



Parade College

VCE and VCE-VM - Vocational Major

SUBJECT SELECTION HANDBOOK - 2025

How to use this Course Guide

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Introduction VCE Student Information Handbook

If you have any questions relating to the Curriculum which this website does not address, please do not hesitate to contact the relevant Learning Area Leader, Dean of Learning (Years 10-12) or the Assistant Principal (Teaching & Learning) at the College.

Parade College offers two Certificates at the senior level: the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education – Vocational Major (VCE VM). 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 child which pathway is most appropriate for him (noting the minimum requirements described in the **Promotions Section** described below).

This VCE Student Selection Handbook is designed to provide guidelines to Parade students and parents on a range of important matters as students make subject selections. Many of the rules are requirements of the Victorian Curriculum and Assessment Authority (VCAA) and must be followed closely. This booklet is intended to complement and not replace the information provided by VCAA, and students and their families should make themselves aware of these requirements:

<https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/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. A supportive home environment, with parents acting in close partnership with Parade College staff, will contribute strongly to each student's success. Communication is vital in this subject selection process, and throughout the senior years.

This document contains information about the VCE and VCE Vocational Major (VM) 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. Please ensure that you have all relevant information prior to making your decisions. For example, 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 are you doing in this subject already? (Your subject teachers can assist you here);*
- *Do 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 are you passionate about? (your Tutor Group Teacher and House Leaders can assist you here); and*
- *What are you interested in as a tertiary course or career? (It is important to note that some tertiary courses have prerequisites)*

With regard to selecting the VCE program best suited to your child, a long process has already commenced with career education and planning, subject selection evenings, Tutor sessions, and assemblies. It is important to begin to think of the career possibilities for your child. Hopefully this

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Handbook assists in the process of choosing a VCE course. 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 Learning Area Leaders, House Leaders, Learning Diversity Support Staff, Careers Advisors, Academic Advisors and ourselves.

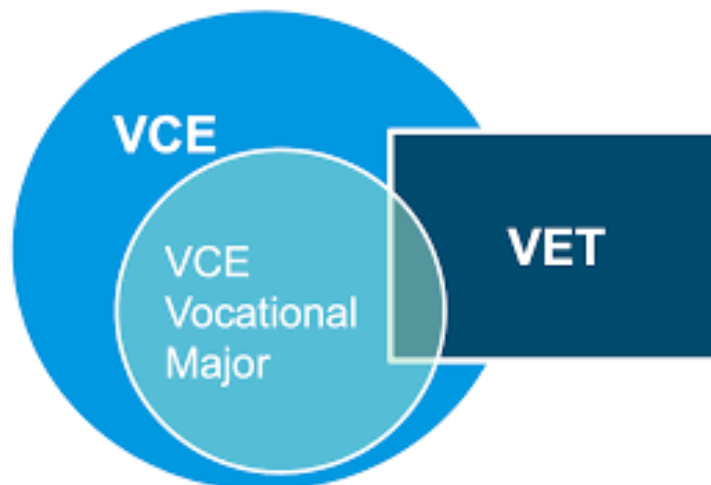
We believe that decisions as to particular directions at this stage must involve the whole range of school, family and other significant people surrounding and supporting your student. We wish you and your student well as they embark on this final phase of secondary schooling.



Mr Maurice Petruccelli
Assistant Principal – Teaching and Learning



Mr James Fogarty
Dean of Learning – Years 10 - 12



VCE Contacts

DEAN OF LEARNING (YEARS 10-12) – Mr James Fogarty

- Academic Performance
- Assessment Advice
- Internal Coursework
- External (VCAA) exams, including the General Achievement Test
- Special Provision
- Extension of Time Requests
- Study Techniques and Exam Advice

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DEAN OF VCE - Vocational Major – Mr Robert Gandolfo

- Academic Performance
- Assessment Advice
- Attendance
- ERPP & VCE VM Pathways
- Vocational Education and Training advice
- Work placements

CAREERS COUNSELLORS –Ms Elizabeth Bult & Ms Justine Barnes

- 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

DEAN OF STUDENTS (YEARS 11-12): Mrs Jessica Frisina

HOUSE LEADERS: Tony Trantino – Bodkin, Teresa Talia – Hughes, John Houlihan – Lynch, Jonathon Dib – Treacy & Maddison Jackson – Nolan

- Behaviour Management
- Student Welfare Issues
- Uniform
- Attendance

VET – Mr Michael Torpey – Assistant Principal – Partnerships and Pathways

- Internal and External VET subjects.

ASSISTANT PRINCIPAL – Teaching and Learning – Mr Maurice Petruccelli

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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. These 16 units must include:

- three units from the English group, including a Units 3-4 sequence,
- at least three other sequences of Units 3-4 studies, which can include further sequences from the English group. (This can also include up to two VCE/VET subjects if at least one of them is scored and has an end of year examination.)

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 Units 3-4 study scores at the completion of VCE. The score is made up from a student's adjusted study score in their English study, their next best three subjects, and 10% of their fifth (and sixth, if applicable) subjects, 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.

VCE Assessment

Outcomes (Units 1-2)

Outcomes are sets of knowledge and skills identified in each VCE unit. In order to achieve Satisfactory Completion of a unit, students must satisfactorily complete all outcomes within the unit, as they are specified in the VCE Study Design for that subject.

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 their own
- Observe VCAA and school rules including minimum attendance standards

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If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit. If the outcomes are not satisfied, teachers will require the student to submit further work to meet Satisfactory Completion requirements.

School-based assessments (Units 3-4)

School-based assessments are set and graded by teachers. Assessments include School-assessed Coursework (SAC) and School-assessed Tasks (SAT). The VCAA checks the marks to make sure that all schools in Victoria are marking to the same standard.

Assessments can take place in a normal teaching period, on a designated Wednesday morning or at another time organised by the teacher. Generally, practical subjects have SATs and these tasks are completed both at school and at home; other subjects have SACs, and these are completed at school. SACs and SATs count towards the Study Score, and as such are subject to the requirements of the VCAA, including their results regarding authentication.

Assessment 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 Units 3-4 students to be informed of their ranking in the class or College cohort in a particular subject.

If a student's coursework does not demonstrate a satisfactory understanding of the outcome, 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.

SATs - Date of Submission

All SATs are to be submitted by the date published in the VCE Calendar which is available on SIMON 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.

VCE Examinations Units 1 – 4

Units 1-2

Compulsory examinations will take place at the completion of both semesters in all VCE Units 1-2 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.

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Units 3-4

Examinations will take place at the end of the year for all VCE studies as well as selected VET studies. The VCAA examination timetable is published on the VCAA website; students will be alerted when it is available.

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.

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, such as significant illness or 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. A student who does not attend 90% of scheduled class time, except for when they are 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, and be given an N for the unit.

Authorised Absences

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

- illness (with appropriate documentation)
- 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 **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 and their subject teacher.

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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.

VCAA Rules and Plagiarism

All VCAA rules regarding completion of work can be found online at <http://www.vcaa.vic.edu.au/> and can be clarified by speaking to your subject teacher or the Dean of Learning (Years 10-12). The rules listed here are some of the most pertinent for our students.

Work produced electronically

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. This includes the use of artificial intelligence programs.

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 (including generative AI) without acknowledgment.

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- Corrections or improvement made or dictated by another person.
- Submitting the same piece of work for assessment in more than one study.
- Either knowingly, or unknowingly, assisting other students in a breach of rules.

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 they 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.

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, Dean of Learning, 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.

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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.

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 8.35am till 3.15pm each school day (with additional hours outside of these for VET students). Students are expected to attend tutor groups, Tenete classes and all school assemblies as required.

It is required that students utilise the VCE Study Centre (MQ28) or assigned classroom appropriately during study periods. The Study Centre allows quiet collaborative work to take place, however, noise must not be at a level where it distracts other students.

To maximise their VCE outcomes, students must use time effectively, by revising for assessment, preparing notes, working on exercises or researching information. The use of individual listening equipment is allowed only in the VCE Study Centre to listen to online lectures or study materials. 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 VCE Study Centre. These rooms are also available at recess and lunch, as well as some after schools for VCE students exclusively.

Rules for these rooms are as follows:

Behaviour Guidelines for Year 12 Study Areas

- 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.

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VCE Study Centre (MQ28) Rules:

Collaborative learning and group work is permitted

General classroom rules regarding respect of others and property apply with the following guides and exceptions.

- Whilst talking is permitted, noise should not be distracting to other students at nearby tables.
- Headphones may be used to listen to online lectures/study resources 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.

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, failure for students to adhere to these rules results in this privilege being revoked.

Important and Useful Websites

<http://www.vcaa.vic.edu.au/> - Victorian Curriculum and Assessment Authority

<http://www.vtac.edu.au/> - Victorian Tertiary Admissions Centre

<http://www.vcaa.vic.edu.au/Pages/vet/index.aspx>- VCAA page explaining VET studies

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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 their 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 their abilities, they have made satisfactory progress in their studies. This progress would be indicated by:

- The completion of Graded Assessment Tasks to a 'C' average in each subject
- A demonstrated commitment to complete set tasks
- A positive attitude to their work
- Regular class attendance with a minimum 90% attendance rate per semester
- 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.

VCE – Vocational Major

For promotion into VCE (VM) for each of Years 11 and 12, a student is required to:

- Have been recommended by their House Leader/Dean of VCE - VM
- Have successfully completed the year. This will be based on the student's:
 - Attitude to school and schoolwork throughout the year.
 - Behaviour throughout the year.
 - Willingness to apply themselves to all areas of school life throughout the year.
- Attended an interview with their parent(s)/guardian(s) and with the Dean of VCE VM.
- Agreed to abide by the code of conduct for the VCE - VM Program.

Acceleration

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

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- 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.
- Selection to an accelerated subject is generally based on Semester One results.
- Except in exceptional circumstances, students will only be permitted to undertake one accelerated subject sequence. Altior students may apply for up to two accelerated subjects.
- 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.
- Accelerating students are expected to complete six subjects (minimum) at Units 3-4 level.

Guidelines for Acceleration

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

- Letter grades of B or higher in all assessment tasks of the relevant Units 1-2 subject.
- Letter grade average of C or higher in at least 4 out of 5 core subjects (English, Religious Education, History, Mathematics and Science) in Year 10 in Semester One.
- Satisfactory Completion (S) for all VCE units studied thus far.
- Learning behaviours of Often or Consistently in at least four Semester One subjects.
- The recommendation of the subject teacher of the relevant Units 1-2 subject.
- The recommendation of the Learning Area Leader of the subject.
- Timely submission of the correctly completed Application form.

Note: At Parade College, students may not accelerate into a Units 3-4 subject unless they have studied the appropriate Units 1-2 course beforehand.

Applying to Accelerate in a VCE Subject

1. The student completes the appropriate online subject preferences in the normal manner.
2. The student completes the appropriate “Application to Accelerate Form” and submits it by the advertised deadline.

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

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

Students who accelerate in one Units 3-4 subject are required to complete five subjects in Year 12.

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Please note:

As these VCE results will not be known until after the Commencement classes in November/December, they must commence Commencement 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.

VTAC application process

Once in their final year of VCE, 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 VCE – VM programs are taken through the VTAC application process by the Careers Advisors at Parade College at an appropriate time during their final year.

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.

Careers Advice

All students are invited to make appointments with the Career Adviser to discuss Course and Career options and subject selection and to use the many Careers resources located on the Careers website. For all Career related inquiries, information and appointment bookings, please refer to the College's Career Website <https://www.paradecollegecareers.com.au/>

Careers Coordinator: Ms Liz Bult

Careers Advisor: Ms Justine Barnes

Glossary of Terms:

Aggregate Score	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.
Assessment Task	A task/s set by the teacher for a student to demonstrate achievement of the outcome/s.
ATAR	Australian Tertiary Admissions Rank – 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 <i>AT LEAST</i> four VCE studies. A maximum of six studies can contribute to the ATAR.
Authentication	The process of making sure that the work submitted has been done by the student concerned.

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Block Credit	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.
Derived Examination Score	An examination score that is calculated by the VCAA, for a student who has been granted special provision for VCAA Examinations.
Increments	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.
Major	The main area of study selected by a student within a broader tertiary course <i>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.</i>
Open Day	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.
Outcomes	What students must know, or be able to demonstrate, in order to satisfactorily complete a unit.
Prerequisite	VCE studies that must be satisfactorily completed (in some cases to a certain standard) in order to be eligible for a course.
Primary Four	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 (including EAL) OR Literature as well as the next best three permissible scaled study scores.
SAC	School Assessed Coursework – assessment tasks completed within Units 1-4. A school-based assessment that has to be reported to the VCAA. It forms part of the student's overall grade for the unit. The assessment tasks can be used for this purpose.
SAT	School Assessed Task – A school-based assessment for a units 3-4 sequence that is set by VCAA but assessed by the teacher. The marks are then reviewed by VCAA and a score is allocated.
Satisfactory Completion	A school decision that a student has demonstrated achievement of all the outcomes in a unit. The student will get an S for the unit. If the outcomes have not been achieved, the student will get an N for the unit.
Scaling	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.
SEAS	Special Entry Access Scheme – a way for students to apply for special consideration based on Personal Information or Location, Difficult Circumstances, Disadvantaged Financial Background, Disability or Medical

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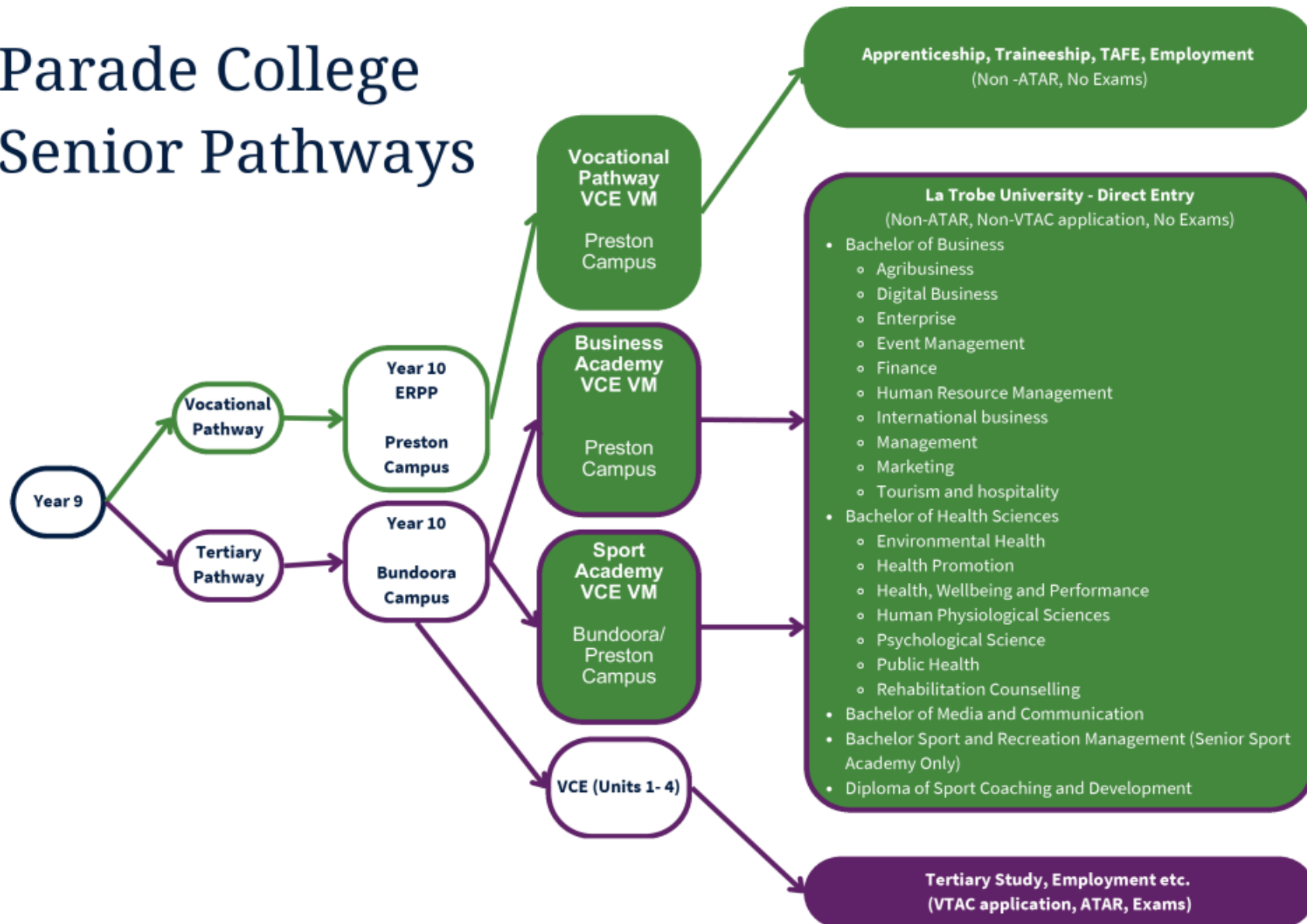
	Condition. Students are encouraged to speak with a school Careers Advisor as early in their Year 12 year as possible to go through the requirements of this application in regard to their individual circumstances.
Selection Criteria	Institutional and course requirements needed to be met in order to be eligible for a course.
Selection Requirements	Additional requirements needed to apply for some courses such as a folio, interview, audition, testing etc.
Sequence	Units 3-4 be taken together, this is called a sequence.
Special Provision	Special arrangements that are made for students who are experiencing hardship. The arrangements are different for school assessed coursework and for VCAA written examinations. Special Provision is only approved by VCAA.
Statement of Results	The documents issued by the VCAA which show results achieved by the students in the VCE.
Statistical Moderation	The process used to ensure that the school's assessments are in line with the assessments of all other schools within Victoria.
Studies	The subjects available in VCE.
Study Score	A score from 0-50 for each unit 3-4 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.
Subject Bonus	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.
Units	A section of a subject that normally takes one semester to complete. The units are numbered 1, 2, 3, and 4. Units 1-2 are usually studied at Year 11 and units 3-4 in Year 12.
VCE Provider	A school or other institution authorised to offer VCE Units.
VCAA	Victorian Curriculum and Assessment Authority – the governing body of the VCE and VCE (VM) program, they are responsible for all assessment and scoring of VCE and VET studies.
VCE (VM)	Victorian Certificate of Education – Vocational Major – a recognised senior secondary qualification made up of core compulsory subjects and at least one VET Certificate course.
VCE	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.

VET	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.
VTAC	Victorian Tertiary Admissions Centre – the central body through which most applications for further study upon the completion of a senior secondary qualification is made.

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Senior Pathways Diagram

Parade College Senior Pathways



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VCE - Vocational Major (VM)

The Victorian Certificate of Education - Vocational Major (VCE-VM) is a two-year applied learning program which is designed to sit within the VCE and is an equivalent senior school completion certificate. It provides additional pathways for Year 11 and 12 students seeking vocationally oriented career options such as apprenticeships, traineeships, further education and training or employment. The VCE VM consolidates the need for increased connection between education and training, industry and employment. Through applied learning, the VCE VM provides students with the skills to make informed decisions about further education and/or employment pathways. Students will develop the skills and capabilities needed to succeed in further education, work and life. There are many opportunities available to VM students who will be considered work- ready.

Those considering VCE-VM 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 interested in entering the workforce full time post Year 12
- Students who are seeking further education and training post schooling at TAFE
- Students who may be seeking an alternative entry pathway into university

VCE-VM 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 VCE-VM. The VCE VM is a **two-year** program offered at Parade College Preston Campus.

Work Experience/ Structured Workplace Learning:

VCE VM students all undertake Work Placement each term. This enables the students to consolidate their learning and make invaluable connections with future employers.

In order to successfully complete the VCE VM, students will need to successfully complete a two-year program and achieve a minimum of 16 units: including

- 3 units of VCE VM Literacy or VCE English units (must include Units 3-4)
- 2 units of VCE VM Numeracy or VCE Mathematics units
- 2 units of VCE VM Work-Related Skills
- 2 Units of VCE VM Personal Development
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Minimum 180 hours of VET

VCE-VM Curriculum

VCE VM at Parade has four core subjects – Literacy, Numeracy, Work Related Skills and Personal Development Skills. Students must also undertake 180 hours of VET at Certificate II level or above.

VCE VET Certificates offered at Parade College include:

- Furniture Making Pathways
- Hospitality (Kitchen Operations)
- Music Industry (Sound Production)
- Sport and Recreation
- Building and Construction (Carpentry)
- Electrotechnology (Career Start)
- Plumbing
- Building and Construction (Bricklaying)
- Floor and Wall Tiling
- Information and Digital Technology
- Business and Media

All students in VCE-VM undertake a VET Certificate II Small Business as a compulsory part of their program.

There will be strictly limited places in this certificate an application process, selection criteria, student interview, parent interview and availability will determine whether a student can enrol in the VCE-VM.

VCE-VM requires a minimum 90 nominal hours of VET training Parade students do considerably more than the minimum. External* programs other than those listed can be accessed through the Northern Melbourne VET Cluster include but are not limited to: Visual Arts, Automotive, Engineering, Community Services, and Allied Health

**Details regarding additional fees and enrolment can be obtained from the Dean of VCE Vocational Major Mr Robert Gandolfo*

Students can also access VET training from the Bundoora campus in Certificate III in Sport and Recreation, Cert III in Cookery and Certificate III in Music Industry (Sound Production) as a part of their VCE-VM program. Certificate II in Electrotechnology and Plumbing can be accessed at both Bundoora and the Preston campus.

Further details regarding the VCE-Vocational Major can be obtained from the Dean of VCE-VM
Careers available to VCE VM students:

- Apprenticeships
- Traineeships
- School-Based Apprenticeships and Traineeships (SBATs)
 - Further education and Training at TAFE: Certificate III, IV and Diploma Courses. Some students may wish to access non ATAR based courses at university
- Full time employment

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VCE-VM Core Subjects

Literacy – 1jLS (Year 11) – 3jLS (Year 12)

At Parade College, the VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Numeracy - 1jNS (Year 11) – 3jNS (Year 12)

At Parade College, the VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Work Related Skills – 1jWR (Year 11) – 3jWR (Year 12)

VCE Vocational Major Work Related Skills (WRS,) at Parade College, examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and

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education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Personal Development Skills – 1jPD (Year 11) – 3jPD (Year 12)

At Parade College, the VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Certificate II/III of Business – 1jBC (Year 11) – 3jBC (Year 12)

The Certificate II in Small Business course within the VCE VM program is designed to provide students with a solid foundation in small business operations. This nationally recognized qualification covers essential skills such as business planning, financial management, marketing, and customer service. Through hands-on projects, industry placements, and practical simulations, students gain real-world experience and insights into the challenges and opportunities of running and working for a small business. This course prepares students for further studies or entry-level positions in the business sector, equipping them with the entrepreneurial skills and confidence needed to contribute to small business success. The Certificate II in Small Business is an excellent steppingstone for those looking to start their own business or pursue a career in the dynamic world of small business

VET Certificate of Industry – specific training

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Business Academy – VCE VM

The Parade College Business Academy is an exciting opportunity for students interested in pursuing a Tertiary pathway with a focus on Business Studies. This two-year program, integrated within the VCE VM, provides practical learning experiences and structured workplace training. Notably, it does not involve externally scored assessments or contribute to an ATAR score. To be eligible, students must meet the minimum requirements for the VCE VM and demonstrate a consistent record of upholding the College ethos. Enrolment takes place at the Preston Campus of Parade College, and successful completion of a Certificate IV in Business is a direct pathway to La Trobe University.

The program is a tertiary orientated program, that through our partnership with La Trobe University offers direct entry to select undergraduate courses. Students must have a record of being able to meet the academic demands of the course, i.e. 'C average' in Year 10. Students intending to pursue the Business must complete Year 10 mainstream as part of the Victorian Curriculum.

Year 11

- Business Management Units 1-2
- Certificate III - Community Services
- VCE VM Personal Development Skills - Units 1-2
- VC VM Work Related Skills - Unit 1&2
- English - Units 1-2
- General Maths - Units 1-2
- Religious Education – Community Based
- Structured Workplace Learning

Year 12 (2026)

- Certificate IV Business
- Certificate III - Community Services Units 3-4
- Personal Development Skills Unit 3&4
- Work Related Skills - Unit 3&4
- English - Units 3-4 (unscored)
- General Maths Units 3-4 (unscored)
- Tenete (RE)
- Structured Workplace Learning

Application process

The program is only available to students commencing in Year 11. Students interested must complete an expression of interest form and attend an interview.

All enquiries should be directed to:

- Mr Michael Torpey – Assistant Principal – Partnerships and Pathway

Note: Please note that students enrolled in the Edmund Rice Pathways Program in Year 10 are not eligible to apply for this program.

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Sport Academy – VCE VM

In developing this program for senior students, Parade College seeks to build on this great heritage in sport, by leveraging the expertise of its staff and use of its start-or-art sport facilities, to develop the potential of its students, and in exploring synergies in partnerships with universities.

We provide student athletes access to:

- A flexible, supportive and “athlete friendly” academic environment
- Discipline-based Learning
- Quality coaching
- Competition & training opportunities matched to the athlete’s development and potential
- Sport Science services such as fitness testing, performance analysis, sports psychology and physiotherapy
- Work Experience and Career Education support and planning
- A Personal Development program specific to the student athlete

The program is a tertiary orientated program, that through our partnership with La Trobe University offers direct entry to select undergraduate courses. Students must have a record of being able to meet the academic demands of the course, i.e. ‘C average’ in Year 10. Students intending to pursue the Sport Academy must complete Year 10 mainstream as part of the Victorian Curriculum.

Senior Sport Academy VCE VM Units 1-2 (Year 11 Students)

- VET Certificate III Sport & Recreation Program
- SWL - Structured workplace learning OR Industry-focused Projects & Mentoring
- Completion of VCE VM Units 1-2

Senior Sport Academy VCE VM Units 3-4 (Year 12 Students)

- VET Certificate IV Sport Development (Unique to this course)
- SWL - Structured workplace learning OR Industry-focused Projects & Mentoring
- Completion of VCE VM Units 3-4

Program offered at both the Bundoora and Preston Campus in 2025

- Campus remains the same for the whole two-year program.
- Change of campus not permitted.

Preston Campus Program

- Includes Football (Soccer) and catered to a variety of other sports.
- Partnership classes with Santa Maria College extend to various other sports, broadening the opportunities for all participants.
- Specialised Coaching Sessions conducted by experienced coaches from Manchester City.

Bundoora Campus Program

- Includes Australian Rules Football, Basketball, Athletics, Cricket etc.

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Sport Academy Year 1 (Year 11 Students)

- VET Certificate III Sport & Recreation Program
- Structured Workplace Learning
- Completion of VCE-VM

Sport Academy Year 2 (Year 12 Students)

- VET (Certificate IV Business)
- Industry-focused Projects & Mentoring
- Completion of Senior VCE-VM

Typical Program

Monday to Friday

- 2 1/2 days of Curriculum Content: VCE-VM Numeracy, Literacy, Life Skills, VET Content, RE (Tenete)
- 2 x 1 / 2 days delivering skills / coaching sessions
- 1 x Full Day of Structured Workplace Learning
- 1 x 1/2 Day of Sport: skills, squad, strength and conditioning, delivering skills / coaching sessions

Beyond Year 12

Articulation into La Trobe University Undergraduate Programs:

- Diploma of Elite Sport Business
- Bachelor of Health Sciences
- Bachelor of Business
- Bachelor Sport and Recreation Management
- Bachelor of Business – Event Management
- Bachelor of Business – Sport Management
- Bachelor of Media and Communication

Successful completion can also lead to a number of diverse, challenging and rewarding opportunities in the Sport and Recreation industry. Careers in the Sport and Recreation sector include:

- The fitness industry (including fitness appraisals and testing, weight control advice and exercise and fitness classes).
- Outdoor recreation services (bushwalking, camping, horse riding etc).
- Community recreation services (such as leisure centres, aquatic centres, parks and community recreation venues).
- Sport and sports services (including sports professionals, sports clubs, trainers, umpires and officials).

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- Carlton College of Sport

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.

Expectations of Student Athletes

- Availability for Parade College sporting teams and competing to the best of their ability
- Academically completing all requirements and working towards the student athlete's full potential
- Understanding and behaving in accordance with the College's rules and expectations
- Full engagement in Athletic Development Classes
- Selection of High-Performance classes at appropriate times in subject selection process
- Understanding and agreeing to the Student Athlete Agreement

The Sport Academy Program is rigorous, and students need to maintain a C average in Year 10. Students intending to further their studies at a tertiary institution need to meet the requirements of University Study at the end of the two years.

Note: Please note that students enrolled in the Edmund Rice Pathways Program in Year 10 are not eligible to apply for this program.

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VCE Curriculum Structure

The VCE is a certificate taken over two or more years. Subjects are made up of semester/half year length units of study. Units are at two levels:

- Units 1-2
- Units 3-4

Most students will attempt 22 units over the two years. Units 3-4 must be taken together in all subjects. A student cannot study Unit 3 without studying Unit 4.

To complete the VCE, students have to satisfactorily complete 16 units, which must include:

3 units from the English group (includes: English and Literature and MUST include a Unit 3/4 sequence)

The rest of the program should be completed according to student ability & interest, taking into account any tertiary prerequisites. Up to 8 units in total may be from the VET in the VCE area.

Year 11 VCE students must undertake a full program of 6 Units each semester (plus an RE unit across the year). Students are expected to average a grade of C in any subject they wish to undertake in Year 12.

While highly able Year 11 students are encouraged to undertake a Units 3-4 sequence, it must be pointed out that there will be some clashes in their program between Year 11 and Year 12 commitments. These students must already be successfully undertaking the relevant Units 1-2 sequence in Year 10. All VCE students in Year 12 undertake five Units 3-4 sequences. The only exception to this, as noted above, is students who have achieved a scaled score of 34 or more in two Units 3-4 subjects in Year 11.

In Year 11 and 12, all VCE students will be part of our internal Religious Education program which will run for two periods each week (as well as having the option to choose a Religious Education subject as part of their VCE course).

Touchstones – Year 11

The Touchstones program is a compulsory school based religious education program that all Year 11 students will complete. It will be a timetabled class running for two periods each week. The program will draw from the Edmund Rice Education Australia (EREA) touchstones of Gospel Spirituality, Inclusive Community, Liberating Education and Justice & Solidarity and include the Community Action program that had previously been part of our Year 10 program. The program will look at the role that our young men can play in today's modern society in helping others, being aware of social justice issues and making a difference in the future using Edmund Rice as our example and Catholic social teaching principles as a guide.

Tenete – Year 12

The Tenete Program is a Parade College initiative to support Year 12 students in the demanding final year of school. The program is firmly based on Catholic values and the principles underlying excellent

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education for young people, designed to continue their personal and faith development. There is no assessment within this program.

The English Requirement

There is a group of English studies consisting of English/EAL and Literature. The three units from the group of English studies that are required for Satisfactory Completion of the VCE may be selected from:

English/ EAL Units 1 – 4

Literature Units 1 – 4

No more than two units of English/EAL Units 1-2 may be counted towards the English requirement. Students who satisfactorily complete more than one Units 3-4 sequences from the English group may count the additional sequence(s) as a sequence/sequences other than the compulsory English. The following table sets out some possible unit combinations. Students can complete more than the four minimum units in combination.

Year 11	Year 12	English Requirement met?
English 1 / 2	English 3 / 4	Yes
English 1 / 2	Literature 3 / 4	Yes
Literature 1 / 2	Literature 3 / 4	Yes
Literature 1 / 2	English 3 / 4	Yes

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VCE Subjects

Accounting

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

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

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

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

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recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Accounting 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 Units 1-2, students are strongly recommended to have a C average in Year 10 Accounting for Managers, but this is not compulsory. Before attempting Unit 3, students must have a C average in [Units 1-2](#). 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.

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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

Units 1-2

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

Units 3-4

School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent

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- End-of-year examination: 50 per cent

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Applied Computing (Year 11) – Software Development (Year 12)

Why study Applied 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 Applied 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 Applied 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, cybersecurity and to careers in digital technologies.

This study enables students to:

Apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions. Manipulate data within software tools such as databases and spreadsheets to create data visualisations. Use programming languages such as Python to develop working software solutions

- Propose strategies for reducing security risks to data and information in a networked environment (cybersecurity).
- 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: Applied Computing

Unit 2: Applied Computing

Units 3-4: Applied Computing: Software Development

Students need to undertake both Units 3-4 units.

Unit 1 Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

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In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions.

In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2 Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified; and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Units 3-4 Applied Computing: Software Development

In Applied Computing: Software development Units 3-4 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 use computational, design and systems thinking skills. This work forms the first part of a project that is completed in Unit 4.

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

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 focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. They

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analyse and evaluate the security of current software development practices and consider the consequences of implementing software with ineffective security strategies.

Parade Entry requirements

To enter Units 1-2, 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 1-2](#). 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: Applied Computing

Outcome 1

On completion of this unit the student should be able to interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.

Outcome 2

On completion of this unit the student should be able to interpret teacher-provided solution requirements to design, develop and evaluate a software solution using an object-oriented programming language.

Unit 2: Applied Computing

Outcome 1

On completion of this unit the student should be able to, in collaboration with other students, identify a problem, need or opportunity to analyse, design, develop and evaluate an innovative solution.

Outcome 2

On completion of this unit the student should be able to respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

Unit 3: Applied Computing: Software Development

Outcome 1

On completion of this unit the student should be able to interpret teacher-provided solution requirements and designs and use appropriate features of an object-oriented programming language to develop working software modules.

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Outcome 2

On completion of this unit the student should be able to document a problem, need or opportunity, formulate a project plan, document an analysis, and generate design ideas and a preferred design for creating a software solution.

Unit 4: Applied Computing: Software Development

Outcome 1

On completion of this unit the student should be able to develop and evaluate a software solution that meets requirements and assess the effectiveness of the project plan.

Outcome 2

On completion of this unit the student should be able to respond to a teacher-provided case study to analyse an organisation's software development practices, identify and evaluate current security controls and threats to software development practices, and make recommendations to improve practices.

Levels of Achievement

Units 1-2

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

Units 3-4

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

- Unit 3 school-assessed coursework: 10 per cent
- Unit 3 school-assessed task: 15 per cent
- Unit 4 school-assessed task: 15 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Units 3-4 examinations: 50 per cent

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Art Creative Practice

Why study Art: Creative Practice?

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Structure

The study is made up of four units:

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks and the Creative Practice
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Unit 1 - Art: Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Unit 2 - Art: Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

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Unit 3 - Art: Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3-4.

Unit 4 - Art: Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Art: Creative Practice. Before attempting Unit 3, students must have a C average in Units 1-2. 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 – Interpreting artworks and exploring the Creative Practice

Outcome 1

On completion of this unit the student should be able to discuss the practices of three artists and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

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Outcome 3

On completion of this unit the student should be able to document and evaluate the components of the Creative Practice used to make personal visual responses.

Unit 2: Interpreting artworks and developing the Creative Practice

Outcome 1

On completion of this unit the student should be able to use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Outcome 3

On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Unit 3: Investigation, ideas, artworks and the Creative Practice

Outcome 1

On completion of this unit the student should be able to develop personal ideas using research that examines one artwork and the practice of an artist and produce at least one finished artwork using the Creative Practice.

Outcome 2

On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Outcome 1

On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

Outcome 3

On completion of this unit the student should be able to compare the practices of historical and contemporary artists and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

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Levels of Achievement

Units 1-2

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

Units 3-4

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

- Units 3-4 School-assessed Coursework: 10 per cent
- Units 3-4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

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Australian and Global Politics

Why study Australian and Global Politics?

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

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and 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

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

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.

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Unit 3: Global actors

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

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 Units 1-2, 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 1-2. 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.

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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 China 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 people movement and arms control 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 armed conflict and terrorism then evaluate the effectiveness of global actors' responses to these.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examinations: 50 per cent

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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 as conservation, forensic science, geology, medical research and sports science.

Structure

The study is made up of four units:

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

Biology Unit 1

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Biology Unit 2

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators' structure and maintain the distribution, density and size of a

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population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Biology Unit 3

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Biology Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

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Parade Entry requirements

To enter Unit 1, from the end of year 9 students are required to have a B+ average in Year 9 Science across semester 1.

To enter Unit 1 from year 10, students need to have a C average with Biology Origins across semester 1.

Before attempting Unit 3, students must have a C average in Units 1-2. 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 organisms regulate their functions?

Outcome 1

On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2

On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals and analyse how specific systems in plants and animals are regulated.

Outcome 3

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data

Unit 2: How does inheritance impact on diversity?

Outcome 1

On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2

On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Outcome 3

On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

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Unit 3: How do cells maintain life?

Outcome 1

On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2

On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4 – How does life change and respond to challenges?

Outcome 1

On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2

On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3

On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Levels of Achievement

Units 1-2

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

Units 3-4

School- assessed coursework, a mid-year examination and an end-of-year examination:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year: 50 per cent

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Business Management

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.

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

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

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

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

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 Units 1-2, students are strongly recommended to have a C average in Year 10 Small Business or Australian and Global Economics, but this is not compulsory. Before attempting Unit 3, students must have a C average in Units 1-2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

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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.

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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

Units 1-2

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

Units 3-4

School-assessed coursework and examinations:

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

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Chemistry

Why study Chemistry?

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Structure

The study is made up of 4 units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can chemical processes be designed to optimise efficiency?
- Unit 4: How are organic compounds categorised, analysed and used?

Chemistry Unit 1

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Chemistry Unit 2

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

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Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others

Chemistry Unit 3

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Chemistry Unit 4

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Chemistry Matters. Before attempting Unit 3, students must have a C average in Units 1-2. 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 explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Outcome 2

On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Outcome 3

On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Unit 2 – How do chemical reactions shape the natural world?

Outcome 1

On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Outcome 2

On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Outcome 3

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

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Unit 3 – How can design and innovation help to optimise chemical processes?

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 primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

Outcome 2

On completion of this unit the student should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4 – How are carbon-based compounds designed for purpose?

Outcome 1

On completion of this unit the student should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.

Outcome 2

On completion of this unit the student should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Outcome 3

On completion of this unit the student should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Levels of Achievement

Units 1-2

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

Units 3-4

School-assessed coursework, a mid-year examination and an end-of-year examination:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 50 per cent

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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.

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

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

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

In this unit students develop an understanding of the macro economy. 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

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 Units 1-2, students are strongly recommended to have maintained a C average in Year 10 Australian and Global Economics, but this is not compulsory. Before attempting Unit 3, students must have a C average in Units 1-2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

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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: Economic decision making

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.

Outcome 3

On completion of this unit the student should be able to explain how behavioural economics complements traditional understandings of decision-making and analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2: Economic issues and living standards

Outcome 1

On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth.

Outcome 2

On completion of this unit the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Unit 3: Australia's living standards

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.

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Outcome 3

On completion of this unit the student should be able to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

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

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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English

Why study English?

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

NB: All VCE students must undertake at least three units from the English Group, two of which must be a Units 3-4 sequence.

Structure

The study is made up of 4 units, each with 2 units of study:

English Unit 1

In Area of Study 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.

In Area of Study 2, students read and engage imaginatively and critically with mentor texts that model effective writing. They engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

English Unit 2

In Area of Study 1, students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.

In Area of Study 2, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

English Unit 3

In Area of Study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

In Area of Study 2, students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with

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adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

English Unit 4

In Area of Study 1, students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text.

In Area of Study 2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Parade Entry requirements

To enter Units 1-2, 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 1-2. 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 students should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Outcome 2

On completion of this unit students should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2

Outcome 1

On completion of this unit students should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

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Outcome 2

On completion of this unit students should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3

Outcome 1

On completion of this unit students should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Outcome 2

On completion of this unit students should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

Outcome 1

On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Outcome 2

On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Levels of Achievement

Units 1-2

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

Units 3-4

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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Food Studies

Why study Food Studies

Australia has a varied and abundant food supply. 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 in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. 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

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their 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 one particular food-producing region 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. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

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Unit 2: Food makers

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 domestic and small-scale 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

In this unit students investigate 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 science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: 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. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make

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discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and 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.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They 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. The focus of this unit is on food issues, challenges and futures in Australia. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Parade Entry requirements

To enter Units 1-2, 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 1-2. 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 analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

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 through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2: Food makers

Outcome 1

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On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia’s food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Outcome 2

On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements 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 the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical activities to examine specific dietary needs.

Outcome 2

On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing 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 analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Outcome 2

On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Levels of Achievement

Units 1-2

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

Units 3-4

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
- Units 3-4 examination: 40 per cent

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French

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 taught over two years.
- Areas of study: Interpretative, presentational and interpersonal communication.
- Prescribed themes and topics: The individual, the French-speaking communities and the world around us.

French Unit 1

The areas of study for French Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to contribute to build skills that will allow the interpretation of texts, the presentation of information and the exchange of meaning in a spoken interaction.

French Unit 2

The areas of study for French Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to contribute to build and consolidate skills that will allow them to respond in writing in French, analyse and use information from written, spoken or visual texts and explain information, ideas and concepts orally in Japanese.

French Unit 3 and Unit 4

The areas of study for French Language comprise themes and topics, text types, writing styles, vocabulary and grammar. Students build skills to allow them to participate in a spoken exchange in French, analyse information from a range of texts and express ideas in a personal, informative or imaginative piece of writing. They also learn to analyse and share ideas in written and spoken form that reflect aspects of the language and culture of French-speaking communities.

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Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 French. Before attempting Unit 3, students must have a C average in Units 1-2. 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 exchange meaning in a spoken interaction in French on a selected subtopic.

Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French and respond in writing in French and in English.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Unit 2

Outcome 1

On completion of this unit the student should be able to respond in writing in French to spoken, written or visual texts presented in French.

Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Unit 3

Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in French to resolve a personal issue.

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Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in French.

Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in French.

Unit 4

Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in French.

Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in French.

Levels of Achievement

Units 1-2

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

Units 3-4

There is School-assessed coursework and two end-of-year examinations:

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

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Geography

Why study Geography?

The study of Geography allows students to explore, analyse and come to understand 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? 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, the use of geospatial technologies 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 these.

Twelve key geographic concepts underpin the study – change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association and sustainability. Each area of study utilises these concepts to assist in the observation, description, interpretation, analysis and explanation of geographic phenomena. VCE Geography is designed around two key concepts: change and interconnection, emphasising increasing human interaction with environments, which has had, and continues to have, significant consequences.

VCE Geography enables students to examine natural and human induced phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, students 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 and environments, and the human interactions with these.

Structure

The study is made up of 4 units:

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

Geography Unit 1: Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. 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.

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Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Geography Unit 2: Tourism

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Geography Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. Students undertake fieldwork and produce a fieldwork report using the structure provided. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

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Geography Unit 4: Human population – trends and issues

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.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Parade Entry requirements

To enter Units 1-2, 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 1-2](#). 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 the nature of hazards and the impacts of hazard events at a range of scales.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2: Tourism: issues and challenges

Outcome 1

On completion of this unit the student should be able to analyse the nature of tourism at a range of scales.

Outcome 2

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

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Unit 3: Changing the land

Outcome 1

On completion of this unit the student should be able to analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.

Outcome 2

On completion of this unit the student should be able to analyse land use change and evaluate its impacts.

Unit 4: Human population: trends and issues

Outcome 1

On completion of this unit the student should be able to analyse and discuss population dynamics on a global scale.

Outcome 2

Students undertake investigations into two countries with significant population trends in different parts of the world: a growing population of one country and an ageing population of another country.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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Health and Human Development

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.

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 1-2 -

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

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- a written response, such as a research assignment or written report.
- Semester examinations

Units 3-4

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 3-4 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 1-2. Students must successfully undertake Unit 3 prior to Unit 4.

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History

Why study History?

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Structure

The study is made up of 4 units:

- Unit 1: Modern History – Change and conflict
- Unit 2: Twentieth-Century History (1945-2000)
- Unit 3: Revolutions (France)
- Unit 4: Revolutions (Russia)

Unit 1: Modern History – Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2 Modern History – The changing world order

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

Units 3-4: Revolutions

In Units 3-4 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

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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 & Russian), both areas of study must be undertaken.

Parade Entry requirements

To enter Units 1-2, 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 1-2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1: Modern History – Change and conflict

Outcome 1

On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century and analyse how these contributed to the causes of World War Two.

Outcome 2

On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century and analyse the conditions which influenced these changes.

Unit 2: Modern History – Changing world order

Outcome 1

On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Outcome 2

On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

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Units 3-4 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

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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Italian

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 taught over two years.

- Areas of study: Interpretative, presentational and interpersonal communication.
- Prescribed themes and topics: The individual, the Italian-speaking communities and the world around us.

Italian Unit 1

The areas of study for Italian Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to build skills that will allow the interpretation of texts, the presentation of information and the exchange of meaning in a spoken interaction.

Italian Unit 2

The areas of study for Italian Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to build and consolidate skills that will allow them to respond in writing in Italian, analyse and use information from written, spoken or visual texts and explain information, ideas and concepts orally in Italian.

Italian Unit 3 and Unit 4

The areas of study for Italian Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. Students build skills to allow them to participate in a spoken exchange in Italian, analyse information from a range of texts and express ideas in a personal, informative or imaginative piece of writing. They also learn to analyse and share ideas in written and spoken form that reflect aspects of the language and culture of Italian speaking communities.

Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Italian. Before attempting Unit 3, students must have a C average in Units 1-2. 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 exchange meaning in a spoken interaction in Italian on a selected subtopic.

Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Italian and respond in writing in Italian and in English.

Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.

Unit 2

Outcome 1

On completion of this unit the student should be able to respond in writing in Italian to spoken, written or visual texts presented in Italian.

Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.

Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

Unit 3

Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Italian to resolve a personal issue.

Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in Italian.

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Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Italian.

Unit 4

Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Italian.

Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Italian.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

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Japanese

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.

Structure

- The study is made up of 4 units taught over two years.
- Areas of study: Interpretative, presentational and interpersonal communication.
- Prescribed themes and topics: The individual, the Japanese-speaking communities and the world around us.

Japanese Unit 1

The areas of study for Japanese Second Language comprise themes and topics, text types, writing styles and vocabulary and grammar. This unit allows the student to contribute to build skills that will allow the interpretation of texts, the presentation of information and the exchange of meaning in a spoken interaction.

Japanese Unit 2

The areas of study for Japanese Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to contribute to build and consolidate skills that will allow them to respond in writing in Japanese, analyse and use information from written, spoken or visual texts and explain information, ideas and concepts orally in Japanese.

Japanese Units 3 and Unit 4

The areas of study for Japanese Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. Students build skills to allow them to participate in a spoken exchange in Japanese, analyse information from a range of texts and express ideas in a personal, informative or imaginative piece of writing. They also learn to analyse and share ideas in written and spoken form that reflect aspects of the language and culture of Japanese-speaking communities.

Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Japanese. Before attempting Unit 3, students must have a C average in [Units 1-2](#). Japanese Second Language is designed for students who do not have a Japanese background, which are students who have learnt all the

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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.

Units 1 – 4

Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese.

Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.

Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 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.

Structure

The structure is made up of 4 units:

- Unit 1: Guilt and liability
- Unit 2: Sanctions, remedies and rights
- Unit 3: Rights and justice
- Unit 4: The people and the law

Legal Studies Unit 1

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

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 Units 3-4

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

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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 Units 1-2, students are strongly recommended to have a C average in Year 10 Law and Politics, but this is not compulsory. Before attempting Unit 3, students must have a C average in [Units 1-2](#). Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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Literature

Why study Literature?

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

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 or Literature.

Structure

The structure is made up of four units:

- Unit 1: Reading Practices & Exploring Literary Movements
- Unit 2: Voices of Country & The Text in Its Context
- Unit 3: Adaptations and Transformations & Developing Interpretations
- Unit 4: Creative Responses to Texts & Close Responses to Texts

Literature Unit 1

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Literature Unit 2

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They also focus on the text and its historical, social and cultural context. They reflect on representations of a specific time period and/or culture within a text.

Literature Units 3-4

In Unit 3, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students also explore the different ways we

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can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

In Unit 4, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. They also focus on a detailed scrutiny of the language, style, concerns and construction of texts.

Parade Entry requirements

To enter Units 1-2 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 1-2](#). 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 through close analysis.

Outcome 2

On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2

Outcome 1

On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Outcome 2

On completion of this unit the student should be able to analyse and respond to the representation

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of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3

Outcome 1

On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Outcome 2

On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

Outcome 1

On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Outcome 2

On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Levels of Achievement

Units 1-2

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

Units 3-4

School-assessed coursework and examinations:

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

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Mathematics

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.

Structure

Parade College offers the following units of Mathematics:

- Foundation Mathematics Units 1-2
- General Mathematics Units 1-2
- Mathematical Methods Units 1-2
- Specialist Mathematics Units 1-2

- Foundation Mathematics Units 3-4
- General Mathematics Units 3-4
- Mathematical Methods Units 3-4
- Specialist Mathematics Units 3-4

Units 1-2: Foundation Mathematics

Foundation Mathematics Units 1-2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3-4 and contain assumed knowledge and skills for these units.

The areas of study for Foundation Mathematics Unit 1 and Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Students who undertake this course cannot complete any other VCE Mathematics options concurrently.

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Units 1-2: General Mathematics

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 1-2, while others will intend to study General Mathematics Units 3-4. Others will also be studying Mathematical Methods Units 1-2 and intend to study Mathematical Methods Units 3-4.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Space and measurement' and 'Discrete mathematics'.

Units 1-2: Mathematical Methods

Mathematical Methods Units 1-2 are designed as preparation for Mathematical Methods Units 3-4. The areas of study for Units 1-2 are: 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, 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 1-2: Specialist Mathematics

Specialist Mathematics Units 1-2 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 1-2 and Specialist Mathematics Units 1-2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3-4. The areas of study for Units 1-2 of Specialist Mathematics are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Units 3-4: Foundation Mathematics

Foundation Mathematics Units 3-4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal,

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further learning, community and global settings relevant to contemporary society. The areas of study for Units 3-4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3-4 are contained in Foundation Mathematics Units 1-2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

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, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, 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 each unit as applicable.

Students who undertake this course cannot complete any other VCE Mathematics options concurrently.

Units 3-4: General Mathematics

General Mathematics Units 3-4 focuses on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3-4 are contained in General Mathematics Units 1-2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3-4.

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

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Units 3-4: Mathematical Methods

Mathematical Methods Units 3-4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3-4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', 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 3-4 are contained in Mathematical Methods Units 1-2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3-4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. 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, including to probability distributions of continuous random variables.

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, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, 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 each unit as applicable.

Units 3-4: Specialist Mathematics

Specialist Mathematics Units 3-4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content 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.

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Specialist Mathematics Units 3-4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1-2; the key knowledge and key skills from Specialist Mathematics Units 1-2; and concurrent study or previous completion of Mathematical Methods Units 3-4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3-4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, 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 each unit as applicable.

Parade Entry requirements

To enter Units 1-2, 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 Mathematics Unit 1

Before attempting Unit 3, students must have a C average in the relevant Units 1-2 subject:

- VCE Foundation Mathematics Units 1-2 for VCE Foundation Mathematics Unit 3
- VCE General Mathematics Units 1-2 for VCE General Mathematics Unit 3
- VCE Mathematical Methods Units 1-2 for VCE Mathematical Methods Unit 3
- VCE Specialist Mathematics Units 1-2 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.

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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 1-2

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 processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

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

General Mathematics Units 1-2

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 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 with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

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

Mathematical Methods Units 1-2

Outcome 1

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

Outcome 3

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

Specialist Mathematics Units 1-2

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 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 with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

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

Foundation Mathematics Units 3-4

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 areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring

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investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

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

General Mathematics Units 3-4

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 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 with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

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

Mathematical Methods Units 3-4

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.

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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 3-4

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 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 with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

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

Levels of Achievement

Units 1-2

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

Units 3-4

- The student's level of achievement will be assessed through school-assessed coursework and examinations as follows:

Foundation Mathematics

- Unit 3 school-assessed coursework: 40 per cent
Unit 4 school-assessed coursework: 20 per cent
- Units 3-4 Examination: 40 per cent

General Mathematics

- Unit 3 school-assessed coursework: 24 per cent
- Unit 4 school-assessed coursework: 16 per cent
- Units 3-4 Examination 1 (Multiple-choice questions): 30 per cent

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- Units 3-4 Examination 2 (Written response questions): 30 per cent

Mathematical Methods

- Unit 3 school-assessed coursework: 20 per cent
Unit 4 school-assessed coursework: 20 per cent
- Units 3-4 Examination 1 (Short-answer and some extended-answer questions): 20 per cent
- Units 3-4 Examination 2 (Multiple-choice questions and extended-answer questions): 40 per cent

Specialist Mathematics

- Unit 3 school-assessed coursework – 20 per cent
- Unit 4 school-assessed coursework – 20 per cent
- Units 3-4 Examination 1 (short answer and some extended answer questions – 20 per cent
- Units 3-4 Examination 2 (multiple choice questions and extended answer questions – 40 per cent

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Media

Why study Media?

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

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; agency and control in and of the media

Unit 1 –Media forms, representations and Australian stories

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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.

Unit 2 – Narrative across media forms Code

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

Unit 3 – Media narratives and pre-production Code

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Unit 4 – Media production; agency and control in and of the media Code: 4aME

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

Parade Entry requirements

To enter Units 1-2, 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 1-2. 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 - Media Representations

On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

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Outcome 2 – Media forms in production

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 – Australian Stories

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 Code

Outcome 1 – Narrative, style and genre

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

Outcome 2 – Narratives in production

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

Outcome 3 – Media and change

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 Code

Outcome 1 - Narratives and their context

On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

Outcome 2 – Research, development, and experimentation

On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Outcome 3 – Pre-production planning

On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Unit 4: Media production and issues in the media

Outcome 1 – Media production

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

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Outcome 2 – Agency and control in the media

On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 school-assessed task: 40 per cent
- Units 3-4 examination: 40 per cent

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Music Performance

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 allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

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

Structure

The study is made up of 4 units:

- Unit 1 Music Performance – Organisation of music
- Unit 2 Music Performance – Effect in music

In Units 3-4, only ONE of the following will be offered:

- Music Inquiry
- Music contemporary performance
- Music repertoire performance

Currently, we are offering Music repertoire performance. This may change in consultation with the teaching and learning team taking in to account the cohort of students. Further information on Music Inquiry and Music contemporary performance is available in the Study Design.

Unit 1 Music Performance – Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

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They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2 Music Performance – Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Units 3-4: Music repertoire performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work

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created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

Unit 3 Music Repertoire Performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4 Music repertoire performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Parade Entry requirements

To enter Units 1-2, 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 1-2. 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:

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Unit 1

Outcome 1

Performing: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.

Outcome 2

Creating: On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation and reflect on the creative process.

Outcome 3

Analysing and responding: On completion of this unit the student should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Unit 2

Outcome 1

Performing: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

Outcome 2

Creating: On completion of this unit students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

Outcome 3

Analysing and responding: On completion of this unit the student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

Unit 3

Outcome 1

Performing: On completion of this unit the student should be able to explain the artistic and practical considerations used to select a program of works for performance and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.

Outcome 2

Analysing for Performance: On completion of this unit the student should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.

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Outcome 3

Responding: On completion of this unit the student should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4

Outcome 1

Performing: On completion of this unit the student should be able to perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.

Outcome 2

Analysing for performance: On completion of this unit the student should be able to demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.

Outcome 3

Responding: On completion of this unit the student should be able to discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

Levels of Achievement

Units 1-2

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

Units 3-4: Music repertoire performance

- 3 School-assessed Coursework: 20 per cent to the study score.
- 4 School-assessed Coursework: 10 per cent to the study score.
- Units 3-4 is also assessed by an end-of-year performance examination: 50 per cent to the study score.
- Units 3-4 is also assessed by an end-of-year aural and written examination: 20 per cent to the study score.

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Outdoor and Environmental Studies

Why study Outdoor & Environmental Studies?

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

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

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

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 1-2

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1-2 all of which require Satisfactory Completion.

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

- a journal/report of outdoor experiences
- a case study analysis

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- 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 3-4:

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 3-4 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 1-2. Students must successfully undertake Unit 3 prior to Unit 4.

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Physical Education

Why study Physical Education?

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

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

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

Structure

The study is made up of four units:

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport and society
- Unit 3: Movement skills and energy for physical activity
- Unit 4: Training to improve performance

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 1-2 – The Human Body in Motion -

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

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- a visual presentation
- a multimedia presentation
- a reflective folio/diary
- a set of structured questions
- a written response, such as a research assignment or written report.

Units 3-4 – Movement skills and energy for physical activity

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 3-4 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.

Parade Entry requirements

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

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Physics

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.

Structure

The study is made up of four units:

- Unit 1: How is energy useful to society?
- Unit 2: How does physics help us to understand the world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How can two contradictory models explain both light and matter?

Physics Unit 1

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Physics Unit 2

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to

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justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Physics Unit 3 - Code: 3sPH

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Physics Unit 4 Code: 4sPH

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Physics Fundamentals. It is also beneficial to have achieved a C average in Matter in Motion. Before attempting Unit 3, students

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must have a C average in Units 1-2. Students must successfully undertake Unit 3 prior to undertaking 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 – How is energy useful to society?

Outcome 1

On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Outcome 2

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.

Outcome 3

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.

Unit 2 – How does physics help us to understand the world?

Outcome 1

On completion of this unit the student should be able to investigate, analyse, mathematically model and apply force, energy and motion.

Outcome 2

Eighteen 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:

- How does physics explain climate change?
- How do fusion and fission compare as viable nuclear energy power sources?
- How do heavy things fly?
- How do forces act on structures and materials?
- How do forces act on the human body?
- How is radiation used to maintain human health?
- How does the human body use electricity?
- How can human vision be enhanced?

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- How is physics used in photography?
- How do instruments make music?
- How can performance in ball sports be improved?
- How can AC electricity charge a DC device?
- How do astrophysicists investigate stars and black holes?
- How can we detect possible life beyond Earth's Solar System?
- How can physics explain traditional artefacts, knowledge and techniques?
- How do particle accelerators work?
- How does physics explain the origins of matter?
- How is contemporary physics research being conducted in our region?

Outcome 3

On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Unit 3 – How do fields explain motion and electricity?

Outcome 1

On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.

Outcome 2

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

Outcome 3

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

Unit 4 – How have creative ideas and investigation revolutionised thinking in physics?

Outcome 1

On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

Outcome 2

On completion of this unit the student should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

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Levels of Achievement

Units 1-2

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

Units 3-4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 20 per cent
- End-of-year examination: 50 per cent

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Product Design and Technology

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.

Structure

Parade College offers the following Units:

Unit 1 – Sustainable product redevelopment Code

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

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-users' needs and wants; function, purpose and context for product design. Other considerations include aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3 – Applying the Product Design Process Code

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. 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

In this unit students engage with an end-user 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 Units 1-2, students are required to have a C average in Year 10 Materials Design & Production or have successfully undertaken VET Furniture Making Pathways or VET Building &

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Construction. Before attempting Unit 3, students must have a C average in Units 1-2. 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.

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

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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-users' instructions or care labels and recommend improvements to future products.

Levels of Achievement

Units 1-2

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

Units 3-4

A School-assessed task, school-assessed coursework and an end-of-year examination:

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

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Psychology

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:

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

Unit 1: Psychology

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: Psychology

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.

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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.

Unit 3: Psychology

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: Psychology

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Parade Entry requirements

To enter Units 1-2, it is recommended that students have a C average in Year 10 Psychology. Before attempting Unit 3, students must have a C average in Units 1-2. 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:

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Unit 1 – How are behaviour and mental processes shaped?

Outcome 1

On completion of this unit the student should be able to discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development.

Outcome 2

On completion of this unit the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Outcome 3

On completion of this unit the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

Outcome 1

On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Outcome 2

On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Outcome 3

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

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

Outcome 1

On completion of this unit the student should be able to analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning.

Outcome 2

On completion of this unit the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4 – How is mental wellbeing supported and maintained?

Outcome 1

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On completion of this unit the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Outcome 2

On completion of this unit the student should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Outcome 3

On completion of this unit the student should be able to design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Levels of Achievement

Units 1-2

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

Units 3-4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 50 per cent

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Religion and Society

Why study Religion and Society?

We now live in a very multicultural society where the beliefs, values and ideas of religious traditions continue to 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 Units 1-2 VCE Religion subject and for all Year 11 students to participate in the Touchstones program. Students in Year 11 can choose to accelerate into Units 3-4 Religion & Society or Texts & Traditions. Students will have a choice between VCE Religion and Society or VCE Texts and Traditions.

Students at Year 12 can elect to continue Units 3-4 of Religion and Society or Texts and Traditions as one of their elective choices. All Year 12 students, whether they undertake a Units 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 Units 1-2 of either Religion & Society or Texts & Traditions and may choose to accelerate into Units 3-4 Religion & Society or Texts & Traditions in Year 11.

Religion and Society Unit 1

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

Religion and Society Unit 2

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

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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 3-4

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 & Society or Texts & 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.

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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 1-4:

Unit 1: The Role of Religion in Society

Outcome 1

On completion of this unit the student should be able to discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples.

Outcome 2

On completion of this unit the student should be able to discuss the changing roles of religion and the interrelationship between religion and society over time.

Outcome 3

On completion of this unit the student should be able to discuss the presence of religion in Australia, past and present.

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 analyse how ethical perspectives and moral judgments are formed within at least two spiritualities, religious traditions and/or religious denominations, in societies in which multiple worldviews coexist.

Outcome 3

On completion of this unit the student should be able to examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute.

Unit 3: The Search for Meaning

Outcome 1

On completion of this unit the student should be able to 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 through other aspects of religion are intended to respond to the search for meaning.

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Outcome 3

On completion of this unit the student should be able to analyse the interplay between religious beliefs and their expression through related aspects of religion and significant life experiences.

Unit 4: Religion, Challenge and Change

Outcome 1

On completion of this unit the student should be able to analyse and compare stances and supporting responses taken by religious traditions or religious denominations as they are challenged.

Outcome 2

On completion of this unit the student should be able to discuss the interactions within a religious tradition or religious denomination and between a religious tradition or religious denomination and wider society in relation to a significant challenge and evaluate the influence of the stances and responses on these interactions.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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Sociology

Why study Sociology?

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. Sociologists work to develop a reliable and valid body of knowledge based on research. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation.

Structure

- The study is made up of four units.
- Unit 1: Youth and family
- Unit 2: Deviance and crime
- Unit 3: Culture and ethnicity
- Unit 4: Community, social movements and social change. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Sociology Unit 1

In this unit, students use sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work. In Area of Study 1, students explore the way youth is constructed as a social category, in the light of differing experiences of young people. Students examine how and why the experience of being young differs across time and space. They examine a range of factors that lead to different experiences of youth, as well as the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live.

In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Students explore various factors that influence the diversity of these experiences such as demographic shifts, as well as cultural, economic, technological and social developments. A range of theoretical approaches are used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Comparative methodologies also enable comparison of family types and family experiences across time and space.

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Students draw on quantitative and qualitative sources in their study. These sources may be drawn from secondary sources and from primary research undertaken by the student.

Sociology Unit 2

In this unit, students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

In Area of Study 1, students explore the concept of deviance. There are different explanations of what constitutes deviant behaviour. Generally, it is defined as involving actions that are considered to be outside the normal range of behaviour according to the majority of members of a society, or more formally, the violation of social norms. Students investigate the functionalist, social control and labelling theories of deviance.

Students also explore the phenomenon known as moral panic. This refers to an intense emotional reaction from society (usually communicated through the mass media) to an issue that is perceived to threaten the social order.

In Area of Study 2, students investigate crime and punishment. They explore patterns of crime relating to age, gender and country of birth and consider the significance of a range of factors that may lead people to commit crimes such as financial situation and access to resources and employment, addiction, mental health and wellbeing issues, abuse, neglect, peer pressure and rebellion. Students explore different methods of punishment and the extent to which each of these methods serves the aims of punishment, which may include retribution, just punishment, deterrence, denunciation, rehabilitation, incapacitation, societal protection and restoration. Students may draw on primary and secondary research to inform their understanding of deviance and crime.

Sociology Unit 3

In this unit, students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups.

In Area of Study 1, students critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students consider indigenous and non-indigenous perspectives and responses in their exploration.

In Area of Study 2, students investigate ethnicity as a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of

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race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race. Students develop an understanding of a variety of factors that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

Sociology Unit 4

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

In Area of Study 1, students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theories of Ferdinand Tonnies and Michel Maffesoli.

In Area of Study 2, students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

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 Sociology. 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 1-4:

Unit 1: Youth and Family

Outcome 1

On completion of this unit the student should be able to describe the nature of sociological inquiry and discuss youth as a social category.

Outcome 2

On completion of this unit the student should be able to analyse the institution of family and the developments influencing the experience of family.

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Unit 2: Deviance and Crime

Outcome 1

On completion of this unit the student should be able to analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.

Outcome 2

On completion of this unit the student should be able to discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.

Unit 3: Culture and Ethnicity

Outcome 1

On completion of this unit the student should be able to analyse the impacts of historical suppression and evaluate the increasing public awareness of Australian Indigenous cultures.

Outcome 2

On completion of this unit the student should be able to analyse experiences of ethnicity within Australian society.

Unit 4: Community, Social movements and Social change

Outcome 1

On completion of this unit the student should be able to analyse the experience of community generally and analyse and evaluate a specific community.

Outcome 2

On completion of this unit the student should be able to analyse the nature and purpose of social movements and evaluate their influence on social change.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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Systems Engineering

Why study Systems Engineering?

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electro technological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

Structure

The study is made up of 4 units:

- Unit 1: Mechanical systems
- Unit 2: Electrotechnological systems
- Unit 3: Integrated and controlled systems
- Unit 4: Systems control

Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages.

Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

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Unit 3: Integrated and controlled systems Code

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Unit 4: Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Robotics and Control Systems; results in Year 10 Advanced Materials Design & Production or Year 10 Physics will also be considered. Before attempting Unit 3, students must have a C average in Units 1-2. 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 systems

Outcome 1

On completion of this unit the student should be able to describe and apply basic engineering concepts and principles and use components to design and plan a mechanical system using the systems engineering process.

Outcome 2

On completion of this unit the student should be able to produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

Unit 2: Electrotechnological systems

Outcome 1

On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.

Outcome 2

On completion of this unit the student should be able to produce, test and evaluate an electrotechnological system, using the systems engineering process.

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Unit 3: Integrated and Controlled Systems

Outcome 1

On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.

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: Systems Control

Outcome 1

On completion of this unit the student should be able to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.

Outcome 2

On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent

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Text and Traditions

Why study Texts and Traditions?

The study of VCE Texts & 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 & 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 Units 1-2 VCE Religion subject and for all Year 11 students to participate in the Touchstones program. Students in Year 11 can choose to accelerate into Units 3-4 Religion & Society or Texts & Traditions. Students will have a choice between VCE Religion and Society or VCE Texts and Traditions.

Students at Year 12 can choose to either continue Units 3-4 of Religion & Society or Texts & Traditions. All Year 12 students, whether they undertake a Units 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.

Structure

NB: All Year 10 students must study Units 1-2 of either Religion & Society or Texts & Traditions and may choose to accelerate into Units 3-4 Religion & Society or Texts & Traditions in Year 11.

Texts and Traditions Unit 1

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

Texts and Traditions Unit 2

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 3-4

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

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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 & 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 1-4:

Unit 1: Texts in traditions

Outcome 1

On completion of this unit the student should understand the history of the formation of the sacred text, and be able to recognise and explain the development and acceptance of the text into the religious tradition.

Outcome 2

On completion of this unit the student should be able to apply basic exegetical methods to explore the texts within their sociocultural and historical contexts.

Outcome 3

On completion of this unit the student should be able to analyse a range of understandings and interpretations of sacred texts as understood or expressed by the later religious tradition.

Unit 2: Texts in society

Outcome 1

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

Outcome 2

On completion of this unit the student should be able to understand the type of authority that a religious tradition currently attributes to its sacred texts, how these texts affect the current religious tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.

Outcome 3

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On completion of this unit the student should be able to compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.

Unit 3: Texts and the early tradition

Outcome 1

On completion of this unit the student should be able to identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.

Outcome 2

On completion of this unit the student should be able to discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.

Outcome 3

On completion of this unit the student should be able to understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.

Unit 4: Texts and their teachings

Outcome 1

On completion of this unit the student should be able to apply exegetical methods to develop an interpretation of all the passages for special study.

Outcome 2

On completion of this unit the student should be able to discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.

Levels of Achievement

Units 1-2

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

Units 3-4

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 3-4 examination: 50 per cent

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Theatre Studies

Why study VCE Theatre Studies?

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes.

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Structure

The study is made up of four units:

- Unit 1: Pre-modern theatre styles and conventions
- Unit 2: Modern theatre styles and conventions
- Unit 3: Producing theatre
- Unit 4: Presenting an 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: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous

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theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

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Parade Entry requirements

To enter Units 1-2, students are required to have a C average in Year 10 Theatre Studies. Before attempting Unit 3, students must have a C average in Units 1-2. 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 either the LAL Visual & 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: Pre-modern theatre styles and conventions

Outcome 1

On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

Outcome 3

On completion of this unit the student should be able to analyse a performance of a script.

Unit 2: Modern theatre styles and conventions

Outcome 1

On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

Outcome 2

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate a theatre production.

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Unit 3: Producing theatre

Outcome 1

On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Outcome 2

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

Unit 4: Presenting an interpretation

Outcome 1

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Outcome 2

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretative decisions.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

Levels of Achievement

Units 1-2

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

Units 3-4

School-assessed Coursework contributes a total of 45 per cent to the study score; the monologue 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 percent
- Unit 4 school-assessed coursework: 15 per cent
- Units 3-4 written examination: 30 per cent
- Unit 4 monologue examination: 25 per cent

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University Enhancement Studies

Why study a University Enhancement subject?

Extension studies are for the most able students. In any one year it is likely that less than two per cent of VCE students will be eligible. Extension studies are university subjects taken with the VCE. They build on VCE studies to first-year university level. Aimed at the most able students, they are a great way to extend your interest in a subject a step beyond the VCE. They are designed for students entering Year 12 who have already successfully completed a Unit 3 / 4 subject in Year 11 with an expected study score of 35+.

For further information about the program or to receive a course brochure please visit the university websites.

Students are advised that these courses are solely administered by the University, with no direct teaching by Parade College staff.

Pre-requisites

Students wishing to undertake a University Enhancement subject must have already successfully completed a Unit 3 / 4 subject in Year 11, achieving study score of 35+ in that study. Please note that Universities may choose to change this prerequisite without notice.

Structure

There are a number of subjects offered by Victorian universities. These subjects are available in a range of delivery methods from on campus at the University, off-campus at school centres or by distance education.

Studies may be available in the following subjects, however for up to date course information, please contact the university concerned.

- Accounting
- Australian History/Politics
- Biology
- Business Management
- Computer Systems/Computer Programming
- Chemistry
- Criminal Justice
- Geography
- Japanese
- Japanese for background speakers
- Media/Communication Studies
- Mathematics
- Mathematics Extension Study
- Philosophy
- Studies in Religion

Assessment

Credit

As Enhancement Studies units are standard University units, students who successfully complete the program and who are subsequently selected for and enrol in a University degree course for which that study is a legitimate part will, on request, be granted credit for that study. Units for which credit is granted are exempt from student contribution fees.

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Exams and assessment

Most Enhancement units will involve an examination at the end of semester and other types of assessment during the semester i.e. research reports, lab work and essays. For more information visit the website.

It is important that you find out how you will be assessed in your subject and if you are unclear about anything make sure you check with your Unit Coordinator at the University.

ATAR credit

The Victorian Tertiary Admissions Centre (VTAC) provides an ATAR increment for a higher education study as a fifth or sixth study, provided that the student has:

- satisfactorily completed four VCE Units 3-4 sequences for which study scores have been calculated, including one from the English group
- satisfactorily completed at least one VCE Units 3-4 sequence in the same year as the higher education study
- satisfactorily completed the full year of the higher education study
- been awarded a pass result by the higher education institution.

Upon Satisfactory Completion, these studies will be counted as an increment in the calculation of the ATAR. The increment will be calculated as **10% of the average of the primary four studies**, which is the same calculation used for non-scoreable VET studies.

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Visual Communication

Why study Visual Communication Design?

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

Structure

The study is made up of four units:

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

Unit 1: - Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience

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(UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Unit 3: Visual Communications in Design Practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4: Delivering Design Solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, [Outcome 3](#) are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Parade Entry requirements

To enter Units 1-2, 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 1-2](#). 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 – Reframing Design Problems

On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

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Outcome 2 - Solving communication design problems

On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

Outcome 3 - Design's influence and influences on design

On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

Unit 2:

Outcome 1 – Design, place and time

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 designfield.

Outcome 2 Cultural ownership and design

On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

Outcome 3 Designing interactive experiences

On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3:

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

Unit 4:

Outcome 1 - Design process: Refining and resolving design concepts

On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

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Outcome 2 - Presenting design solutions

On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Levels of Achievement

Units 1-2

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

Units 3-4

School-assessed coursework, school-assessed task and an end-of-year examination.

- Unit 3 school-assessed coursework: 20 per cent
- Units 3-4 school-assessed task: 50 per cent
- Units 3-4 examination: 30 per cent

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VET Subjects available to VCE Students

Following is a list of VET subjects available to VCE students. All VET offerings are an additional cost and all run from 7.30am - 11am or 1.30pm - 5.30pm or 3.30pm - 7.30pm. Due to timetabling issues, students may undertake a maximum of 2 VET courses in a VCE program and some VET combinations will not be possible, as many of the courses will run concurrently. See the VET handbook for more information.

- Certificate II Building and Construction Bricklaying
- Certificate II Building and Construction Carpentry
- Certificate III Music Industry Sound Production
- Certificate II Plumbing
- Certificate II Building & Construction Floor and Wall Tiling
- Certificate II Electrotechnology
- Certificate III Sport and Recreation
- Certificate II Furniture Making Pathways
- Certificate II Cookery
- Certificate II in Small Business
- Certificate III in Laboratory Skills

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