to Friday
- 2 1/2 days of Curriculum Content: VCAL Numeracy, Literacy, Life Skills, VET Content
- 2 x 1/2 days delivering skills / coaching sessions
- 1 x Full Day of School-Based Apprenticeship and Traineeship (SBAT) OR Industry-focused Projects & Mentoring
- 1 x 1/2 Day of Sport: skills, squad, strength and conditioning, delivering skills / coaching sessions

Beyond Year 12
Agreed –
Articulation into La Trobe University Undergraduate Programs:
- Bachelor of Health Sciences
- Bachelor of Business

Being Finalised - Articulation into La Trobe University Undergraduate Programs:
- Bachelor of Business (Accounting)
- Bachelor of Business (Sports Management)
- Bachelor of Business (Event Management)
- Bachelor of Media and Communication (Sport Journalism)

Victorian Certificate of Education (VCE)
Compelling Reason:
- Student seeking a Pathway beyond the courses in Partnership with La Trobe
- Sport is secondary to VCE Studies / added flexibility
- Students wants to qualify for an ATAR
- Student is maintaining B+ Average in Year 10

Senior Sport Academy VCE Year 1 (Year 11 Students)
- VCE English or Literature or Language 1 & 2
- VET Certificate III Sport & Rec (Year 1)
- 4 x VCE Unit 1 & 2 Programs from the 40 or more offered to Parade Year 11 students

Senior Sport Academy VCE Year 2 (Year 12 Students)
- VCE English or Literature or Language 3 & 4
- VET Certificate III Sport & Rec (Year 2)
- 3 x VCE Unit 3 & 4 Programs from the 40 or more offered to Parade Year 11 students

Typical Program
Monday to Friday
- VCE Unit 3 & 4 Subjects will be timetabled over the week
- VET Certificate III Sport & Rec will be offered on one afternoon of the week (1:30 pm to 5:00 pm)
  - Allows Five ‘Free’ Periods:
  - Sport: skills, squad, strength and conditioning sessions timetabled during the week.

Sport Academy Partnerships
- Parade has entered partnerships at the moment with three elite sporting clubs who share specialised coaches with the College.
  - Northern Knights use Parade College’s sports facilities during the Pre-Season months of November to March
  - Melbourne City use Parade College’s sports facilities for Development Squads
  - Diamond Valley Basketball use Parade College’s sports facilities
Parade Entry requirements
To enter the Senior Sport Academy, students must complete an application form and attend an interview.

The Course is rigorous and requires students to meet the requirements of University Study at the end of the two years. Students would normally need to maintain a C+ average in Year 10.

Potential Careers related to this study

*This is not an exhaustive or prescriptive list

<table>
<thead>
<tr>
<th>SPORT ACADEMY CAREERS</th>
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<td>Athletic Trainer</td>
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<tr>
<td>Physical Therapist</td>
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<td>Medical Assistant</td>
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<td>Sports Medicine Aide</td>
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<td>Assistant Athletic Trainer</td>
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<td>Physical Therapy Assistant</td>
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<td>Sports Photography</td>
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<td>Fitness Program</td>
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<tr>
<td>Coordinator</td>
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<tr>
<td>Personal Trainer</td>
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</table>
**Why study Studio Arts?**

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

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

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

> [Go to Art pathways diagram]

**Structure**

The study is made up of four units:

- Unit 1: Studio inspiration and techniques
- Unit 2: Studio exploration and concepts
- Unit 3: Studio practices and processes
- Unit 4: Studio practice and art industry contexts

**Studio Arts Unit 1 Code: 1aSA**

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.

The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**Studio Arts Unit 2 Code: 2aSA**

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. Analysis is used to understand the artists’ ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.

The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**Studio Arts Unit 3 Code: 3aSA**

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. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

**Studio Arts Unit 4 Code: 4aSA**

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. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. 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 at 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. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

**Parade Entry requirements**

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Introduction to Studio Arts. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

**Unit 1: Studio inspiration and techniques**

**Outcome 1**

On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
Outcome 2
On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

Outcome 3
On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2: Studio exploration and concepts
Outcome 1
On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Outcome 2
On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Unit 3: Studio practices and processes
Outcome 1
On completion of this unit the student should be able to 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.

Outcome 2
On completion of this unit the student should be able to 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.

Outcome 3
On completion of this unit the student should be able to 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.

Unit 4: Studio practice and art industry contexts
Outcome 1
On completion of this unit the student should be able to 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.

Outcome 2
On completion of this unit the student should be able to 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 works.

Outcome 3
On completion of this unit the student should be able to 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.
Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:

- Unit 3 school-assessed coursework: 33 per cent
- Unit 4 school-assessed Task: 33 per cent
- Units 3 and 4 examination: 34 per cent

Potential Careers related to this study

*This is not an exhaustive or prescriptive list

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<tr>
<td>Artist</td>
<td>CAD Drafter</td>
<td>Advertising Executive</td>
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<td>Engraver</td>
<td>Costume Designer</td>
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<td>Makeup Artist</td>
<td>Jeweller</td>
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<td>Web Designer</td>
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Why study Systems Engineering?

Systems Engineering provides an opportunity for students to develop capabilities in, and knowledge about, the design, operation, construction, assembly, maintenance, diagnosis, repair and evaluation of technological systems, applicable to a diverse range of fields such as engineering, manufacturing, automation, control technologies, mechatronics, electrotechnology, robotics, and energy management.

> Go to Technology Pathways diagram

Structure

The study is made up of 4 units:

**Systems Engineering Unit 1 - Code: 1tSE**

In this unit students focus on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

**Systems Engineering Unit 2 - Code: 2tSE**

In this unit students build understanding of the fundamental principles of electrical and electronic circuits. Through the application of their knowledge students produce basic operational systems.

**Systems Engineering Units 3 and 4 - Codes: 3tSE and 4tSE**

In this unit students focus on the functional integration of a mechanical subsystem with an electrotechnology subsystem and the design factors to be considered. One substantial production is to be undertaken across both Units 3 and 4.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Robotics and Control Systems; results in Year 10 Advanced Materials Design and Production or Year 10 Physics will also be considered. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

**Satisfactory Completion**

Demonstrated achievement of outcomes specified for the unit.

Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

**Unit 1: Mechanical Engineering Fundamentals**

**Outcome 1**

On completion of this unit the student should be able to recognise, identify, illustrate and use theoretical principles of mechanical systems.
Outcome 2
On completion of this unit the student should be able to make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

Unit 2: Electrotechnology engineering Fundamentals

Outcome 1
On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

Outcome 2
On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

Unit 3: Systems Engineering and Energy

Outcome 1
On completion of this unit the student should be able to investigate, analyse and use advanced mechanical-electrotechnology integrated and control systems concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design, plan and commence construction of an integrated and controlled system.

Outcome 2
On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4: Integrated and controlled Systems Engineering

Outcome 1
On completion of this unit the student should be able to produce, test and diagnose an advanced mechanical-electrotechnology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

Outcome 2
On completion of this unit the student should be able to describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:

- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- Unit 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent
Potential Careers related to this study

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<td>Defence Forces Technician</td>
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<td>Electrician</td>
<td>CAD Draftsperson</td>
<td>Industrial Designer</td>
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<td>Engineering Tradesperson</td>
<td>IT Support Technician</td>
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<td>Safety Inspector</td>
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</tbody>
</table>

*This is not an exhaustive or prescriptive list*

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Why study Texts and Traditions?

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances. 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 texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study.

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

It is compulsory for all Year 10 students to study a Unit 1 VCE Religions subject and for all Year 11 students to study a Unit 2 VCE Religion subject. Students will have a choice between VCE Religion and Society or VCE Texts and Traditions.

Students at Year 12 can choose to either continue Unit 3 and 4 of Religion and Society or Texts and Traditions. All Year 12 students, whether they undertake a Unit 3-4 study of Religion will participate in the Tenete Program – a school-based program that runs for one double-period per week and for which there is no assessment or reporting.

Go to Religious Education Pathways diagram

Structure

NB: All Year 10 students must study Unit 1 of either Religion and Society or Texts and Traditions

All Year 11 students must study Unit 2 of either Religion and Society or Texts and Traditions

Texts and Traditions Unit 2 - Code: 2rTT

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles, including consideration of the social context within which the texts were produced and the ways in which they shaped, and are shaped by the content of their message, and the kinds of authority attributed them by the tradition.

Texts and Traditions Units 3 and 4 - Codes: 3rTT and 4rTT

In these units, students explore the history and culture from which the tradition being studied was formed, and how the historical context of these beginnings lent shape and content to the texts themselves. They explore the needs and events that the texts are written in response to, the intended audience and the message or teaching found within the text, and the texts’ major themes and literary structure. Students become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text. The reinterpretation of themes in fundamental texts over time within the tradition is also studied.
**Parade Entry requirements**

There is no pre-requisite for Unit 1. To enter Unit 2, students are required to have a C+ average in Unit 1 Texts and Traditions. Before attempting Unit 3, students must have a C+ average in Unit 1 or Unit 2 - whichever they have most recently completed. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of the set of Outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the Outcomes for Units 2-4:

**Unit 2: Texts in society**

**Outcome 1**

On completion of this unit the student should be able to describe the origin and development of selected texts which express a tradition's relationship to society.

**Outcome 2**

On completion of this unit the student should be able to describe the kind of authority which a tradition attributes to its texts and how these texts affect the tradition's understanding of its relationship to society today.

**Unit 3: Texts and the early tradition**

**Outcome 1**

On completion of this unit the student should be able to identify events, people and places relating to the early development of the tradition.

**Outcome 2**

On completion of this unit the student should be able to analyse issues that relate to the writing of the text, its literary structure and major themes.

**Outcome 3**

On completion of this unit the student should be able to apply basic exegetical methods to the interpretation of texts within the founding tradition.

**Unit 4: Texts and their teachings**

**Outcome 1**

On completion of this unit the student should be able to apply basic exegetical methods to the interpretation of texts within the founding tradition and discuss the major themes of the texts.

**Outcome 2**

On completion of this unit the student should be able to discuss a significant religious idea, belief or social theme in the foundational texts of a tradition, and describe how this belief or theme has been interpreted within the tradition at a later stage.
Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

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

Potential Careers related to this study

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*This is not an exhaustive or prescriptive list

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Why study VCE Theatre Studies?

> Go to Theatre Studies Pathways diagram

Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes. Theatrical practices has developed, and influenced culture more generally, over centuries and through the variety of productions in a range of spaces and venues.

VCE Theatre Studies develops, refines and enhances students’ analytical, evaluative and critical thinking, and their expression, and problem-solving and design skills. Through study and practice in theatrical analysis, playscript interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge.

The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.

Structure
The study is made up of four units:

Unit 1: Theatrical styles of the pre-modern era
Unit 2: Theatrical styles of the modern era
Unit 3: Production development
Unit 4: Performance interpretation

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

Unit 1: Theatrical styles of the pre-modern era
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell’ Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki.

Unit 2: Theatrical styles of the modern era
This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era focusing on works from 1920 to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era. Theatrical movements in the modern era include Epic Theatre, Constructivist Theatre, Theatre of the Absurd, Theatre of Cruelty, Political Theatre, Feminist Theatre, Expressionism, Physical Theatre and Verbatim Theatre.
Unit 3: Production development - Code: 3aTS
This unit focuses on an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the play script in the performance.

Unit 4: Performance interpretation - Code: 4aTS
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

Parade Entry requirements
To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Introduction to Theatre Studies. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Acceleration into VCE Theatre Studies
Acceleration into a Unit 1-4 combination of VCE Theatre Studies whilst the student is in year 10 or 11 is possible, depending upon student results, desire and the approval of a either the LAL Visual and Performing Arts or the Director of Teaching and Learning.

Progression
The Drama framework is designed to give students the maximum exposure and chances to succeed as they progress through the school curriculum. Students are encouraged to undertake both VCE Theatre Studies and VCE Drama; however, VCE Drama is not currently offered at Parade College.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design. Listed below are the outcomes for Units 1-4.

Unit 1: Theatrical styles of the pre-modern era
Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the pre-modern era.

Outcome 2
On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.
Outcome 3
On completion of this unit the student should be able to analyse a performance of a play script from the pre-modern era.

Unit 2: Theatrical styles of the modern era
Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.

Outcome 2
On completion of this unit the student should be able to apply stagecraft to interpret play scripts from the modern era.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

Unit 3: Production development
Outcome 1
On completion of this unit the student should be able to apply stagecraft to interpret a play script for performance to an audience.

Outcome 2
On completion of this unit the student should be able to document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate the interpretation of a written play script in production to an audience.

Unit 4: Performance interpretation
Outcome 1
On completion of this unit the student should be able to interpret a monologue from a play script and justify their interpretive decisions.

Outcome 2
On completion of this unit the student should be able to develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate acting in a production.

Levels of Achievement
Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
School-assessed Coursework contributes a total of 45 per cent to the study score; the Stagecraft examination contributes 25 per cent and the Written examination 30 per cent. School-assessed Coursework for Unit 3 will now contribute 30 per cent to the study score and Unit 4 will contribute 15 per cent School-assessed coursework and two end-of year examinations.

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 15 per cent
- Units 3 and 4 Written examination: 30 per cent
- Unit 4 Stagecraft examination: 25 per cent
## Potential Careers related to this study

<table>
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<th>Bachelor Degree Qualification or Higher</th>
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<td>Entertainer</td>
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<td>Film and TV Production Assistant</td>
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<td>Broadcast Journalist</td>
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<td>Model</td>
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<td>Production Crew Member</td>
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<td>Stunt Performer</td>
<td>Film and Television Producer</td>
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<td>Theatrical Costume Designer</td>
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<td>Teacher</td>
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</table>

*This is not an exhaustive or prescriptive list*

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Why study Visual Communication Design?
This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of how visual communication is constructed. This includes an understanding of, and an ability to apply, drawing and drawing conventions, design elements, and principles and function of design in communication. There is also the opportunity to develop an informed, critical and discriminating approach to visual communications encountered as part of everyday life.

> Go to Visual Communication Design pathways diagram

Structure
The study is made up of four units:

Unit 1: Introduction to Visual Communication Design
Unit 2: Applications of Visual Communication Design within Design Fields
Unit 3: Visual communication Design Practices
Unit 4: Visual Communication Design Development, Evaluation and Presentation

Introduction to Visual Communication Design Unit 1 - Code: 1aVC
The main purpose of this unit is to introduce students to the stages of the design process and the development of drawing as a means of communication. It focuses on the development of a visual language through observational drawings and how to make decisions about instrumental methods, aesthetics, and the function of objects and the various means of presentation.

Applications of Visual Communication Design within design fields
Unit 2 - Code: 2aVC
The main purpose of this unit is to focus on the application of presentation drawing skills in the design process that incorporate technical drawing conventions. These drawings present information about specific design fields such as industrial, product or environmental design. Students will also study the function of type in visual language and how to manipulate type and imagery for the purpose of, and generation of developing concepts and ideas.

Visual Communication Design Practices Unit 3 - Code: 3aVC
The main purpose of this unit is to enable students to explore a range of existing visual communications in one of three fields – communication of ideas, environmental constructions and industrial manufactured products. Students are to analyse how aesthetics, methods, media and materials are used in these fields to achieve a purpose for targeted audiences. Students are to apply these skills to create visual communications using a range of 2D and 3D methods and in digital and manual drawing media. Students develop an understanding of the design brief as used by designers in practice in industry and examine how the design process is influenced by a range of factors. Students are to generate ideas and create a brief for a client with two distinct communication needs.

Visual Communication Design Development Evaluation and Presentation Unit 4 - Code: 4aVC
The main purpose of this unit is to enable students to focus on the stages of the design process and the development of two distinct communication needs that were established in Unit 3. Both needs must be different in intention and presentation a variety of digital and manual methods. Students must reflect and record their thinking processes in order to devise a pitch to present and explain their visual communication ideas and final presentations.
**Parade Entry requirements**
To enter Unit 1 and 2, students are required to have a C+ average in Year 10 Introduction to Visual Communication Design. Before attempting Unit 3, students must have a C+ average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking unit 4.

**Assessment**

**Satisfactory Completion**
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

**Unit 1: Introduction to Visual Communication Design**

**Outcome 1**
On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

**Outcome 2**
On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

**Outcome 3**
On completion of this unit the student should be able to describe how a visual communications in a design field have been influenced by past and contemporary practices and by social and cultural factors.

**Unit 2: Applications of Visual Communication within Design Fields**

**Outcome 1**
On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical conventions and effectively communicate information and ideas for a selected design field.

**Outcome 2**
On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen based presentations, taking into account copyright.

**Outcome 3**
On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

**Unit 3: Visual Communication Design Practices**

**Outcome 1**
On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are in response to analysis of existing communications.

**Outcome 2**
On completion of this unit the student should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

**Outcome 3**
On completion of this unit the student should be able to apply the design thinking skills in preparing a brief, undertaking research and generation of ideas relevant to a brief.
Unit 4: Visual Communication Design Development, Evaluation and Presentation

Outcome 1
On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Outcome 2
On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Outcome 3
On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

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

- Unit 3 school-assessed coursework: 20 per cent
- Unit 3 and 4 school-assessed Task: 40 per cent
- Unit 4 school assessed coursework: 5 per cent
- Units 3 and 4 examination: 35 per cent

Potential Careers related to this study

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