Achieving success in a caring and creative environment

Senior Programs Handbook 2017-2018
Congratulations to Year 11 students Tessa Sydenham and Nick Lawson on receiving their Bass Coast Young Leaders Awards. The awards were presented at a ceremony at Silverwater Resort San Remo on Tuesday February 23. This is a significant achievement for both Tessa and Nick. We look forward to their continued fine contribution to Wonthaggi Secondary College over the next two years. Nick has recently also been confirmed as a Principal Vocalist in the upcoming 2016 State Schools Spectacular. We look forward to observing his accomplishments in this key role.
PREFACE

Welcome to all senior students and their parents.

This handbook is designed to ensure senior students and their parents/carers gain a full understanding of the requirements, expectations and operations of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

Education in the post compulsory years of schooling is undergoing change. The VCE will continue to be the credential which further education, higher education, industry and the business sector will regard as the measure of your success at school. With greater emphasis being placed on vocational training, we offer numerous Vocational Education and Training in Schools (VET) subjects. We continue to work closely with local employers and other training providers in order to ensure that an even broader range of post-secondary courses is available to our students.

The VCAL sees students combining traditional school subjects with work placement and other community-based and personal development training opportunities.

Please do not be daunted by the length of this document. Remember, it is a two year handbook and should be used as a reference rather than read from front to back. We urge students to take a great deal of care when selecting courses. You must keep in mind, and regularly review, future study and career requirements. You should gather and consider all the relevant information you can from teachers, career advisers and parents before making any final decision. When decisions are made it is expected that students will display a high level of commitment to their studies and that all requirements will be met.

Whilst the College is able to offer an extensive array of subjects, unfortunately not all of these subjects will actually run. The subject selection process is one of refinement and reduction and it is inevitable that some subjects will have insufficient enrolments for them to operate.

We remind students and parents that we are only too pleased to meet with them and discuss any particular problems that they might have. If parents are well informed they are in a good position to support students through, what can be, difficult years.

Please do not hesitate to contact us regarding any necessary advice and assistance.

Success and reward in senior schooling are most likely to be achieved when there is careful and purposeful planning and selection of subjects and courses by students.
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<td>1</td>
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<tr>
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Please Note: Costs stated for individual courses are an indication only.
# Senior Programs

## Choosing a course at a glance ...

| VCE PROGRAM (pages 16 - 73) | Year 11 Units 1 + 2
12 units (1 unit = 1 semester)

| Year 12 Units 3 + 4
10 units (1 unit = 1 semester) | VET IN SCHOOLS
Options may be included in a VCE or VCAL program |

| VCAL PROGRAM (page 74) | Years 11 and 12
4 Strands
1. Literacy Numeracy
2. Personal Development
3. Industry Specific Skills
4. Work Related Skills (including one day a week placement) |

On Campus (pages 75-78) and external programs (pages 79-81)
CAREERS RESOURCE CENTRE

The College has a well-equipped Careers Resource Centre at the McBride Campus. The Careers Coordinator is based at the McBride Campus and is available for individual or group counselling of students. Parents are very welcome to use this service and should telephone to make an appointment prior to coming to the school.

Throughout the year, guest speakers are invited to the school to talk on employment prospects and courses at TAFE institutes or universities. All students in Year 10 do work experience early in Term 3. Year 11 students may choose to undertake work experience in Semester 1.

Course Requirement Resources

It is most important that students and parents verify exact course and job requirements before selection of units in Years 11 and 12. Job pre-requisites are outlined in the Job Guide for Victoria, which is given to each Year 10 student in Term 3. University and TAFE course pre-requisites are available on the school computer network through the OZJAC program. Current Year 11 students should refer to the VTAC Guide to University and TAFE Courses and the publication titled VICTER, which contains all the prerequisites for TAFE and Universities. Both are available in the Careers Resource Centre or Library. Current Year 10 students will also need to check the VICTER when choosing VCE courses.

LIBRARY

The McBride Campus Library provides multiple adaptable spaces where students are encouraged and supported in furthering their education from other classrooms. The library provides resource support as well as a teacher on hand to assist students with their studies. The library is equipped with computers, multimedia equipment, colour printers, photocopiers and office equipment which aid student learning. Additionally, the library has available books for recreational reading as well as a developing catalogue of digital and physical resources linked to the curriculum. The library is an inviting and productive workspace aiming to improve student learning overall through the provision of its resources, spaces and services.

DISTANCE EDUCATION STUDY

Certain subjects are available to students through the Distance Education Centre Victoria and the Victorian School of Languages. Enrolment for tuition in these subjects is normally finalised in January/February each year but preliminary arrangements should be made in November. Students and parents should be aware that tuition is only available under certain conditions:

1. The subject required is not normally offered at the school. In this case strong justification must be made for choosing that subject.
2. There are insufficient numbers to run a class at the school.
3. There are no staff in the school qualified to take the subject.
4. There is a timetable clash with another subject selected.

Distance Education enrolment is subject to approval by the Department of Education and Early Childhood Development, the VCE Coordinator and the relevant Year Level Coordinator. Please note that there is an associated enrolment fee per subject undertaken. Distance Education Centre Victoria ($160 per annum). Victorian School of Languages ($160 per annum). The fee is required to be paid to Distance Education or VSL prior to coursework being issued to the student.

The Distance Education Centre Victoria and the Victorian School of Languages are schools in their own right and have limitations on class size and teacher availability. Information about studying a subject externally is available from the VCE Coordinator.

YEAR 12 TERTIARY ORIENTATION CAMP

The four day camp based at the University of Melbourne enables students to experience living in a university study environment, to explore tertiary study options and to familiarise themselves with living in the city.

The activities conducted on the camp include lectures by university teaching staff, visits to a number of Universities, TAFE Institutes and other tertiary institutions and general interest activities. The camp provides excellent opportunities for students to enhance their current studies and to prepare for tertiary study and more independent living. The price of the camp has been contained to $200 over recent years. We have been able to subsidise the camp from our M.I.P. Funding. We will subsidise the camp again in 2017 as the M.I.P. Funding allows.
VCAL

The Victorian Certificate of Applied Learning is a “hands on” alternative to VCE. It combines studying selected VCE and VET subjects with practical workplace experience and the development of personal skills that are important for life.

To date, VCAL has proven to be particularly appropriate for students who wish to conclude their secondary schooling at the end of Year 11 to seek employment or other training, but the option to continue with a Senior VCAL Program remains open.

Students will be informed about the VCAL program throughout the counselling period. There will also be an information session regarding VCAL scheduled for parents and students later in the year.

Further information is in the VCAL section of this handbook (p 75).

VET

As VET courses are developed and offered within the College, they become integrated into the VCE. This means they will be developed as independent studies at Units 1, 2, 3 & 4 level and students will be able to include a VET Unit 3 & 4 sequence as one of the three studies other than English needed to gain their VCE.

The VET studies offered and listed below are offered to students and delivered in the school’s timetable. These courses are either Certificate II (2) or Certificate III (3) courses:

- Certificate II in Automotive
- Certificate II in Agriculture
- Certificate II in Business (Office Skills)
- Certificate II in Construction (Pre-Apprenticeship) - VCAL program.
- Certificate II in Engineering *
- Certificate II in Furnishing (Pre-Apprenticeship Cabinet Making) *
- Certificate II in Hospitality (Kitchen Operations)
- Certificate III in Media (Interactive Digital Media) *
- Certificate II in Outdoor Recreation
- Certificate III in Sport and Recreation *

Other VET studies are available external to the McBride Campus but they incur a bond of $200 to be refunded upon satisfactory attendance. Information regarding these options is shown in the VET section of this handbook. Further information is also available from the VET Coordinator and the Careers Coordinator.

Note:

1. VCE VET programs, marked as an asterisk, can be used for ATAR study scores for tertiary entrance requirements.
2. The requirements enable specialisation for students in the senior years in individual student programs to suit their particular aspirations.

Further information is in the VET section of this handbook (p 75).
COURSE STRUCTURE

Generally, the VCE is a two-year course for most students. Most students select their entire program at the end of Year 10. It is reasonable to expect that not all students will go through VCE with the program that they originally selected. For many, changes will need to be made. It is important to note however, that the College needs to be able to timetable the VCE in two-year cycles and that every attempt will be made to honour pledges made to students as to what they can expect to do in their second year.

Students are required to undertake a program of 22 units over a period of two years. Students have to do a minimum of four Units 3 and 4 sequences at Year 12, which involve compulsory School Assessed Tasks, School Assessed Coursework and Exams. Students who are contemplating tertiary studies are advised to do no fewer than five Units 3 and 4 sequences. The College strongly recommends that students do 12 units in Year 11 and 10 units in Year 12. We believe that this will prove the best arrangement for the majority of students but particularly for those who intend to apply for tertiary entrance.

The course selection process will be conducted in a careful and comprehensive manner. It will involve students having close contact with their Industry and Enterprise teacher as well as other members of staff, the VCE Coordinator, the VET Coordinator, the Careers Coordinator and relevant Year Level Coordinators. The process will involve lessons, interviews and the Senior Programs Information Evening.

Students and parents should also pay careful attention to the course work requirements for each unit so that there is no confusion as to what has to be done.

The VCE demands that students are committed and well organised. Deadlines must be met because the prospect of students falling behind irretrievably is very real. This point cannot be emphasised enough.

VCE GRADUATION

To meet the graduation requirements of the VCE each student must complete satisfactorily a minimum of 16 units.

These must include:
- Three units from the English Group, with at least one unit at Units 3 & 4 level
- Three sequences of Units 3 & 4 studies other than English, of which two can be VCE VET sequences.

NOTE: Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English study is required.

The English Group

The three units of English may be selected from Foundation English 1&2, English Units 1 to 4, English EAL Units 3&4, English Language Units 1 to 4 and Literature Units 1 to 4.

- No more than 2 units of English Units 1&2 and Foundation English Units 1&2 may count towards the English requirement.
- No more than two sequences of Units 3 & 4 of the English group of studies can be included in the primary four for ATAR calculation purposes.

University Extension Studies

For high-achieving Year 11 students (A to A+ in all subjects) who have completed a Unit 3/4 sequence in a relevant study, there may be the opportunity to undertake a first-year university subject. Successful completion leads to an increment in the ATAR score.

For further information, see the VCE Coordinator or Careers Coordinator.
VICTORIAN CERTIFICATE OF EDUCATION
DUE DATE POLICY

There is a common policy across all Key Learning Areas.

INTENTION:
Students who miss a scheduled assessment for a valid reason will be given another opportunity to meet the relevant outcome.

PROCEDURE
- Class teachers will give students the due dates of all coursework. Students are expected to meet all due dates.
- Teachers will either send out letters or email via Compass advising parents that students have failed to meet the due date for assessed coursework.
- Work which meets the due date will be able to access full extent of grading.
- Work which is submitted late after the due date may receive a reduced grade.
- VCAA VCE authentication procedures apply.
- This process is overseen by the classroom teacher.

EXTENSION OF TIME FOR SCORED ASSESSMENT
Application for an extension of time should be made by all students who have a legitimate reason that prevents them from completing a scheduled task (eg. illness, family crisis, etc).

Applications for an extension for School Assessed Coursework and School Assessed Tasks must be made in writing to the VCE Coordinator on the SAC/SAT Extension of Time Application Form. Such applications must be made prior to the originally advertised due date or, in the case of an emergency, immediately after the due date on the student’s return to school. It is the responsibility of the student to request the extension form from the relevant class teacher or from the VCE Coordinator.

The application must contain:
- the reason for application including any relevant material that supports the application (eg. medical certificate).
- revised assessment and time.
- the signature of both the student and teacher.

On receipt of the application the VCE Coordinator will, in conjunction with the relevant teacher and Year Level Coordinator, consider the application and make a decision. This will be done within two working days of receipt of the application.
If an extension of time is granted the student will be notified and a new due date will be set.
If an extension of time is refused the student may appeal the decision to the Campus Principal.
An equivalent alternative task may be given to a student who is granted an Extension of Time.

Full value for grades is available to students who work with purpose and submit all tasks by the designated due dates. Students who do not work with purpose and fail to follow the process described above will not satisfy the required outcomes and may receive an “N” for the Unit.

ATTENDANCE

All senior students need to attend their classes to undertake course work and complete assessment tasks. For work to be authenticated it must be completed in class time. Attendance is essential for success. Absence from more than 8 lessons of a unit of study could result in an unsatisfactory assessment (N). Special permission may be granted to authorise an absence when a student is absent from school due to illness or other special circumstances.

Holidays taken during the term do not constitute a legitimate reason for extension of time for SACs or SATs.
To be eligible for selection into a tertiary course, applicants must have completed VCE and satisfied various course requirements and prerequisites.

As a general rule, when selecting your VCE program, undertake studies that you like and are good at, and studies that help keep your options open.

Planning a VCE Program

The following steps can help you start planning your career program.

**Step 1.** List your present career aspirations as per your Pathway Program.

**Step 2.** Use the Job Guide, www.myfuture.edu.au website, OZJAC Website and Careers Resource Centre resources to identify courses and training required to qualify for these occupations.

**Step 3.** Classify the courses into their field of study: eg. Primary Teaching is in the category Education.

**Step 4.** Refer to the General Guidelines showing the range of prerequisites needed for courses in their fields of study and/or check with Mr Taylor in the Careers Resource Centre for specific prerequisites.

**Step 5.** If you are unsure of where your VCE Program will lead, a useful tool can be found on the VTAC website, www.vtac.edu.au, called Courselink.

- Access the student version of Courselink.
- Choose Course Search. Focus your search by selecting the fields of study you are interested in and where you would like to study.
- Look at the list of courses to see your options. Save the search.
- Adjust the VCE program by adding and removing studies, and compare your options with the saved search.
This is a guide only; for specific course information please seek additional careers advice.

**Many courses require a minimum score in English.**

**Agriculture, Environmental and Related Studies**
Prerequisites range from courses requiring Mathematical Methods, Chemistry and one of Physics, additional Maths and Biology to those with no prerequisites.

**Architecture and Building**
Prerequisites range from courses requiring Mathematical Methods to those with no prerequisites.

**Business and Commerce**
A few courses require Mathematical Methods. Many courses require Further Maths or no Maths. Accounting and Legal Studies, whilst not prerequisites, are useful.

**Creative Arts**
A few courses select on ATAR but often folios, auditions and/or interviews are required. Choose studies to develop your skills and folio.

**Education**
Prerequisites depend on the area of specialisation. A minimum of two Units 1&2 Maths are needed for all primary education courses.

**Engineering and Related Technologies**
Maximum requirement is Mathematical Methods, Specialist Maths, Chemistry and Physics. There is a wide variety of prerequisites including Mathematical Methods. Some courses require Further Maths only.

**Food Hospitality and Personal Services**
Nearly all have no prerequisites.

**Health**
Maximum required is Mathematical Methods, Chemistry and one of Biology, Physics or Specialist Maths. Prerequisites vary between universities with many courses having no prerequisites.

**Information Technology**
A few courses require Mathematical Methods, others have no prerequisites. There is a wide variety of courses. See also Engineering, Science and Commerce fields.

**Natural and Physical Sciences**
Many courses require Mathematical Methods and one or two of Chemistry, Physics, Biology and an additional Maths.

**Society and Culture**

**English**

Unless specified, all the above VCE units refer to Units 3 & 4.

**NB. Students are also well advised to select studies that will support them in their area of interest even if they are not a prerequisite**
The difference between ART and STUDIO ART

SIMILARITIES

In both Art & Studio Art the focus is on the student developing their own ideas and themes for their practical direction.

Both subjects require students to maintain a sketchbook that documents their progress. The sketchbook is as important as the final art works.

DIFFERENCES

<table>
<thead>
<tr>
<th>STUDIO ART</th>
<th>ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICAL ASSESSMENT</strong></td>
<td><strong>PRACTICAL ASSESSMENT</strong></td>
</tr>
<tr>
<td>Students must complete three (3) written tasks that define and plan practical direction. These are part of the sketchbook and artwork design process and evaluation. Sketchbook and the design process are completed in Unit 3. Two final artworks are produced in Unit 4.</td>
<td>Students must develop their practical direction based on specific frameworks. Students produce a comprehensive sketchbook and related final artwork in Unit 3 and then an extension folio and final artwork during Unit 4.</td>
</tr>
<tr>
<td><strong>WRITTEN ASSESSMENT</strong></td>
<td><strong>WRITTEN ASSESSMENT</strong></td>
</tr>
<tr>
<td>+ An essay discussing two artists from different cultural and historical settings.</td>
<td>+ Focus is on analysis and interpretation of art works</td>
</tr>
<tr>
<td>+ Written tasks on appropriation, copyright &amp; moral rights of artists</td>
<td>+ Complete two major written pieces (SACS) – one in each semester comprising of a study of a variety of past and present artists and a study of issues in art.</td>
</tr>
<tr>
<td>+ Visit two gallery spaces and analyse several associated issues.</td>
<td>+ Final external exam</td>
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<td>+ Final external exam</td>
<td>+ Final external exam</td>
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</table>
ART

Overview of Unit 1 and Unit 2
Unit 1 and Unit 2 are divided into two sections
1. Written work – Analysing and interpreting artworks
2. Practical work – Folio and body of work
You must pass both the practical and the written work to gain a pass overall.

AR011       UNIT 1

Unit 1 – Outcome 1
Introduces students to analysing and interpreting the meaning of artworks. Students will gain the skills to develop their own points of view about the meanings and messages of artworks. Ultimately students will learn how to write and talk about art.

Unit 1 - Outcome 2
Encourages students to develop their skills, explore their individual ideas and aims to build confidence through a guided exploration of techniques, materials and processes. Students will document their thinking and work in a folio as well as completing a body of final artworks.

Assessment: You must pass both the practical and the written work to pass overall.

Please Note:
While the school covers the cost of most materials there are some circumstances where you may need to buy additional materials – for particularly expensive, specific or hard to get materials.

AR022       UNIT 2

Unit 2 – Outcome 1
Continues to develop and refine students’ ability to analyse and interpret artworks through various avenues.

Unit 2 – Outcome 2
In this unit it is expected that students will become increasingly independent and original in their art making. Once again students will need to document and reflect on their own work in a folio and produce a body of final artworks

Assessment: You must pass both the practical and the written work to pass overall.

Please Note:
While the school covers the cost of most materials there are some circumstances where you may need to buy additional materials – for particularly expensive, specific or hard to get materials.
Overview of Unit 3 and Unit 4

Unit 3 and Unit 4 are divided into two sections

1. Written work - 20%
2. End of year exam - 30%
3. Practical work 50% – Folio and body of final artworks.

AR033 UNIT 3

Unit 3 – Outcome 1
Students look at how to analyse and interpret artists and artworks, comparing and contrasting the work of artists from different eras. Students must undertake research to support their analysis and use appropriate art language.

Unit 3 – Outcome 2
The emphasis of Unit 3 practical work is on originality, experimentation and on students documenting and evaluating their work and work practices. They must produce at least one finished artwork and accompany this with a folio that thoroughly documents the refinement of their ideas, investigation, experimentation and evaluations.

Assessment: You must pass both the practical and the written work to pass overall.

Please Note:
While the school covers the cost of most materials there are some circumstances where you may need to buy additional materials – for particularly expensive, specific or hard to get materials.

AR034 UNIT 4

Unit 4 – Outcome 1
The focus again is on students developing their personal points of view and informed opinions about art ideas and issues. Students will be given the skills to discuss and debate an art issue and to express and analyse their own viewpoints and those of others.

Unit 4 – Outcome 2
Students further develop and expand the body of work begun in Unit 3 and work toward resolved ideas and concepts. The focus is on the development of their body of work which should demonstrate their creativity, imagination, and the evolution of their ideas. Again they must produce at least one finished artwork and accompany this with a folio that thoroughly documents the refinement of their ideas, investigation, experimentation and evaluations.

Assessment: You must pass both the practical and the written work to pass overall.

Please Note:
While the school covers the cost of most materials there are some circumstances where you may need to buy additional materials – for particularly expensive, specific or hard to get materials.
Rationale: The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content, using role and expressive skills to create, embody and present dramatic works. They develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. This study also provides students with the opportunity to appreciate and critique drama as an art form, by viewing and analysing professional performances.

DR011 UNIT 1

DRAMATIC STORYTELLING

This unit focuses on creating, presenting and analysing a performance that includes real or imagined characters, based on personal, cultural and community experiences or stories. You examine how characters and stories are shaped, using performance styles from a range of social and cultural contexts. This unit also involves analysis of student devised performances and of professional performance work.

Areas of Study

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Outcomes

You should be able to:

- Use play-making techniques to devise performances based on stories and/or characters, as well as describe the dramatic processes used to create and develop this performance work.
- Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
- Use the language of drama to analyse the development of your own performance work.
- Analyse and evaluate the ways in which characters and stories are given form through a professional performance.

DR022 UNIT 2

NON-NATURALISTIC AUSTRALIAN DRAMA

This unit focuses on creating, presenting and analysing a performance based on stimulus material from a contemporary or historical Australian context. Performance styles and related theatrical conventions from a range of cultural and historical perspectives are also examined. The application of dramatic form is explored in a student’s own drama work as well as by viewing and analysing a professional performance.

Areas of Study

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing Australian drama performance

Outcomes

You should be able to:

- Use a range of stimulus material from a contemporary or historical Australian context in the creation of a performance, as well as document and record the processes used to shape and develop this performance.
- Manipulate dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
- Use the language of drama to analyse the development of your own performance work.
- Identify use of theatrical conventions, describe the performance style and analyse and evaluate how dramatic elements have been used in a professional performance.

Cost: It is anticipated that students will attend at least one performance each semester ($20 if the curriculum charge has been paid).

Assessment for Units 1 & 2: S or N based on the achievement of the outcomes specified above.
DRAMA

DR033 UNIT 3

DEVISED NON-NATURALISTIC ENSEMBLE PERFORMANCE

This unit focuses on non-naturalistic drama from a diverse range of traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the development of ensemble performance. The processes involved in the development and realisation of the ensemble performance are documented and evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

Play selection: The play to be analysed must be selected from the prescribed play list published annually in the VCAA Bulletin.

Areas of Study
- Creating and presenting ensemble performance
- Responding to ensemble performances
- Analysing non-naturalistic performance

Outcomes
You should be able to:
- Develop and present character(s) within a non-naturalistic ensemble performance.
- Analyse and evaluate the development and realisation of the ensemble performance and its character(s) from Outcome 1.
- Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

Cost: It is anticipated that students will attend at least one performance (can cost up to $50. This will reduce to $20 if the curriculum charge has been paid).

DR034 UNIT 4

NON-NATURALISTIC SOLO PERFORMANCE

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of two solo performances. The processes involved in the development of solo work are also analysed and evaluated.

Prescribed structure for solo performance:
Students will select one solo performance from a list published annually in the VCAA Bulletin.

Areas of Study
- Processes used to create solo performances
- Creating a solo performance
- Analysing solo performance

Outcomes
You should be able to:
- Create and present a short solo performance based on stimulus material and evaluate the processes used.
- Develop and perform a solo work selected from the prescribed structure.
- Analyse and evaluate processes involved in the preparation and realisation of a solo performance.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above.

School-Assessed Coursework.
- Performance and written examinations.
- Unit 3 School-Assessed Coursework: 30%
- Unit 4 School-Assessed Coursework: 10%
- Unit 3 & 4 Examinations: 60%
**Rationale:** The media have a significant impact on people’s lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

**ME011 UNIT 1**

**REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION**

**Areas of Study**
- Representation
- Representation and technology
- New Media

**Outcomes**
- You will learn to describe the way that the media constructs a reality and explain how the process of representation influences this.
- You will learn how to produce and compare media representations in a variety of mediums.
- You will explore the way new media technologies influence our daily lives and the impact on older technologies.

**What do you actually do?**
- Analyse advertising and film
- Create print advertisements
- Develop and record radio advertising
- Film and edit short films

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above.

**ME022 UNIT 2**

**MEDIA PRODUCTION AND THE MEDIA INDUSTRY**

**Areas of Study**
- Media Production
- The Australian Media Industry

**Outcomes**
- You will learn to explain the media production process and demonstrate production skills in collaborative media productions.
- You will learn how to identify and analyse industry and production issues concerning the media industry.
- You will explore the characteristics of Australian media organisations and the discuss issues such as media ownership and ethics in journalism.

**What do you actually do?**
- Research specific roles in the media production industry
- Work as part of a production team to script, film and edit short films
- Research various impacts on the media industry

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above.
MEDIA

ME033 UNIT 3

NARRATIVE AND MEDIA PRODUCTION DESIGN

Areas of Study
- Narrative
- Media Production Design

Outcomes
- You will learn to discuss the way production and story elements combine to structure fictional narratives.
- You will learn to use a range of technical equipment and processes to demonstrate a range of skills in your chosen medium.
- You will prepare a detailed media production design plan (folio)

What do you actually do?
- Study two films in detail and complete a SAC on these.
- Develop skills in photography, video, or print and demonstrate these in a SAC
- Complete a comprehensive production design for a media production that you will create in semester two.

ME034 UNIT 4

MEDIA PROCESS, INFLUENCE AND SOCIETY’S VALUES

Areas of Study
- Media process
- Media texts and society’s values
- Media influence

Outcomes
- You will produce the media product you designed in unit 3 exactly as you specified.
- You will learn to discuss and analyse the way in which society’s values shape the content of media texts
- You will learn to discuss and analyse issues about the nature and extent of media influence

What do you actually do?
- Produce the video, photographic presentation or print production you designed.
- Study two older TV series’ and discuss the way society’s values shaped their content. Assessed with a SAC.
- Study theories of media influence. Analyse number of media texts that have claimed to influence audiences and the arguments surrounding them. Assessed with a SAC.

Assessment: S or N based on achievement of the outcomes. All coursework must be completed. Units 3 & 4 have an exam which constitutes 45% of the final score.

Cost:
Compulsory excursion to Top Screen/Top Designs which usually costs around $20, depending on numbers. Student’s productions may incur some extra costs depending on the production medium they decide to use.
MUSIC PERFORMANCE

Rationale: Music Performance aims to broaden and enrich students’ musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making.

Music Performance involves synthesis of knowledge of the music works being performed and requires the use of an instrument to interpret and realise the work, as well as knowledge and understanding of how to use an instrument to produce and manipulate sound.

MC011 UNIT 1

MUSIC PERFORMANCE

Areas of Study:
1. Performance
2. Preparing for Performance
3. Music Language

Participation in a school based ensemble is necessary to fulfil the requirements of the Performance Area of Study

Outcomes
You should be able to:
• prepare and perform a program of group and solo works.
• demonstrate and discuss techniques relevant to the performance of selected works
• identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Assessment: S or N based on whether the student has demonstrated the set of the outcomes specified for the unit.

Assessment Tasks
• Solo performance
• Group performance
• Technique test
• Written/oral presentation
• Aural/written test

MC012 UNIT 2

MUSIC PERFORMANCE

Areas of Study
1. Performance
2. Preparing for Performance
3. Music Language
4. Organization of sound

Participation in a school based ensemble is necessary to fulfil the requirements of the Performance Area of Study

Outcomes
You should be able to:
• prepare and perform a program of group and solo works.
• demonstrate and discuss techniques relevant to performance of selected works.
• Re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.
• devise a composition or improvisation that uses music language evident in work/s being prepared for performance.

Assessment: S or N based on whether the student has demonstrated the outcomes specified for the unit.

Assessment Tasks
• Solo performance
• Group performance
• Technique test
• Written/oral presentation
• Aural/written test
• Composition and/or improvisation and report.
MC043  UNIT 3

MUSIC PERFORMANCE

Areas of Study
1. Performance
2. Preparing for Performance
3. Music Language

Participation in a school based ensemble is necessary to fulfil the requirements of the Performance Area of Study

Outcomes
You should be able to:
- prepare and perform a program of group and solo works.
- demonstrate and discuss techniques relevant to performance of selected works
- identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks for Units 3 & 4
- Solo performance
- Group performance
- Technical test
- Written report
- Aural and written test.

MC044  UNIT 4

MUSIC PERFORMANCE

Areas of Study
1. Performance
2. Preparing for Performance
3. Music Language

Participation in a school based ensemble is necessary to fulfil the requirements of the Performance Area of Study

Outcomes
You should be able to:
- prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions
- demonstrate and discuss techniques relevant to refining the performance of selected works
- identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment: S or N based on whether the student has demonstrated the set of outcomes specified for the unit.
The level of achievement for Units 3 & 4 will be determined by School-Assessed Coursework and two end-of-year examinations.
School-Assessed Coursework for Unit 3 will contribute 20% and Unit 4 will contribute 10% to the study score.
The level of achievement for Units 3 & 4 is also assessed by an end-of-year performance examination, which will contribute 50%, and an end-of-year aural and written exam which will contribute 20%.
Rationale: VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided and sequential process to assist in the understanding and development of the production of art works.

SA011 UNIT 1

ARTISTIC INSPIRATION AND TECHNIQUES

Areas of Study
1. Developing Art Ideas
   • **Outcome 1:** You will learn to develop sources of inspiration and individual ideas. You will use a variety of methods to develop art works, these may include observational, expressive and abstract studies.

2. Materials and Techniques
   • **Outcome 2:** You will explore and use a variety of materials and techniques to support and record the development of your ideas. This investigation in your sketchbook will provide reference material for the creation of your final art works.

3. Interpretation of Art Ideas and Materials and Techniques
   • **Outcome 3:** Through various written texts you will learn how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of art works.

Assessment: You must successfully complete all outcomes to achieve a pass.

SA022 UNIT 2

DESIGN EXPLORATION AND CONCEPTS

Areas of Study
1. Design Exploration
   • **Outcome 1:** You will learn how to develop an individual theme and direction for a design process. You will develop inspiration, subject matter and individual ideas as the basis for the production of art works.

2. Ideas and Styles in Art Works
   • **Outcome 2:** Through various written tasks you will learn how to analyse and discuss the ways in which artists from different times and cultures have developed styles, aesthetic qualities and communicated ideas and meaning.

Assessment: You must successfully complete all outcomes to achieve a pass.

Costs: Each year we also have an excursion to the Top Arts exhibition in Melbourne. This excursion usually costs around $20.00, depending on numbers.
STUDIO ARTS

SA033 UNIT 3
STUDIO PRODUCTION & PROFESSIONAL PRACTICES

Areas of Study
1. Exploration Proposal and Plan
   - **Outcome 1:** You will prepare an Exploration Proposal; a written statement that creates a framework and theme for your individual design process. A work plan of how your proposal will be undertaken needs to be presented.

2. Design Process
   - **Outcome 2:** You will produce a sketchbook that records and develops your design process. Your practical investigation aims to produce a range of potential directions for final art works. You will complete a written Potential Directions Statement as closure for your design process.

3. Professional Art Practices and Styles
   - **Outcome 3:** Written work involves a discussion of art practices in relation to particular art works of at least two artists and styles. Appropriation and copyright issues will also be investigated. You will be required to complete various written tasks.

Assessment: You must successfully complete all outcomes to achieve a pass. This unit reflects 33% of your work.

SA034 UNIT 4
STUDIO PRODUCTION & INDUSTRY CONTEXTS

Areas of Study
1. Folio of Art Works
   - **Outcome 1:** You will present a cohesive folio of finished art works based on selected potential directions developed throughout the design process.

2. Focus, Reflection and Evaluation
   - **Outcome 2:** You will produce a written and visual Focus Statement that identifies your folio focus and use of potential directions. A Reflection and Evaluation Statement is to be completed when your final work is finished.

3. Art Industry Contexts
   - **Outcome 3:** Through various written tasks you will examine and explain the preparation and presentation of art works in two different exhibitor spaces. You will also discuss the various roles of galleries, conservation and other aspects involved with the exhibition of art works.

Assessment:
- Your folio works reflect 33% of your mark
- The written components of Unit 3 and Unit 4 form the basis for the end of year exam, worth 34% of your marks

Costs: Each year we also have an excursion to the Top Arts exhibition in Melbourne. You will be required to visit another gallery during this unit of study. Costs are usually $20.00 per excursion, depending on numbers.
**VISUAL COMMUNICATION & DESIGN**

**Rationale:** This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed critical and discriminating approach to visual communications encountered in everyday life.

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**VC011 UNIT 1**

**INTRODUCTION TO VISUAL COMMUNICATION DESIGN**

**Areas of Study**
- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

**Outcomes**
1. Draw using a range of methods, media and materials
2. Design effective visual communications through exploration of the design elements and design principles
3. Describe visual communications and how they are influenced by past and present social and cultural factors.

**What do you actually do?**
- Experiment and explore creative drawing with a range of art materials
- Design, advertise and promote in the areas of making and marketing
- Research historical designs and discuss their impact in today’s world.

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**VC022 UNIT 2**

**APPLICATIONS OF VISUAL COMMUNICATION DESIGN**

**Areas of Study**
- Technical drawing in context
- Type and imagery
- Applying the design process

**Outcomes**
1. Create presentation drawings that effectively communicate information and ideas for a selected design field
2. Manipulate type (lettering and images) to create visual communications suitable for print and screen-based presentations
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

**What do you actually do?**
- Create drawings suitable for industrial and environmental design
- Produce designs where lettering is the key focus, commonly explored with packaging, posters, film and screen
- Document a folio with specific steps to achieve final design according to a client’s needs.

**Assessment for Units 1 & 2:** S or N based on the demonstrated achievement of the outcomes specified.

**Cost:** Year 11 and 12 students are able to participate in an annual excursion to the VCE Top Designs exhibition (~approx. $30. This will reduce to $20 if the curriculum charge has been paid).
VISUAL COMMUNICATION & DESIGN

VC033  UNIT 3

DESIGN THINKING AND PRACTICE

Areas of Study
- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Outcomes
1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

What do you actually do?
- You will analyse and then redesign an existing visual communication based on your findings.
- Discuss designers work in the real world and relate it back to the design process.
- Write a design brief and commence the project with research and idea generation.

VC034  UNIT 4

DESIGN DEVELOPMENT AND PRESENTATION

Areas of Study
- Development of design concepts
- Final presentations
- Evaluation and explanation

Outcomes
1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. Produce final visual communication presentations that satisfy the requirements of the brief.
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

What do you actually do?
- Develop designs using the design elements and principles and refine two
- Produce two final pieces that are different formats and relate to the brief.
- Present a speech that supports your final designs and is intended to attract client investment.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcome specified.

The level of achievement will be determined by School-Assessed Coursework. This will contribute 33% for each unit.

A final examination based upon Units 3 and 4 will form the remaining 34% of assessment

Cost: Year 11 and 12 students are able to participate in an annual excursion to the VCE Top Designs exhibition (~approx. $30. This will reduce to $20 if the curriculum charge has been paid).
ACCOUNTING

Rationale: Accounting provides information about finances, resource management and allocations which help businesses evaluate their performances and report on their operations. The focus is on the financial events and decision making processes of small business. Information is collected and applied using both manual and information communication technology (ICT) methods.

AC011 UNIT 1

ESTABLISHING AND OPERATING A SERVICE BUSINESS

This unit introduces students to the process of gathering, recording and reporting the financial information for a small business owner and establishment of a business.

Areas of Study
- Describe the resources required, explain and discuss the knowledge and skills necessary to set up a small business.
- Identify and record the financial data, report and explain accounting information for a sole proprietor of a service business

Outcomes
- An understanding of the resources required and knowledge and skills needed to establish a small business
- Identify and record financial data and report and explain financial information using both manual and ICT

AC022 UNIT 2

ACCOUNTING FOR A TRADING BUSINESS

The focus is on accounting and financial operations of a sole proprietor trading business using the accrual approach for recording and reporting. Credit transactions are introduced and performance.

Areas of Study
- Recording, reporting and understanding accounting information – includes special journals
- To report for a sole trade using a commercial accounting package
- Evaluate performance of a business and discuss strategies to improve performance

Outcomes
- To be able to record financial data and report accounting information for a sole trader
- To report for a sole trader using a commercial accounting package
- Evaluate performance of a business and discuss strategies to improve performance

Assessment for Unit 1 & 2: S or N based on the demonstrated achievement of the outcomes specified above.

CAREER OPPORTUNITIES

Accounting leads to many career opportunities providing an excellent background for employment in a range of business and management positions. It can also be very useful for students who are likely to run their own small business.

Accounting can provide the basis for a career in some of the high-growth areas of employment, including finance, property, business services, recreational and sports management.
ACCOUNTING

AC033 UNIT 3

RECORDING & REPORTING FOR TRADING BUSINESSES

The focus is on double entry using accrual accounting for sole proprietor trading enterprises. Emphasis is on accounting information and financial reports using manual and ICT reports.

Areas of Study

- Recording and reporting using double entry and accrual based reporting system
- Balance day adjusting and reporting and interpreting accounting information

Outcomes

- Record financial data using a double entry system
- Record balance day adjustments and prepare and interpret reports

AC034 UNIT 4

CONTROL & ANALYSIS OF BUSINESS PERFORMANCE

The focus is on the role of accounting in providing information for reports, using perpetual inventory and reporting on the accrual basis. Budgeting, financial performance and financial position are also covered. Accounting principles and qualitative characteristics of reports are analysed.

Areas of Study

- Extension of recording and reporting using double entry and accrual based reporting system
- Financial planning and decision making

Outcomes

- Record, financial data using double entry recording using an accrual based system
- Prepare budgets, variance reports and evaluate performance of a business to improve profitability and liquidity

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above, School-Assessed Coursework and examination

CAREER OPPORTUNITIES

Accounting leads to many career opportunities providing an excellent background for employment in a range of business and management positions. It can also be very useful for students who are likely to run their own small business.

Accounting can provide the basis for a career in some of the high-growth areas of employment, including finance, property, business services, recreational and sports management.
BUSINESS MANAGEMENT

Rationale: Business Management develops knowledge of the ways businesses are managed and provides the opportunity to develop management skills. This subject examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexities and rewards that come from business management and gain insight into the various ways resources are managed in small, medium and large scale organisations.

BM011 UNIT 1

PLANNING A BUSINESS

Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study:
- The business idea
- External environment
- Internal environment

Outcomes:
- Students should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Students should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Students should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

BM022 UNIT 2

ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

Areas of Study:
- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

Outcomes:
- Students should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- Students should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Students should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment for Units 1 & 2: S or N based on the demonstrated achievement of the outcomes specified above.
**BM033  UNIT 3**

**MANAGING A BUSINESS**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

**Areas of Study:**
- Business foundations
- Managing employees
- Operations management

**Outcomes:**
- Students should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
- Students should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Students should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

**BM034  UNIT 4**

**TRANSFORMING A BUSINESS**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

**Areas of Study:**
- Reviewing performance – the need for change
- Implementing change

**Outcomes:**
- Students should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Students should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

**Assessment** for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above. School-Assessed Coursework and examination:
- Unit 3 School Assessed Coursework: 25%
- Unit 4 School Assessed Coursework: 25%
- Units 3 and 4 examination: 50%

**CAREER OPPORTUNITIES**

Students may select Business Management as part of a Humanities course. Careers for students who have studied Business Management include banking, marketing, public relations, retailing, travel and tourism and, in particular, owning or managing a small business. Universities and TAFE colleges offer a wide range of courses related to these areas of employment.
**EC011 UNIT 1**

**THE BEHAVIOUR OF CONSUMERS AND BUSINESSES**

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.

Areas of Study:
- Thinking like an economist
- Decision making in markets

Outcomes
On completion of this unit the student should be able to:
- describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

**EC022 UNIT 2**

**CONTEMPORARY ECONOMIC ISSUES**

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.

Areas of Study:
- Economic growth, long-term economic prosperity and environmental sustainability.
- Economic efficiency and equity.
- Global economic issues

Outcomes
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.
- analyse key contemporary factors that may have influenced the Australian Government’s domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
- explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia.

**EC033 UNIT 3**

**AUSTRALIA’S ECONOMIC PROSPERITY**

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

Areas of Study:
- An introduction to microeconomics
- Domestic macroeconomic goals
- Australia and the world economy

Outcomes
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.
- analyse key contemporary factors that may have influenced the Australian Government’s domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
- explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia.

**EC044 UNIT 4**

**MANAGING THE ECONOMY**

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards.

Areas of Study:
- Aggregate demand policies and domestic economic stability
- Aggregate supply policies.

Outcomes:
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 may influence the Australian Government’s domestic macroeconomic goals and living standards.
- discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above. And School-Assessed Coursework and examination
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 examination: 50%
LEGAL STUDIES

**Rationale:** Students will develop an understanding of the processes of law-making and methods of dispute resolution. They will see how the law impacts on their lives and develop knowledge of their basic legal rights and responsibilities.

**LS011 UNIT 1**

**CRIMINAL LAW IN ACTION**

This unit studies the Victorian court hierarchy and the process of making laws through Parliament. It focuses on the role of the police, the procedures of a criminal trial and the punishments available to the criminal courts. Students explore the concepts of fairness and justice within the Australian criminal justice system.

**Areas of Study**
- Law in Society
- Criminal law
- The criminal courtroom

**Outcomes**
Students should be able to:
- explain the need for effective laws and describe the main sources and types of law in society.
- explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
- describe the processes for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

**LS022 UNIT 2**

**ISSUES IN CIVIL LAW**

This unit focuses on the resolution of civil disputes. It looks at civil procedures, civil defences, alternative dispute resolution and its effectiveness.

**Areas of Study**
- Civil law
- Civil law in action
- The law in focus
- Question of rights

**Outcomes**
Students should be able to
- explain the principles of civil law, law-making by courts and elements of torts and apply these to relevant cases.
- explain and evaluate the processes for the resolution of civil disputes.
- explain one or more area/s of civil law and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
- describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals.

**Assessment for Units 1 & 2:** S or N based on the demonstrated achievement of the outcomes specified above.

The examination in both units contributes 25% to the final grade.

**Cost:** Students may participate in excursions to the Supreme Court and Melbourne Court (approximate cost $20)
LS033    UNIT 3

LAW-MAKING

The purpose of this unit is to develop an understanding of the institutions that produce our laws and the processes by which laws are made.

Areas of Study
- Parliament and Citizen
- The Constitution and the protection of rights
- The role of the courts

Outcomes
Students should be able to:
1. explain the structure and role of parliament including its processes and effectiveness as a law-making body, describe why legal change is needed and the means by which such change can be influenced.
2. explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

LS034    UNIT 4

DISPUTE RESOLUTION

This unit studies the courts, tribunals and alternative avenues of dispute resolution.

Areas of Study
- Dispute resolution methods
- Court processes and procedures. This area of study includes the study of criminal and civil procedures, and an evaluation of the jury and adversary system of trial.

Outcomes
Students should be able to:
1. describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. explain the processes and procedures for the resolution of criminal cases and civil disputes, evaluate their operation and application and evaluate the effectiveness of the legal system.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above. School-Assessed Coursework and examination
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 examination: 50%

CAREER OPPORTUNITIES

Legal Studies may lead to a career in many areas including specific legal positions, for example, lawyers, registrars, legal executives and law clerks, legal secretaries, law librarians and criminologists. Legal Studies complements studies in accounting, banking, politics, public relations and small business ownership.
Rationale: The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could and should it change in the future? How is it different from other places and phenomena? How are the places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world enabling students to appreciate its complexity, the diversity and interactions of its environments, economics and cultures and the process that helped form and transform them.

GE011 UNIT 1
HAZARDS AND DISASTERS

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

Areas of Study
- Characteristics of hazards
- Response to hazards and disasters

Outcomes
- In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.
- On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

GE022 Unit 2
TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Areas of Study
- Characteristics of tourism
- Impact of tourism

Outcomes
- On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales
- In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world.

Assessment for Units 1 & 2: S or N based on the demonstrated achievement of the outcomes specified above.
### GE033 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 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 has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

#### Areas of Study
- Land use change
- Land cover change

#### Outcomes
- On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.
- On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

### GE034 UNIT 4

**HUMAN POPULATION - TREND AND ISSUES**

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

In this unit, 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 economic, social, political and environmental impacts on people and places.

#### Areas of Study
- Population dynamics
- Population issues and challenges

#### Outcomes
- On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.
- On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above. School-Assessed Coursework and examination
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 examination: 50%
Rationale: History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding.

HI031 UNIT 1

20TH CENTURY HISTORY

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding.

Areas of Study
- Ideology and Conflict
- Social and Cultural Change

Outcomes
Students should be able to:
- On completion of this unit the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
- On completion of this unit the student should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

HI042 UNIT 2

20TH CENTURY HISTORY

Areas of Study
- Competing Ideologies
- Challenge and Change

Outcomes
Students should be able to:
- On completion of this unit the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
- On completion of this unit the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit. School-Assessed Coursework and an end of year examination.
HISTORY

AUSTRALIAN HISTORY

Rationale: Have you ever looked at the world and land we live in and wondered, ‘what happened to the Bunurong’? How did they survive colonisation? Why was the nation of Australia created? How has war and ideas of racial purity influenced who we are today? Why did Australians go to war? How do you create social change?

History involves exploring the human past to make sense of the present. By studying History you will gain a rich understanding of key events, people, movements and ideas that have created the nation we live in today. These ideas will be developed through exploring diverse evidence, including music, poetry, journals, paintings, undertaking fieldwork, listening to guest speakers and exploring Historians’ competing interpretations of the past.

HI083 UNIT 3
TRANSFORMATIONS: COLONIAL SOCIETY TO NATION

You analyse the relationship between Aboriginal people and colonisers of Port Phillip and the conflicts and alliances that were a result of competing desires for land. You develop an understanding of how the violent resistance of miners of the Gold Fields contributed to creating the nation. Through analysing World War One you gain a deep understanding of what type of nation the people and the government wanted to be.

Areas of Study
- The reshaping of Port Phillip District/Victoria, 1834–1860
- Making a people and a nation 1890–1920

Outcomes:
Students should be able to:
- analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.
- analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.

HI084 UNIT 4
TRANSFORMATIONS: OLD CERTAINTIES AND NEW VISIONS

In the 20th Century the foundations of the new nation were challenged. You will explore how the events of the Great Depression and World War Two led to a change in military alliances. You analyse Australia’s involvement in the Vietnam War and how discontent led to widespread social protest and demands for social change including equality for women and land rights.

Areas of Study
- Crisis that tested the nation 1929–1945
- Voices for change 1965–2000

Outcomes:
Students should be able to:
- analyse the social, economic and political consequences of a crisis on the nation.
- analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified for the unit, School-Assessed Coursework and an end of year examination.

Unit 3 School-Assessed Coursework: 25%
Unit 4 School-Assessed Coursework: 25%
End of Year Examination: 50%

CAREER OPPORTUNITIES
After studying History students may go on to complete tertiary studies and/or go on to work in areas of employment such as: journalism, writing, education, anthropology, research, Foreign Affairs, travel and tourism. History is often studied in...
AUSTRALIAN GLOBAL POLITICS

Rationale: 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 contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

AUSTRALIAN & GLOBAL POLITICS UNITS 1 & 2:

These units:
• provide an introduction to politics, government and international relations
• do not have a specifically Australian focus
• act as a foundation for Units 3 and 4.

PS041  UNIT 1
THE NATIONAL CITIZEN

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship.

Areas of Study
• Power, politics and democracy
• Exercising and challenging power

Outcomes
Students should be able to;
• describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.
• explain why people seek political power and the major political ideologies that influence political involvement and political movements.

PS042  UNIT 2
THE GLOBAL CITIZEN

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness of the global threads of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists and investigate the ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Areas of Study
• Global threads
• Global cooperation and conflict

Outcomes
Students should be able to;
• identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
• describe and analyse the extent to which the international community is cohesive and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment for Units 1&2: S or N based on the demonstrated achievement of the outcomes specified above.
GLOBAL POLITICS

GLOBAL POLITICS UNITS 3 AND 4:
These units explore contemporary international and global issues.

PS053 UNIT 3

GLOBAL ACTORS

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary 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.

Areas of Study:
- Global actors
- Power in the Asia-Pacific region

Outcomes
Students should be able to:
- evaluate the power and influence of key global factors in the twenty-first century and assess the extent to which they achieve their aims.
- analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

PS054 UNIT 4

GLOBAL CHALLENGES

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. 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 solving them.

Areas of Study
- Ethical issues and debates
- Crises and responses

Outcomes
Students should be able to:
- analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors responses to these issues.
- explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

Assessment for Units 3&4: S or N based on the demonstrated achievement of the outcomes specified above. School-Assessed Coursework and end-of-year examination.
- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

CAREER OPPORTUNITIES

The study provides an excellent foundation for further study at the tertiary level or in vocational training, especially in the areas of: commerce, journalism, law, business and the humanities; as well as broadening a student’s knowledge of, and ability to participate in, key global issues.
EN101 & EN102

UNIT 1 & 2

Rationale: The Foundation English course is designed for students who need additional time and assistance to strengthen and refine their literacy skills. It integrates speaking, listening, reading, viewing and writing across all areas of study and is designed as a bridging course into the VCE. After completing Foundation English Units 1 and 2, the most likely pathway for students is VCE English Units 1 and 2 and then English Units 3 and 4.

Areas of Study
- Essentials of English
- Study of Texts
- Analysis and Construction of Argument

Outcomes

UNIT 1
- Demonstrate the ability to write summaries of short texts.
- Demonstrate the ability to write for a specific workplace, personal or community audience.
- Identify and comment on similarities/differences between short texts, in a written response.
- Actively participate in class discussion and undertake workplace role plays.

UNIT 2
- Discuss key aspects of short literary texts, in a written response.
- Show ability to write for a range of purposes and audiences.
- Comment in writing on the oral and written argument of others.
- Deliver a point of view in an oral presentation.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the units
ENGLISH

Rationale: The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity.

A Year 11 VCE English support class is being planned for next year. This will not be an alternative to the regular VCE English program, but rather be set up to provide additional assistance for students. (These students will be identified through the counselling process). English should be regarded as a full year subject.

EN011 & EN012

UNITS 1 & 2

Areas of Study
- Reading and Creating Texts
- Analysing and Presenting Argument
- Reading and Comparing Texts

Outcomes
UNIT 1
- On completion of this unit students should be able to produce analytical and creative responses to texts.
- Students will analyse how arguments and persuasive language can be used to position audiences, and create their own texts.

UNIT 2
- Students will be able to compare the presentation of ideas, issues and themes in two texts.
- Students will be able to identify and analyse how arguments and persuasive language are used in text/s to influence an audience and create a text to present a point of view.

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.

Texts: These will be included on the booklist at an approximate cost of $50 to $70

EN013 & EN014

UNITS 3 & 4

Areas of Study
- Reading and Creating Texts
- Analysing Argument
- Reading and Comparing Texts

Outcomes
UNIT 3
- In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students will be able to read and respond to texts both analytically and creatively.
- Students analyse and compare the use of argument and language in texts that debate a topical issue.

UNIT 4
- On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.

School-Assessed Coursework and examination
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-year examination: 50%

Texts: These will be included on the booklist at an approximate cost of $50 to $70.

EAL

English as an Additional Language

Students who are eligible for EAL support are entitled to some modifications to Units 1 and 2, to be negotiated by the teacher and Head of English. In Year 12, the course is prescribed, but there are slight changes to the regular VCE structure, whereby Outcome 1 is scored differently. There is no change with Outcome 2, and Outcome 3 requires a different task to be completed, which is also assessed differently.
LITERATURE

Rationale: VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of Literature and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

LI011 UNIT 1
APPROACHES TO LITERATURE

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

Outcome 1
• On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

LI012 UNIT 2
CONTEXT AND CONNECTIONS

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Outcome 2
• On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment for Units 1 & 2: S or N based on the demonstrated achievement of the outcomes specified for the unit.

LI013 UNIT 3
FORM & TRANSFORMATION

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

Outcome 1
• On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

LI014 UNIT 4
INTERPRETATING TEXTS

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Outcome 2
• On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.
Rationale: VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

**ITO11 COMPUTING**

In this area of study students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings.

**Outcomes**
- Design and develop a graphic solution that communicates the findings of an investigation.
- Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.
- Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

**Assessment Tasks**
A range of assessment tasks are available and can include;
- Multi media presentation
- Oral presentation supported by visual materials
- Written report
- Test

**IT012 UNIT 2 COMPUTING**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

**Outcomes**
- Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
- Use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.
- Create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

**Assessment Tasks**
A range of assessment tasks are available and can include;
- Multi media presentation
- Oral presentation supported by visual materials
- Written report
- Test

**IT033/34 UNIT 3/4 SOFTWARE DEVELOPMENT**

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

**Outcomes**
- Interpret designs and apply a range of functions and techniques using a programming language to develop working modules.
- Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.
- Create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.
- Analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

**IT023/24 UNIT 3/4 INFOMATICS**

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

**Outcomes**
- Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.
- Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.
- Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.
- Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above.

The level of achievement is determined as follows:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 examination: 50%
Rationale: The study of a language 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 Indonesian develops students’ ability to understand and use the language of a country which is one of Australia’s closest neighbours and is one of the most populous countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, in particular, in areas such as business, tourism and education. The study of Indonesian promotes the strengthening of these links.

The study of Indonesian also has a broader application in that it is closely related to Malay, and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

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

Three areas of study are common to all four units of VCE:
- The individual
- The Indonesian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics

LO401 UNIT 1

Areas of Study
- Aspirations and Career
- Traditions and Religion in Indonesian Communities
- Living and Studying in Indonesia – Student Exchange

Outcomes
Students should be able to:
- establish and maintain a written or spoken exchange related to personal areas of experience.
- listen to, read and obtain information and ideas from written and spoken texts.
- produce a personal response focusing on real or imaginary experiences.

Assessment Tasks
1. Informal conversation or Reply to personal letter/E-mail/Fax
2. Listening and responding and Reading and responding
3. Oral presentation or Review or Article.

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.

LO402 UNIT 2

Areas of Study
- Visiting Indonesia – the Island of Sumbawa
- Impact of Tourism
- Western Influence in Indonesia

Outcomes
Students should be able to:
- participate in a written or spoken exchange related to making arrangements and completing transactions.
- listen to, read, extract and use information and ideas from written and spoken texts.
- express a real or imaginary experience in written or spoken form.

Assessment Tasks
1. Formal letter, or Fax, or Email or Role-play or Interview
2. Listening and responding and Reading and responding
3. Journal entry or Personal account or Short story

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.
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LO403 UNIT 3

Areas of Study
- School, Youth and Entertainment
- Health
- Work/Labour
- Selamatan

Outcomes
Students should be able to:
- express ideas through the production of original texts.
- listen to and use information from spoken texts.
- exchange information, opinions and experiences.

Assessment Tasks
1. Writing personal or imaginative piece
2. Aural (listening skills)
3. A three to four minute role-play

LO404 UNIT 4

Areas of Study
- Cremation and Burial Ceremonies
- Tourism
- The Environment
- Teenagers in Indonesia and Australia

Outcomes
Students should be able to:
- analyse and use information from written texts.
- listen to and respond critically to spoken and written texts which reflect aspects of language and culture of Indonesian - speaking communities.

Assessment Tasks
1. Reading
2. Writing informative, persuasive or evaluative response
3. Three to four minute interview

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above.
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%

The end-of-year examinations: 50%, comprising:
- An oral examination: 15 minute conversation and discussion: 12.5%
- A written examination: listening and responding: 15%; reading and responding 15%; writing: 7.5%

Detailed Study: The student is required to undertake a detailed study during Unit 4. The student will be expected to present and discuss aspects of their detailed study in Section 2 of the Oral Examination.
JAPANESE

Rationale: The study of a language 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 has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

Three areas of study are common to all four units of VCE
- The individual
- The Japanese-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics.

LO461 UNIT 1

Areas of Study
- My town, my house and my room
- Introducing my family and typical Japanese family life
- A comparison of Japanese and Australian festivals and events
- Typical Japanese diet and popular Australian foods
- Seasons and seasonal events in Japan

Outcomes
Students should be able to:
- establish and maintain a written or spoken exchange related to personal areas of experience.
- listen to, read and obtain information and ideas from written and spoken texts.
- produce a personal response focusing on real or imaginary experiences.

Assessment Tasks
1. Informal conversation or
   Reply to personal letter/e-mail/fax
2. Listening and responding and
   Reading and responding
3. Oral presentation or
   Review or Article.

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.

LO462 UNIT 2

Areas of Study
- Travelling to Japan
- Introducing my country and my city to Japanese people
- Japanese schools and my school
- Career/part time jobs

Outcomes
Students should be able to:
- participate in a written or spoken exchange related to making arrangements and completing transactions.
- listen to, extract and use information and ideas from written and spoken texts.
- express a real or imaginary experience in written or spoken form.

Assessment Tasks
1. Formal letter, or fax, or email or
   Role-play or Interview
2. Listening and responding and
   Reading and responding
3. Journal entry or Personal account or Short story

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.
JAPANESE

LO463  UNIT 3

Areas of Study
• Sport in Japan
• Japan’s weather and seasons
• Leisure activities in Japan
• Student life in Japan and Australia

Outcomes
Students should be able to:
• express ideas through the production of original texts.
• analyse and use information from spoken texts.
• exchange information, opinions and experiences.

Assessment Tasks
1. Writing personal or imaginative piece
2. Listening and responding
3. A three to four minute role-play

LO464  UNIT 4

Areas of Study
• Japanese restaurants and eating Japanese style
• A trip to Japan / Living in Japan
• Technological progress and student life
• Life after high school / My future

Outcomes
Students should be able to:
• analyse and use information from written texts.
• respond critically to spoken and written texts which reflect aspects of language and culture of Japanese–speaking communities.

Assessment Tasks
1. Reading and Responding
2. Writing informative, persuasive or evaluative response
3. Three to four minute interview

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above.
• Unit 3 School-Assessed Coursework: 25%
• Unit 4 School-Assessed Coursework: 25%
The end-of-year examinations: 50%
• an oral examination: 15 minutes conversation and discussion: 12.5%
• a written examination: Listening and Responding, Reading and Responding and Writing: 37.5%

Detailed Study: The student is required to undertake a detailed study during Units 3 & 4. The student will be expected to present and discuss aspects of their detailed study in Section 2 of the Oral Examination.
YEART 11 UNITS 1 & 2

MA101 & MA102  UNITS 1 & 2

FOUNDATION MATHEMATICS

**Rationale:** This course is a useful preparation for many vocations and apprenticeships and could be taken to complement Industry and Enterprise, VET or VCAL. Foundation Mathematics is compulsory for all VCAL students and is **not available** to mainstream VCE students. It does **not** contain sufficient material for students to continue on to a Unit 3/4 (Year 12) Mathematics.

**Areas of Study**
- Space, shape and design
- Patterns and number
- Data
- Measurement

**Outcomes**
Students should be able to:
- Use confidently and competently mathematical skills and concepts from the areas of study.
- Be able to apply and discuss basic mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
- Be able to select and use technology to apply mathematics to a range of practical contexts.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above. In addition a level of achievement, A+ to E or N, will be reported based on results obtained in assessment tasks which include a report, tests and an exam for each unit.

MA071 & MA072  UNITS 1 & 2

GENERAL MATHEMATICS

**Rationale:** This course has been designed for students preparing for work in a service industry, banking or an administrative or clerical job. The content provides sufficient grounding for students wishing to undertake Further Mathematics Units 3 & 4 as preparation for further studies in such areas as Business Studies, Economics, Social Science or Biological Science.

**Areas of Study will be chosen from**
- Statistics – Univariate + Bivariate
- Linear equations
- Variation
- Linear graphs and modelling
- Shape and Measurement
- Geometry and trigonometry
- Financial arithmetic
- Number patterns and recursion
- Matrices
- Networks

**Outcomes:** Students should be able to:
- Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three areas of study.
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three of the areas of study.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above. In addition, a level of achievement A+ to E or N will be reported based on results obtained in assessment tasks which include assignments and homework, tests and an exam for each unit.

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YEAR 11 UNITS 1 & 2

MA111 & MA112 UNITS 1 & 2

MATHEMATICAL METHODS (CAS)

**Rationale:** This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is required for many tertiary courses. For this purpose it would be best taken as part of a six-unit or eight-unit VCE Mathematics program. This course includes prerequisite material for Mathematical Methods Units 3 and 4.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

**Areas of Study**
- Functions and Graphs
- Algebra
- Rates of change and calculus
- Probability and Statistics

**Outcomes**
Students should be able to:
- Define and explain key concepts as specified in the content from each area of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts to analyse and discuss these applications of mathematics.
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above. In addition a level of achievement, A+ to E or N, will be reported based on results obtained in assessment tasks which include a report, tests and an exam for each unit.

VCE - MATHEMATICS

MA111 & MA112 UNITS 1 & 2

MATHEMATICAL METHODS (CAS)

**Rationale:** This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is required for many tertiary courses. For this purpose it would be best taken as part of a six-unit or eight-unit VCE Mathematics program. This course includes prerequisite material for Mathematical Methods Units 3 and 4.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

**Areas of Study**
- Functions and Graphs
- Algebra
- Rates of change and calculus
- Probability and Statistics

**Outcomes**
Students should be able to:
- Define and explain key concepts as specified in the content from each area of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts to analyse and discuss these applications of mathematics.
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above. In addition a level of achievement, A+ to E or N, will be reported based on results obtained in assessment tasks which include a report, tests and an exam for each unit.

MB071 & MB072 UNITS 1 & 2

SPECIALIST MATHEMATICS

**Rationale:** The course is designed for students intending to do a post-secondary course in Mathematics, Engineering or Physical/Applied Sciences. The course would fit well into an eight-unit Mathematics program (ie taken in conjunction with Units 1 & 2 Mathematical Methods). The content provides sufficient grounding for students wishing to undertake Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4.

**Areas of Study will be chosen from**
- Arithmetic and number
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Algebra and structure
- Transformations, trigonometry and matrices
- Discrete mathematics
- Statistics

**Outcomes:** Students should be able to:
- Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics.
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified above. In addition, a level of achievement A+ to E or N will be reported based on results obtained in assessment tasks which include assignments and homework, tests and an exam for each unit.
YEAR 12 UNITS 3 & 4

MA073 & MA074

FURTHER MATHEMATICS

Rationale: This course would suit students preparing for further study in such areas as Business Studies, Economics courses, Social Science or Biological Science.

Areas of Study
Students study a common core and two modules from the list below

- Core: Data analysis, Recursion and financial modelling
- Module 1: Matrices
- Module 2: Networks and decision mathematics
- Module 3: Geometry and measurement
- Module 4: Graphs and relations

Outcomes

Unit 3  Students should be able to:

- Define and explain key terms and concepts as specified in the areas of study and use this knowledge to apply related mathematical procedures to solve routine application problems.
- Use mathematical concepts and skills developed in the Data analysis area of study to analyse a practical and extended situation and interpret the outcomes of this analysis in relation to key features of that situation.
- Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study

Unit 4  Students should be able to:

- Define and explain key terms and concepts as specified in the areas of study and use this knowledge to apply related mathematical procedures to solve routine application problems.
- Apply mathematical processes in contexts related to the modules and to analyse and discuss these applications of mathematics.
- Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified above. The student’s level of achievement for Units 3 and 4 will be determined by:

- School-Assessed Coursework for Unit 3: 20%
- School-Assessed Coursework for Unit 4: 14%
- Two end-of-year exams: 66%
YEAR 12 UNITS 3 & 4

MA113 & MA114

MATHEMATICAL METHODS (CAS)

Rationale: This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is a prerequisite for many Engineering/Science and Business/Economics degree courses. The course develops and extends Mathematical Methods Units 1 & 2.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

Areas of Study
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Outcomes
Students should be able to:
- define and explain key concepts as specified in the areas of study and to apply a range of related mathematical routines and procedures.
- apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.

The student’s level of achievement for Units 3 and 4 will be determined by:
- School-Assessed Coursework for Unit 3: 20%
- School-Assessed Coursework for Unit 4: 14%
- Two end-of-year exams: 66%

MA093 & MA094

SPECIALIST MATHEMATICS

Rationale: This course is intended for students interested in pursuing Mathematics studies at a tertiary level and is a prerequisite for many Science and Engineering degree courses. This study extends the material from Mathematical Methods Units 3 & 4 and can only be taken following or concurrently with Mathematical Methods.

The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

Areas of Study
- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Outcomes
Students should be able to:
- define and explain key terms and concepts as specified in the areas of study and to apply a range of related mathematical routines and procedures.
- apply mathematical processes with an emphasis on general cases in non-routine contexts and to analyse and discuss these applications of mathematics.
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment: S or N based on the demonstrated achievement of the outcomes specified above.

The student’s level of achievement for Units 3 and 4 will be determined by:
- School-Assessed Coursework for Unit 3: 14%
- School-Assessed Coursework for Unit 4: 20%
- Two end-of-year exams: 66%
HEALTH & HUMAN DEVELOPMENT

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H011 UNIT 1

THE HEALTH & DEVELOPMENT OF AUSTRALIA’S YOUTH

Rationale: In this unit students are introduced to the concepts of health and individual human development. This unit focuses on the health and individual human development of Australia's youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. Australia’s youth still experience a range of health issues that affect both their immediate and longer term health and individual human development. In this unit students identify issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Areas of Study
- Understanding Youth Health and Development
- Youth Issues

Outcomes
Students should be able to:
- describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measurements.
- describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks
- Data analysis
- Media analysis
- Reports – written or oral
- Case studies analysis
- Structured questions
- Test
- Research Assignment

HH022 UNIT 2

INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Rationale: This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. In this unit students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Areas of Study
- Prenatal Health and Individual Development
- Child Health and Individual Development
- Adult Health and Individual Development

Outcomes
Students should be able to:
- describe and explain factors that affect the health and individual human development during the prenatal stage.
- describe and explain factors that affect the health and individual human development of Australia’s children.
- describe and explain the factors that affect the health and individual human development of Australia’s adults.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks
- Data analysis
- Media analysis
- Reports – written or oral
- Case studies analysis
- Structured questions
- Test
- Written Response
HEALTH & HUMAN DEVELOPMENT

HH033  UNIT 3
AUSTRALIA’S HEALTH

Rationale: Australians generally enjoy good health and are among the healthiest people in the world. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia’s good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social. Funding for the Australian health system involves a combination of both government and nongovernment sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

Areas of Study
- Understanding Australia’s health
- Promoting health in Australia

Outcomes
Students should be able to;
- compare the health status of Australia’s population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
- discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

HH034  UNIT 4
GLOBAL HEALTH AND DEVELOPMENT

Rationale: This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. The United Nations (UN) human development work is encapsulated in the Millennium Development Goals. A significant focus of the Millennium Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development. The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. The Department of Foreign Affairs and Trade (DFAT) manages the Australian Government’s overseas aid program. Non-government organisations also play a role in promoting sustainable human development.

Areas of Study
- Introducing global health and human development
- Promoting global health and development

Outcomes
Students should be able to;
- analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations’ Millennium Development Goals.
- describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Unit 3 School-Assessed Coursework: 25%.
Unit 4 School-Assessed Coursework: 25%
Units 3 and 4 examination: 50%
OUTDOOR & ENVIRONMENTAL STUDIES

OS011 UNIT 1
UNDERSTANDING NATURE

Rationale: This unit focuses on humans’ understanding of nature and their relationship with nature and different types of natural environments. An important component of the course is a minimum of 20 hours of practical experience. Students will participate in a range of outdoor activities to experience various interactions with a variety of outdoor environments. Activities may include surfing, aquatic activities, rock climbing, canoeing, camping and mountain bike riding. These activities enable the utilisation of local natural and man-made venues. In general, TWO sessions each week are PRACTICAL and THREE sessions each week are THEORETICAL.

Areas of Study
- Motivations for outdoor experience
- Humans and Nature

Outcomes
Students should be able to;
- analyse ways in which individuals experience, understand and respond to nature.
- evaluate factors which influence outdoor experience.

Assessment: S or N based on demonstrated achievement in the outcomes specified for the unit. A letter grade will be given for achievement in assessment tasks such as: General Coursework, School-Assessed Coursework and a Written Examination

Cost: $70 – This fee covers costs of transport and service providers to enable a variety of activities. Levy must be paid by week 3 in Semester 1.

OS022 UNIT 2
ENVIRONMENTAL IMPACTS

Rationale: This unit focuses on human impacts on the environment. Outdoor recreation activities provide a major focus for studying these impacts. Practical (20 hours minimum) experiences are an important component of this unit. These enable students to visit various local venues with varying degrees of human impact. Students participate in a range of outdoor adventure based activities that may include surfing, aquatic activities, rock climbing, canoeing, camping and mountain bike riding. A three day camp is conducted during Term 4 that investigates impacts of recreation on a selected outdoor environment. In general, TWO sessions each week are PRACTICAL and THREE sessions each week are THEORETICAL.

Areas of Study
- Discovering natural environments
- Impact on nature

Outcomes
Students should be able to;
- describe and compare the characteristics and interrelationships of natural environments.
- evaluate human impacts on natural environments and analyse procedures for managing these impacts.

Assessment: S or N based on demonstrated achievement in the outcomes specified for the unit. A letter grade will be given for achievement in assessment tasks such as General Coursework, School-Assessed Coursework and a Written Examination

Cost: $70 – This fee covers costs of transport and service providers to enable a variety of activities. Levy must be paid by week 3 in Semester 2.
OUTDOOR & ENVIRONMENTAL STUDIES

OS033 UNIT 3
RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Rationale: This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of those relationships on the outdoor environment. Students should experience at least 20 hours in one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The outdoor environments visited will include local natural and man-made venues for a variety of outdoor activities such as surfing, rock climbing, riding and bush walking. These experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Outcomes
Students should be able to:
- analyse how particular perceptions and relationships have influenced an outdoor environment and how they have changed over time.
- analyse and evaluate factors influencing contemporary relationships with natural environments and the consequences of these.

Assessment
- S or N based on demonstrated achievement in the outcomes specified for the unit.
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 examination: 50%

Assessment Tasks
- Written reports
- Practical reports
- Analysis of data
- Tests

Cost: $70 – This fee covers costs of transport and service providers to enable a variety of activities that qualify students for the 20 hours (minimum) of practical outdoor activities required for successful completion of this unit. Levy must be paid by week 3 in Semester 1.

OS034 UNIT 4
SUSTAINABLE OUTDOOR RELATIONSHIPS

Rationale: In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. Students should experience at least 20 hours in one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. This will involve visiting a natural environment such as Mt Hotham National Park and Alpine resort to participate in a range of Alpine based activities such as Downhill Skiing and Snowboarding. The experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Outcomes
Students should be able to:
- describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and societies.
- evaluate practices and strategies for sustainable interactions between humans and environments.

Assessment
- S or N based on demonstrated achievement in the outcomes specified for the unit.
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Units 3 and 4 examination: 50%

Assessment Tasks
- Written reports
- Practical reports
- Analysis of data
- Tests

Cost: ~ Approx. $550- $600 (price is dependent on student numbers) to cover ski camp to Mt Hotham.
PHYSICAL EDUCATION

PE011 UNIT 1

BODIES IN MOTION
Rationale: In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles.

Areas of Study
- Body systems and human movement
- Biomechanical movement principles
- Injury prevention and rehabilitation

Outcomes
On completion of this unit students should be able to:
- collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
- collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
- evaluate a range of techniques used in the rehabilitation of sports injuries.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

PE022 UNIT 2

SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES
Rationale: This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete.

Areas of Study
- Effective coaching practices
- Physically active life styles
- Promoting active living
- Data analysis

Outcomes
On completion of this unit students should be able to:
- demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to National Physical Activity Guidelines.
- use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks Units 1 & 2
- Written reports
- Tests
- Structured questions
- Laboratory reports
- Video analysis
- Case study analysis
PHYSICAL EDUCATION

PE033 UNIT 3

PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

**Rationale:** This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective.

Students investigate the contribution of energy systems to performance in physical activity. In particular they investigate the interplay of the systems during physical activity, whilst identifying the multi-factorial causes of fatigue and suitable recovery strategies.

**Areas of Study**
- Monitoring and promotion of physical activity
- Physiological responses to physical activity

**Outcomes**
On completion of this unit the student should be able to;
- analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
- use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

*Compulsory practical participation is required for successful completion of Outcome 2.*

PE034 UNIT 4

ENHANCING PERFORMANCE

**Rationale:** Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve selected components.

Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

**Areas of Study**
- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

**Outcomes**
On completion of this unit the student should be able to;
- plan, implement and evaluate training programs to enhance specific fitness components
- analyse and evaluate strategies designed to enhance performance or promote recovery

*Compulsory practical participation is required for successful completion of Outcome 1. This involves the student completing their own 6 week training program, encompassing time spent during school, along with their own time.*

**Assessment Tasks Units 3 & 4**
- Written tasks
- Tests
- Laboratory report
- Structured questions
- Written report
- Data Analysis

**Assessment for Units 3 & 4:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

Unit 3 School-Assessed Coursework: 25%.
Unit 4 School-Assessed Coursework: 25%.
Units 3 and 4 examination: 50%
BIOLOGY

Rationale: VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin contemporary biology, and the applications used by society to resolve problems and make advancements. 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.

BIO11 UNI T 1
HOW DO LIVING THINGS STAY ALIVE?

Areas of Study
- How do organisms function?
- How do living systems sustain life?
- Practical investigation.

Outcomes
- Investigate and explain how cellular structures and systems function to sustain life
- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth
- Design and undertake an investigation related to the survival of an organism or species and draw conclusions based on evidence from collected data

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks
Outcomes 1 and 2
- A poster/presentation
- Practical reports
- Second-hand data analysis
- Problem solving involving biological concepts, skills and/or issues
- Tests

Outcome 3
- A report of a student-designed or adapted investigation.

BIO22 UNIT 2
HOW IS CONTINUITY OF LIFE MAINTAINED?

Areas of Study
- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Outcomes
- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks
Outcomes 1 and 2
- A poster/presentation
- Media response
- Practical reports
- Second-hand data analysis
- Problem solving involving biological concepts, skills and/or issues
- Tests

Outcome 3
- An investigation of an issue with genetics and/or reproductive science
UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Areas of Study
- How do cellular processes work?
- How do cells communicate?

Outcomes
- explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
- apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment Tasks

Outcome 1
At least two written reports of practical activities related to key cellular processes (regulation, photosynthesis, cellular respiration) and factors that affect the rate of biochemical reactions.

Outcome 2
At least one task applying a stimulus-response model to explain cell communication and outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired and how malfunctions of the immune system cause disease.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

Areas of Study
- How are species related?
- How do humans impact on biological processes?
- Practical investigation.

Outcomes
- explain how relatedness between species is determined, and elaborate on the consequences of biological change in evolution.
- describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- design and undertake an investigation into related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks

Outcome 1
A report using primary or secondary data to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

Outcome 2
A response to an issue or a report of a laboratory investigation to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

Outcome 3
A poster related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified for the unit. Units 3 & 4 Coursework will contribute 40% to the final assessment. The end-of-year examination will contribute 60% to the final assessment.

Cost: Students may also participate in field trips and excursions each semester (cost covered by curriculum charge).
**CHEMISTRY**

**Rationale:** Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes from the formation of molecules in outer space to the complex biological interactions occurring in cells can be described by chemical theories. Although there are no sharp boundaries between sciences such as Chemistry, Physics and Biology, Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. All students should become more informed, responsible decision-making citizens, able to use chemical knowledge and scientific arguments in their everyday lives and to evaluate and debate important contemporary issues such as the future of our environment and its management.

**CH011 UNIT 1**

**HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?**

**Areas of Study**
- How can the diversity of materials be explained?
- How can the versatility of non-metals be explained?
- Research investigation

**Outcomes**

The student should be able to:
- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

**Assessment Tasks**

**Outcome 1 and 2**
- Practical reports
- Oral, poster and multimedia presentations
- Construction and simulation of molecules, bonding formulas
- Modelling activities
- Data analysis
- Tests

**Outcome 3**
- A report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

**CH022 UNIT 2**

**WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?**

**Areas of Study**
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

**Outcomes**

The student should be able to:
- relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
- measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
- design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

**Assessment Tasks**

**Outcomes 1 and 2**
- Extended experimental investigation
- Practical work
- Reports
- Oral, poster and multimedia presentations
- Modelling
- Tests
## HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

### Areas of Study
- What are the options for energy production?
- How can the yield of a chemical product be optimised?

### Outcomes
The student should be able to:
- compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
- apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

### Assessment
S or N based on the demonstrated achievement of the outcomes specified for the unit. School-Assessed Coursework for Unit 3 will contribute 16% to the final assessment.

### Assessment Tasks
- A report on a laboratory investigation.
- A response to a set of structured questions.
- Practical log book

## HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

### Areas of Study
- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

### Outcomes
The student should be able to:
- compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
- distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
- design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

### Assessment
S or N based on the demonstrated achievement of the outcomes specified for the unit. School-Assessed Coursework for Unit 4 will contribute 24% to the final assessment. The final examination will contribute 60% to the final assessment.

### Assessment Tasks:
- A report on a laboratory investigation.
- A response to a set of structured questions.
- Practical log book
- Practical investigation presented as a 1000 word scientific poster
Rationale: In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

**EV011 UNIT 1**

**HOW ARE EARTH’S SYSTEMS CONNECTED?**

**Areas of Study**
- How is life sustained on Earth?
- How is Earth a dynamic system?
- Practical investigation.

**Outcomes**
The student should be able to:
- compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth’s four systems interact to sustain life.
- describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth’s four systems over different time scales.
- design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

**EV022 UNIT 2**

**HOW CAN POLLUTION BE MANAGED?**

**Areas of Study**
- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

**Outcomes**
The student should be able to:
- compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.
- compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.
- investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified for the unit.
ENVIRONMENTAL SCIENCE

EV033 UNIT 3

HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

Areas of Study
- Is maintaining biodiversity worth a sustained effort?
- Is development sustainable?

Outcomes
The student should be able to:
- explain the importance of Earth’s biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
- explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.

Assessment for Unit 3: S or N based on the demonstrated achievement of the outcomes specified for the unit. School Assessed Coursework in Unit 3 will contribute 20% to the study score.

Assessment Tasks
Outcome 1
- a written report drawing on data collected from fieldwork or other sources (approximately 50 minutes and/or up to 1000 words)

Outcome 2
- a multimodal presentation (approximately 10 minutes)

EV034 UNIT 4

HOW CAN THE IMPACTS OF HUMAN ENERGY BE REDUCED?

Areas of Study
- What is a sustainable mix of energy sources?
- Is climate predictable?
- Practical investigation

Outcomes
The student should be able to:
- compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.
- explain the causes and effects of changes to Earth’s climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.
- design and undertake a practical investigation related to biodiversity or energy use from an environmental management perspective, and present methodologies, findings and conclusions in a scientific poster.

Assessment for Units 3 & 4 S or N based on the demonstrated achievement of the outcomes specified for the unit. School-Assessed Coursework in Unit 4 will contribute 30% to the study score. The end-of-year examination will contribute 50% to the study score.

Assessment Tasks
Outcome 1
- a response to structured questions

Outcome 2
- a report of a student investigation

Outcome 3
- A structured scientific poster according to the VCAA template (not exceeding 1000 words).
PHYSICS

**Rationale:** Physics is the study of the laws and properties of matter and energy, including the inter-relationships between them. The subject promotes the development of students’ ability to conduct scientific investigations and use Physics to explain phenomena and events, relating them to technological and social applications. VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers.

**PH011 UNIT 1**

**WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?**

**Areas of Study**
- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

**Outcomes**

The student should be able to:

- apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts
- 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.
- explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

**Assessment Tasks**

Suitable tasks for assessment may be selected from the following:

- Practical activities
- Data analysis
- Design, building, testing and evaluation of a device
- A proposed solution to a scientific or technological problem
- A report of a selected physics phenomenon
- A media response
- A summary report of selected practical investigations
- Tests

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**PH022 UNIT 2**

**WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?**

**Areas of Study**
- How can motion be described and explained?
- Options; Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.
- Practical investigation

**Outcomes**

The student should be able to:

- investigate, analyse and mathematically model the motion of particles and bodies.
- apply concepts related to the option selected for this area of study.
- design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

**Assessment:** S or N based on the demonstrated achievement of the outcomes specified for the unit.

**Assessment Tasks**

Suitable tasks for assessment may be selected from the following:

**For Outcomes 1 and 2**
- Practical activities
- Data analysis
- Design, building, testing and evaluation of a device
- A proposed solution to a scientific or technological problem
- A report of a selected physics phenomenon
- A media response
- A summary report of selected practical investigations
- Tests

**For Outcome 3**
- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

Areas of Study
- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Outcomes
The student should be able to:
- Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformations experimentally, analyse motion using Newton’s Laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

Assessment: S or N based on demonstrated achievement of the outcomes specified for the unit.
School-Assessed Coursework for Unit 3 will contribute 21% to the study score.

Assessment Tasks:
- A report of a student investigation
- A response to structured questions
- A test.

HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

Areas of Study
- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation.

Outcomes
The student should be able to:
- Apply wave concepts to analyse, interpret and explain the behaviour of light.
- Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment: S or N based on demonstrated achievement of the outcomes specified for the unit.
School-Assessed Coursework for Unit 4 will contribute 19% to the study score.

Assessment Tasks:
- Annotations of at least two practical activities from a practical logbook
- A response to structured questions
- Structured scientific poster according to VCAA template (not exceeding 1000 works).
PSYCHOLOGY

Rationale: Psychology is the scientific study of mental processes and behaviour in humans. It provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The course is suitable for students who are interested in a range of careers that involve working with children, adults, families and communities in a variety of settings.

PY011  UNIT 1
HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Areas of Study
- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

Outcomes
The student should be able to:
- describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
- investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks
For Outcomes 1 and 2
- a report of a practical activity involving the collection of primary data
- a research poster
- a logbook of practical activities
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- tests
- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

For Outcome 3
- a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

PY022  UNIT 2
HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Areas of Study
- What influences a person’s perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

Outcomes
The student should be able to:
- compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Assessment Tasks
For Outcomes 1 and 2
- a report of a practical activity involving the collection of primary data
- a research poster
- a logbook of practical activities
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- tests
- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

For Outcome 3
- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
PSYCHOLOGY

PY033  UNIT 3

HOW EXPERIENCE SHAPES BEHAVIOUR

Areas of Study
1. Stress and the Nervous System
   • Nervous system functioning
   • Stress as an example of a psychobiological process

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

2. Learning and Remembering
   • Neural basis of learning and memory
   • Models to explain learning
   • Process of memory
   • Reliability of memory

Outcome
On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

Assessment S or N based on the demonstrated achievement of the outcomes specified for this unit. The level of achievement for Unit 3 will be determined by School-Assessed Coursework. This will contribute 20% to the study score.

PY034  UNIT 4

WELLBEING AND MENTAL HEALTH

Areas of Study
1. Nature of Consciousness
   • Nature of consciousness
   • Importance of sleep
   • Effects of sleep disturbances and possible treatments

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

2. Mental Health and Mental Illness
   • Defining mental health
   • Factors that contribute to the development and progression of mental health disorders
   • Application of a biopsychosocial approach, as a scientific model, to explain specific phobia
   • Maintenance of mental health

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

Assessment S or N based on the demonstrated achievement of the outcomes specified for Unit 4. School-Assessed Coursework for Unit 4 will contribute 20% to the study score. The end-of-year examination will contribute 60% to the study score.
DT011 UNIT 1

PRODUCT RE-DESIGN AND SUSTAINABILITY

Rationale: This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students will be required to consider materials from a sustainable viewpoint and re-design an existing product to be produced and evaluated.

Areas of Study
- Introduction and structural approach towards the product design process and product design factors.
- Produce a re-designed product safely, using tools, equipment, machines and materials, then compare with original and evaluate.

Outcomes
The student should be able to:
- re-design a product using suitable materials and processes to improve quality and aesthetics including consideration to sustainability products.
- use and evaluate materials, tools, equipment and processes to make a redesigned product, and make comparisons with original design.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the Unit.

DT022 UNIT 2

COLLABORATIVE DESIGN

Rationale: This unit focuses on students working in teams to design and develop a product range based on a theme. Students will focus on factors such as human needs and wants, function and purpose and context for product design, aesthetics, materials and sustainability; and the impact of these factors as a design solution.

Areas of Study
- Students work individually and as members of a small design team to address a problem and consider design factors.
- Students will individually produce a 3D production piece and will evaluate this piece within a team.

Outcomes
The student should be able to:
- design and plan a product range in response to a theme, both individually and within a team.
- justify, manage and use appropriate production processes to safely make a product and evaluate against the design brief.

Assessment: S or N based on the demonstrated achievement of the outcomes specified for the Unit.

Cost: Students will need to purchase material for projects but this will vary for each individual depending on the task undertaken.
DT033 UNIT 3

APPLYING THE PRODUCT PROCESS

Rationale: This unit focuses on design and development that meets the needs and expectations of a client and/or end user, developed through a design process and influenced by a range of complex factors. Students will examine product design and development in detail for a “one-off situation” in contrast to an industrial setting.

Areas of Study
- The designer, client and/or end user in product development.
- Product development in industry
- Designing for others.

Outcomes
The student should be able to:
- explain the roles of the designer, client and/or end-user, the product design process and explain how this leads to product design development.
- explain and analyse influences on the design, development and manufacture of products within industrial settings.
- present a folio that documents the product design process used while working as a designer to meet needs of client and start production.

Note: Students must achieve a Satisfactory result in order to commence Unit 4: Product Development and Evaluation

Cost: Students will need to purchase material for projects but this will vary for each individual depending on the task undertaken.

DT034 UNIT 4

PRODUCT DEVELOPMENT AND EVALUATION

Rationale: This unit focuses on evaluations made at various points of product design, development and production. Comparisons between similar products are made to help judge success of a product. The environmental, economic and social impact of products are analysed and evaluated.

Areas of Study
- Students continue to develop and safely manufacture the product designed in Unit 3
- Students analyse and evaluate with different methods to make judgements of commercial products
- Students evaluate the effectiveness and efficiency of their product.
- Students will produce an informative presentation to a client of their products, features, etc.

Outcomes
The student should be able to:
- compare, analyse and evaluate similar commercial products.
- safely produce a product designed in Unit 3 to a quality standard using a range of resources.
- evaluate the outcomes of the design and production activities and its care requirements.

Assessment for Units 3 & 4: S or N based on the demonstrated achievement of the outcomes specified for the unit.

U3 School-Assessed Coursework (Outcomes 1&2): 10%
U4 School-Assessed Coursework (Outcomes 1&2): 10%
School-Assessed Tasks (Outcome 3 Units 3&4): 50%
Units 3 & 4 Examination: 30%
FOOD AND TECHNOLOGY

FY011 UNIT 1

FOOD ORIGINS

Rationale: This unit focuses on food from historical and cultural perspectives. Students explore the development of key world cuisines and the various factors which shaped them; including the sourcing of foods from hunter-gatherer communities through to today’s globalised food production. Focus then moves closer to home as students examine indigenous Australian foods and cultures; followed by the changes which we have seen since European settlement.

Areas of Study
1. Food Around the World
2. Food in Australia

Outcomes
The student should be able to:
- identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
- describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Cost: A levy of $50 per semester applies to this subject. The Levy covers the cost of basic ingredients for practical classes. This Levy must be paid by week 3, Semester 1.

FY022 UNIT 2

FOOD MAKERS

Rationale: Unit two looks at how food is produced and used in contemporary Australia; encompassing primary production, processing and manufacturing, retail and marketing, and end users (both food service industries and domestic/home use). Student capabilities are extended through a range of activities that challenge them to be innovative in the design and adaptation of recipes. Factors which influence food choice and ability to effectively produce quality meals are covered, as well as nutrition.

Areas of Study
1. Food Industries
2. Food in the Home

Outcomes
The student should be able to:
- describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
- compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Assessment for Units 1 & 2: S or N based on the demonstrated achievement of the outcomes specified for the unit.

Cost: A levy of $50 per semester applies to this subject. The Levy covers the cost of basic ingredients for practical classes. This Levy must be paid by week 3, Semester 2.
FOOD AND TECHNOLOGY

FY033 UNIT 3

FOOD IN DAILY LIFE

Rationale: This unit initially covers how foods meet our physiological needs; how it nourishes and sometimes harms us. Influences on healthy food choice such as accessibility, beliefs, culture and marketing are covered in greater detail. The chemical changes which food undergo when processing and cooking allow students to make more informed decisions and thereby produce higher quality food products.

Areas of Study
1. The Science of Food
2. Food Choice, Health and Wellbeing

Outcomes
The student should be able to:
- explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
- explain and analyse factors affecting food access and choice, analyse the influences that shape an individual’s food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Cost
A levy of $20 per semester applies to this subject. The levy covers staples, spices and condiments. Students will be required to purchase some ingredients for practical lessons. This Levy must be paid by Week 3, Semester 1.

FY034 UNIT 4

FOOD ISSUES, CHALLENGES AND THE FUTURE

Rationale: In this unit students examine debates about global and Australian food systems; including farming, environment and sustainability. Issues of food security, accessibility and wastage are also covered. The second half of this semester considers the information available to consumers, and how it can be misrepresented at times by marketers and engineers of fad diets. Students make evidence based decisions to allow more discerning food choices.

Areas of Study
1. Environment and Ethics
2. Navigating Food Information

Outcomes
The student should be able to:
- a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop a food repertoire that reflects personal food values and goals.
- a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Assessment for Units 3 & 4 S or N based on the demonstrated achievement of the outcomes specified for the unit.

Cost
A levy of $20 per semester applies to this subject. The levy covers staples, spices and condiments. Students will be required to purchase some ingredients for practical lessons. This Levy must be paid by Week 3, Semester 2.
VCAL

WSC will again offer the VCAL to a selected group of students. Students will be selected on the basis of an interview during the counselling process.

VCAL hopes to meet the educational needs of those students for whom the traditional VCE is not always the most appropriate option. It is formally recognised by the Victorian Qualifications Authority. It provides a “hands on” alternative for students that combine practical workplace experience with the development of literacy, numeracy and personal skills that are important for life and work.

A VCAL course would typically include a combination of VET and selected VCE subjects through negotiation with VCAL Coordinators, work placement, work experience, part-time work, community work and other personal development to achieve a course that suits the needs of the individual.

Many VCAL students conclude their secondary education at the end of Year 11 to seek employment or other training but there is an option to continue with a Senior VCAL program.

The VCAL program must comprise the following strands:

- Literacy and Numeracy
- Work related skills
- Industry specific skills
- Personal development

Students at WSC meet the requirements of the course by studying a combination of relevant VCE and VET subjects along with VCAL Units that address the development of Personal Development Skills and Work Related Skills.

*VCAL Personal Development Units are satisfied by combining such activities as first aid courses, volunteer work, life skill sessions, etc that suit the needs of the individual student, along with participation in VCAL Cooking and Outdoor Education units.

#VCAL Work Related Skills Units are satisfied by participating in a work placement and/or being employed part-time, maintaining appropriate records and completing associated set tasks.

**Note:** If numbers and the timetable allow, then the VCAL Program will run a stand-alone timetable. This will allow greater flexibility to meet the needs of individual students. It is important to note that this arrangement will only take place if numbers are sufficient and timetable restrictions can be overcome.
VETIS?

Vocational Education and Training (VET) allows senior secondary students to participate in programs selected from a range of industry areas. VCE and VCAL students are able to learn practical workplace skills that are recognised by industry and employers, combining classroom learning with hands-on workplace learning. It aims to help meet the needs of industry while preparing young people for the workplace of the future.

NATIONALLY ACCREDITED CERTIFICATE COURSES

The courses studied are training qualifications within the Australian Quality Training Framework. They are comprised of industry competency standards and are delivered by Registered Training Organisations.

This means that both the certificate and its components (Units of Competence) are recognised nation-wide.

Units of Competence that have been successfully completed by students during their VETIS course may be credited to other training or employment situations. For example, an apprentice may be excused from studying some competencies at trade school as he/she has already completed them as part of their VETIS course.

CREDIT TOWARDS THE VCE

A major advantage for students studying a VETIS course is that it also counts towards their VCE program. As a result at the end of Year 12 successful students will receive:

• A VCE certificate
• A nationally recognised VET qualification
• Enhanced training pathways
• Enhanced employment opportunities

The results for a number of VETIS courses also contribute to a student’s ATAR (Australian Tertiary Admissions Rank) score. These VCE VET Programs see students undertake SACs and an end of year exam just like a normal Unit 3-4 VCE Program.

CREDIT TOWARDS THE VCAL

VETIS courses provide a valuable opportunity for VCAL students to achieve credits in the VCAL key area of “Industry Specific Skills”.

VETIS AT WONTHAGGI SC

WSC has been active in providing VETIS options for its students. Students of WSC have accessed a variety of rewarding VETIS courses both on-campus and off-campus. In addition to the advantages listed above, it is most pleasing that students are able to develop skills in areas in which they have a genuine interest, while at the same time enhancing their employment and training prospects.

Auspicing arrangements with Registered Training Organisations allows WSC to offer a number of VETIS courses to students. These are timetabled along with traditional subjects throughout the school week. Please note that, like all other subjects offered at Years 11 and 12, the final decision on which subjects will operate is dependent on student selections, staffing availability and timetabling restrictions.

COST

Please note that some courses will incur subject levies, while others may require students to purchase additional material for some practical work or activities.

Pages 76-78 detail the VETIS courses that will be offered to WSC students in 2017.
ON CAMPUS VETiS PROGRAMS

VES A 1/2/3/4
CERTIFICATE II IN AUTOMOTIVE

This program is aimed at students interested in a career in the Automotive Industry, Trades or Professions whether they wish to go to University or not. This is a recognised Certificate TAFE course.

The units of Competence completed may allow some credit transfer towards an apprenticeship with some employment bodies, giving a reduction for indenture time or trade institute training time.

The course predominantly covers subjects usually taken in the first year of training in an apprenticeship. These include OH&S, Hand tools, Engines, Carburettors, Electrical and Transmissions with 14 Units of Competence in total, set in practical and theory exercises.

The completion of the certificate course VCE Units 1-4 will allow a 10% credit towards an ATAR score.

Year 10 students may access the course with completion at Year 11 or spread it over 3 years.

STUDENT REQUISITES
Students must provide full cotton overalls and full leather protective footwear, preferably work boots. A memory stick (flash drive) of sufficient size is required.

VEAG 1/2/3/4
CERTIFICATE II in AGRICULTURE

The aims of the VCE VET Agriculture program are to:

Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the agriculture or agriculture related industries

Enable participants to gain a recognised credential and allow them to make a more informed choice of vocation and career paths.

Units of competence may be selected from the following sectors relevant in Victoria:

- Beef production
- Dairy production
- Milk harvesting

Students undertaking the VCE VET Agriculture program are eligible for credit of up to five VCE VET units on their VCE Statement of Results: up to three units at Unit 1–2 level and a Unit 3–4 sequence.

Students may accumulate VCE VET units over more than one year.

Schools should note that credit in this program is based on accrual of hours. To achieve a Unit 3–4 sequence for satisfactory completion purposes, a student must complete 380 hours of training including the compulsory units of competence.

STUDENT REQUISITES
Students must also provide full cotton overalls and protective footwear (steel toes not necessarily needed but preferable).
VOSK 1/2/3
CERTIFICATE II IN BUSINESS
(OFFICE SKILLS)

The VCE/VET Business program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings.
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

On successful completion of this program students are eligible for:

- The award of BSB20115 Certificate II in Business
- Recognition of up to four VCE VET units at Units 1 and 2 levels depending on the electives selected.
- Be eligible for the intermediate VCAL requirement of the completion of 100 hours industry training.

VESE 1/2/3/4
CERTIFICATE II IN ENGINEERING
(METALS)

This VCE VET program is for students interested in Mechanical Engineering or Trades in the metal industries. It also provides a good basic knowledge for other areas of study or hobbies.

The course predominantly covers the subjects taken in the first year of an engineering apprenticeship course. These include OHS, Hand tools, Machines and welding, set in practical and theory exercises.

The Units of Competence completed may be transferred to a trade training institution with a set reduction of apprenticeship indenture time where applicable.

The completion of the certificate course and an exam, allows students the accreditation of an ATAR Score for VCE.

Year 10 students may access the course with a completion at Year 11 or spread it over 3 years.

The course provides a strong basis for access to Design Technology Units 3 and 4 at Year 12.

VESF 1/2/3/4
CERTIFICATE II IN FURNITURE MAKING

The VCE VET Furnishing Program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the furniture or furniture-related industries.
- Enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

The course predominantly covers subjects usually taken in the first year of training in a Cabinet-Making apprenticeship. Units of Competence completed satisfactorily are fully transferable if a student takes on an apprenticeship in this field.

Completion requirements for the qualification
The VCE VET Furnishing program consists of:

- Unit 1 and 2:
  - three compulsory units of competency and a minimum of three elective units of competency
- Unit 3 and 4:
  - five compulsory units of competency.

Program Duration
The VCE VET Furnishing program has a total minimum nominal hour duration of 364 hours. This program may be completed over two or three years. To access a study score the Units 3 and 4 sequence must be delivered and assessed in a single enrolment.

STUDENT REQUISITES
Students must provide full cotton overalls and leather protective footwear.
ON CAMPUS VETiS PROGRAMS

VEOR 1/2
CERTIFICATE II IN OUTDOOR RECREATION

This VCE VET program is aimed at students interested in a career in recreation but who may not necessarily wish to go on to university studies.

The course equips students with the skills necessary for supervised and assistant level employees in Outdoor Education activities.

All core Units of Competence and selected elective Units of Competence must be satisfactorily completed to achieve a pass.

Students undertaking this course will need to complete work placement or work experience in a suitable recreational workplace.

STUDENT REQUISITES

$70 per semester for Outdoor Ed levy to cover transport, service providers and first aid must be paid by the 3rd week of each semester.

VCROR 3/4
CERTIFICATE III IN SPORT AND RECREATION

All units must be completed in a single enrolment for successful completion of Units 3 & 4. These will include core Units of Competence and elective Units of Competence in Community Recreation Aquatics; Fitness or Outdoor Recreation.

A study score is available with successful completion of this unit. To be eligible all units of competence must be achieved.

- Undertake an end-of-year examination.

STUDENT REQUISITES

$70 per semester for Outdoor Ed levy to cover transport and service providers must be paid by Week 3, Semester 1.

VEMM1/2/3/4
CERTIFICATE III IN MEDIA (INTERACTIVE DIGITAL MEDIA)

This VCE VET program is designed to give students skills in World Wide Web page authoring, Flash game development and the use of Computers in Image Making, Design and Interactive products such as Banner ads, Websites, Social Media and Mobile solutions.

The World Wide Web and its developments enable rural and regional people to work from home, producing Interactive Digital Media for clients throughout the country and the world.

Areas students cover include:
- Photoshop
- Flash/Animate
- Maya
- Illustrator
- Dreamweaver
- Video Editing - Youtube—Premiere
- Game play development
- Audio recording and integration
- Animation

Mobile Phone and Ipad app development

This course equals four VCE units and the course provides an ATAR in Units 3 and 4.

This course, like all VET in Schools courses, is nationally recognised.

The course runs over two years.

STUDENT REQUISITES

The school provides all the resources necessary for students to successfully complete the course.

Note: there is no need for parents to purchase a new computer for their child to successfully complete this course.
EXTERNAL VET PROGRAMS

Many students from WSC and other local schools look beyond the subjects offered at their home schools and study courses delivered at other local Registered Training Organisations like TAFE. Like all studies they are subject to confirmation each year.

Remember these studies are external to McBride Campus and incur a completion bond of $200. This bond is refunded once you have attended consistently.

These courses can be a most rewarding experience with students studying, and receiving credits in an area that is of genuine interest to them, while training in a non-school based environment.

WSC supports student access to these programs by providing considerable subsidies in each case.

To secure a place in these courses in 2017 students will be required to pay a $200 bond before the end of the current year (date to be advised). The bond will be refunded upon the student’s completion of and attendance in the course.

These courses require students to attend on a scheduled day each week, rather than attend a series of lessons throughout the week, as is the case with on-campus courses.

A brief description of some local off-campus courses is supplied here. Further information on each is available from the VET Coordinator, Careers Coordinator or the local institution indicated.

The College and Chisholm Institute in Wonthaggi have arranged to offer the following courses:

Certificate III in Hospitality (Kitchen Operations)

VET Hospitality aims to provide students with knowledge and skills which will enhance their employment opportunities across a range of hospitality environments. Completion of this course will credit four units towards the completion of their VCE, contribute to their ATAR score and also provide a nationally recognised TAFE certificate.

Certificate II in Building and Construction

This course aims to develop students’ skills that will enhance their employment prospects in the building and construction industry.

Certificate III in Early Childhood Development

This course aims to develop skills for students seeking employment in this sector. It is appropriate for students interested in Early Childhood studies who are wanting to work in the many childcare centres around the area.

Certificate II in Hairdressing

This course aims to develop skills for students interested in a career in Hairdressing.
EXTERNAL VET PROGRAMS

THE BOND

Places in External VETIS courses will be dependent on payment of a bond of $200 by February 5, 2017. The deposit is designed to ensure student commitment to the course and will be refunded on completion of the course providing acceptable attendance and active participation have been maintained for the duration of the year.

CAR POOL/SCHOOL BUSSES

You will note that some of the courses require students to attend venues outside of the Wonthaggi area. Such arrangements do rely on parents supporting their sons/daughters by providing transport. Car-pooling has proven to be a beneficial arrangement for families with students in this situation.

Please note students may use the school busses and may get off at the Dudley campus of WSC. As it is normal for off-campus VETIS students to wear free dress it is critical that students behave themselves appropriately at all times on their VETIS days.

OTHER COURSES—ONLINE COURSES

In 2016 we have students successfully undertake the Certificate II in Animal Studies and Certificate II in Equine Studies via Goulburn Ovens TAFE as online studies.

WSC continues to work with other local schools and RTOs to develop even more VETIS opportunities for students. As such courses become available, information will be passed on to students.

It has become an increasing trend for students to attempt online VET training. This can be very successful for students yet comes with an increased expectation that students are self-managed and demonstrate initiative.

More information about each of the off-campus courses is available from the VETIS Coordinator, Malcolm Beasley.

RESTRICTIONS

It is essential to commit to study a selected VETIS course for the entire year.

You will need to show how enrolling in the VETIS program fits into your Managed Individual Pathway.

Remember you can choose a subject because you enjoy it. Often enjoying something leads to decisions about what you want to do and employment.

Note also that there may be a restriction on the number of places available in some courses.

EXPRESSION OF INTEREST

Should you wish to make a preliminary expression of interest about an off-campus VETIS course for 2017, please complete the VETIS Off-Campus Options Expression of Interest Form and forward it to the VETIS Coordinator. This expression of interest is not binding. A more formal commitment will be sought later in the year but it does allow for initial planning.
An SBAT is a full time program that integrates education, training and employment. The program is made up of:

- VCAL studies selected by the student.
- VCAL credit for the vocational training component of the School Based Apprenticeship or Traineeship.
- A training contract registered with Skills Victoria, Apprenticeship Centres and the school.
- A negotiated training plan that has been signed and endorsed by the student’s school.
- Paid employment with terms and conditions covered by appropriate industrial arrangements.
- One day a week at the workplace and a mix of training times in nationally registered training, which can be a VET in Schools program.

In 2016 we have had a number of students combining part-time employment and study to access SBATs in the following areas:

- Retail Operations (through Big W, McDonalds and KFC),
- Agriculture, Hospitality and Retail Operations (through Phillip Island Nature Park)
- Business (through Stockdale & Leggo, Cowes and local businesses)
- Financial Services (through the ANZ and accountants – Wonthaggi)
- Agriculture (through student’s own family farm businesses)
- Mechanical (through local businesses)
- Construction (through Apprenticeship Group Australia and Local Builders)
- Education Support
- Electrical
- Plumbing
- Hospitality
- Warehousing (Through Reece Plumbing – Cowes and Wonthaggi)

The minimum number of employment and training hours required for a School Based Apprenticeship and Traineeship is an average of 13 hours per week, over two years. This will comprise at least seven hours of employment and six hours of training per week. Training should be averaged over three periods of four months in each year of the training contract. Some students will be released for blocks of training; some will spend more than two days per week in the workplace in paid employment. Whatever arrangement is negotiated by the employer, registered training organisation and student/school, the student will be in employment and/or structured training as an apprentice or trainee for a minimum of one day per school week.

It is important to realise that if a student is interested in a traineeship or apprenticeship in the future a School Based Apprenticeship and Traineeship offers them an opportunity to taste what it would be like while still being a school student. This allows students to make the right decision about their career and be credited for the time in the workplace and training.

It is often very difficult for young people to ‘come back’ to school once leaving. SBATs allow young people to see if the career is really right for them.

DO YOU REQUIRE MORE INFORMATION

Please contact the College’s VETIS Coordinator, Malcolm Beasley, if you have any queries about VETIS offerings, the associated costs, or any other issue (5671 3707).
TERM DATES FOR 2017-2018

2017
Term 1: January 30 (teachers start) to March 31
Term 2: April 18 to June 30
Term 3: July 17 to September 22
Term 4: October 9 to December 22

2018
Term 1: January 29 (teachers start) to March 29
Term 2: April 16 to June 29
Term 3: July 16 to September 21
Term 4: October 8 to December 21
Wonthaggi Secondary College seeks to create a challenging learning environment that encourages high expectations for success through instruction that caters for individual differences and learning styles.

Creativity and care are pillars of our learning environment.

We seek to ensure that all students have the opportunity to reach their personal best.

We promote a safe, orderly, caring, and supportive environment.

Genuine empathy for our students is central to our practice. An understanding of their personal circumstances is essential in a holistic approach to their learning.