



SENIOR PROGRAMS

- VCE
- VCAL
- VET

Format

- **WELCOME** – Marg O’Donnell – McBride Campus Principal
- **VICTORIAN CERTIFICATE OF EDUCATION** – Phil Hughes McBride Assistant Principal
- **VICTORIAN CERTIFICATE OF APPLIED LEARNING** – James Lees VCAL Coord.
- **VOCATIONAL EDUCATION TRAINING in VCE** – James Lees VET in VCE Coord.
- **CAREER PLANNING** – Michael Owen – Yr10 Careers Coord
- **SELECTING A COURSE FOR 2018** – Phil Hughes McBride Assistant Principal
- **Q & A**

SENIOR PROGRAMS

Choosing a course – at a glance (p9)

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)

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 two days / week placement)

VET IN SCHOOLS (VETiS)

Options may be included in a
VCE or VCAL program

On Campus
(pages 75-78)

and external programs
(pages 79-80)

PERSONAL DEVELOPMENT

Health and Human Development

Understanding Health & Wellbeing	Unit 1	HH011	52
Managing Health and Development	Unit 2	HH022	52
Australia's Health in a Global World	Unit 3	HH033	53
Health and Human Development in a Global Context	Unit 4	HH034	53

Outdoor & Environmental Studies

Exploring Outdoor Experiences	Unit 1	OS011	54
Discovering Outdoor Environments	Unit 2	OS022	54
Relationships with Outdoor Environments	Unit 3	OS033	55
Sustainable Outdoor Relationships	Unit 4	OS034	55

Physical Education

The Human Body in Motion	Unit 1	PE011	56
Physical Activity, Sport and Society	Unit 2	PE022	56
Movement Skills and Energy Use Physical Activity	Unit 3	PE033	57
Training to Improve Performance	Unit 4	PE034	57

SCIENCE

BIOLOGY

How Do Living Things Stay Alive?	Unit 1	BI011	58
How is Continuity of Life Maintained?	Unit 2	BI022	58
How Do Cells Maintain Life?	Unit 3	BI033	59
How Does Life Change and Respond to Challenges Over Time?	Unit 4	BI034	59

Chemistry

How Can The Diversity of Materials Be Explained?	Unit 1	CH011	60
What Makes Water Such a Unique Chemical?	Unit 2	CH022	60
How Can Chemical Processes be Designed to Optimise Efficiency?	Unit 3	CH033	61
How Are Organic Compounds Categorised, Analysed and Used?	Unit 4	CH034	61

Environmental Science

How Are Earth's Systems Connected?	Unit 1	EV011	62
How Can Pollution Be Managed?	Unit 2	EV022	62
How Can Biodiversity and Development be Supported ?	Unit 3	EV033	63
How Can the Impacts of Human Energy be Reduced ?	Unit 4	EV034	63

Physics

What Ideas Explain The Physical World?	Unit 1	PH011	64
What Do Experiments Reveal About The Physical World?	Unit 2	PH022	64
How Do Fields Explain Motion and Electricity?	Unit 3	PH033	65
How Can Two Contradictory Models Explain Both Light and Matter?	Unit 4	PH034	65

Psychology

How Are Behaviour and Mental Processes Shaped?	Unit 1	PY011	66
How Do External Factors Influence Behaviour and Mental Processes?	Unit 2	PY022	66
How Experience Shapes Behaviour	Unit 3	PY033	67
Wellbeing and Mental Health	Unit 4	PY034	67

Senior Programs Handbook 2019 - 2020

VCE UNITS

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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.

PSY011 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 Areas 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.

PSY022 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 Areas 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

PSY033 UNIT 3

HOW EXPERIENCE SHAPES BEHAVIOUR

Areas of Study

1. Stress and the Nervous System
 - Nervous system functioning
 - Stress as an example of a psychological 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.



PSY034 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 phobias
- 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 phobias, 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 80% to the study score.

VCE

Victorian Certificate of Education

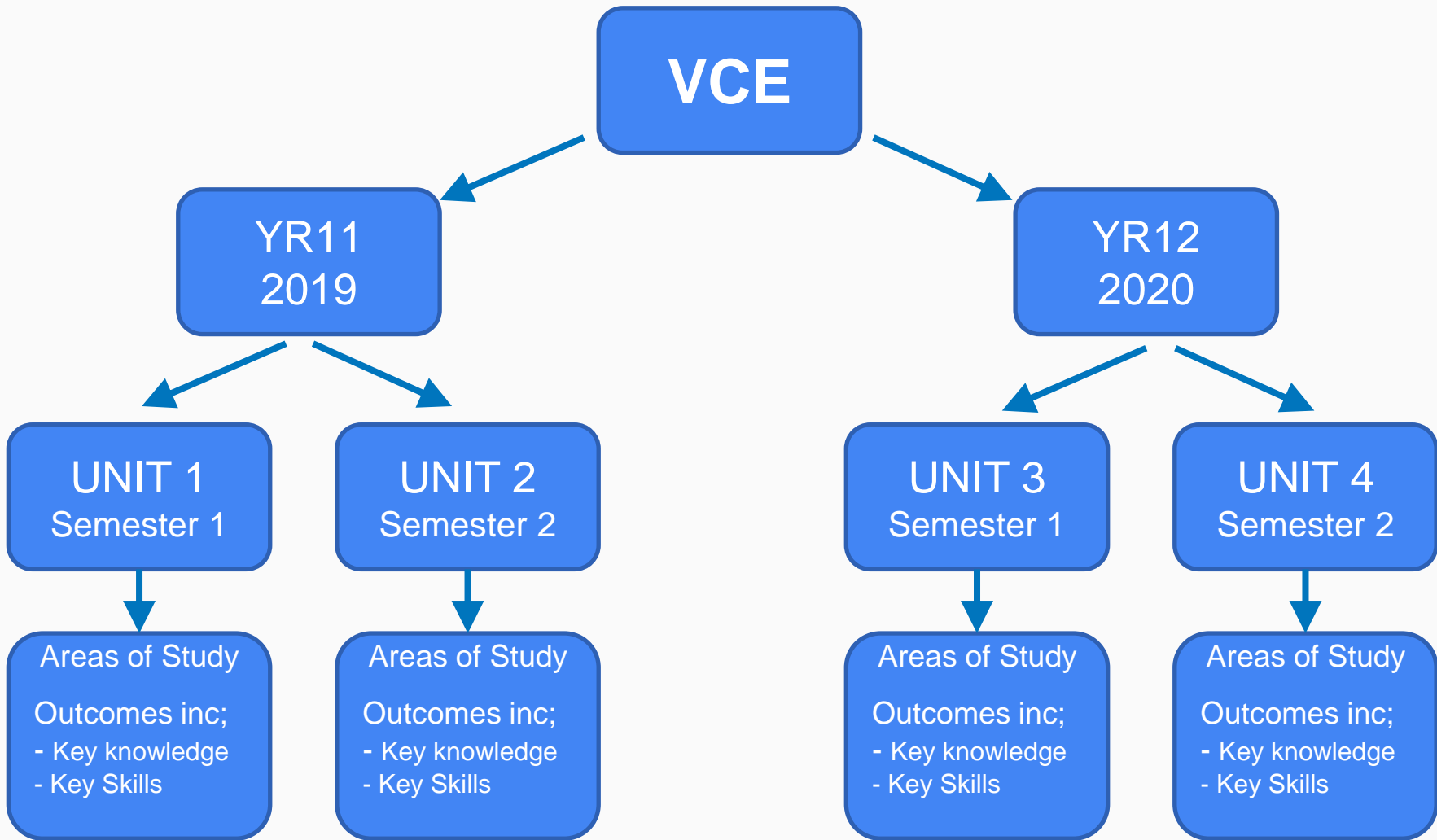
VCE COMPLETED OVER 2 YEARS

Students usually undertake;

Units 1 & 2 in Year 11

Units 3 & 4 in Year 12

A 'Unit' is one semester of work



VCE

Victorian Certificate of Education

WSC ATTENDANCE REQUIREMENT

A student must attend 90% of classes (have no more than 8 unapproved absences a semester) to satisfy the attendance requirements of the Unit and pass the subject.

VCE

Victorian Certificate of Education

Approved absences e.g. include illness, other medical appointments, elite sport commitments and school approved excursions.

Unapproved absences e.g. include holidays, missing the bus, sleeping in, deb. ball hair trials and 'Mad Mondays'.

It **may** be possible for students to redeem unapproved absences by attending lunchtime or after school classes.

VCE

Victorian Certificate of Education

ASSESSMENT

1. Satisfactory completion of a Unit (S or N)
 - (a) acquired knowledge
 - (b) acquired skills
2. Level of performance
A+ → E / Scored

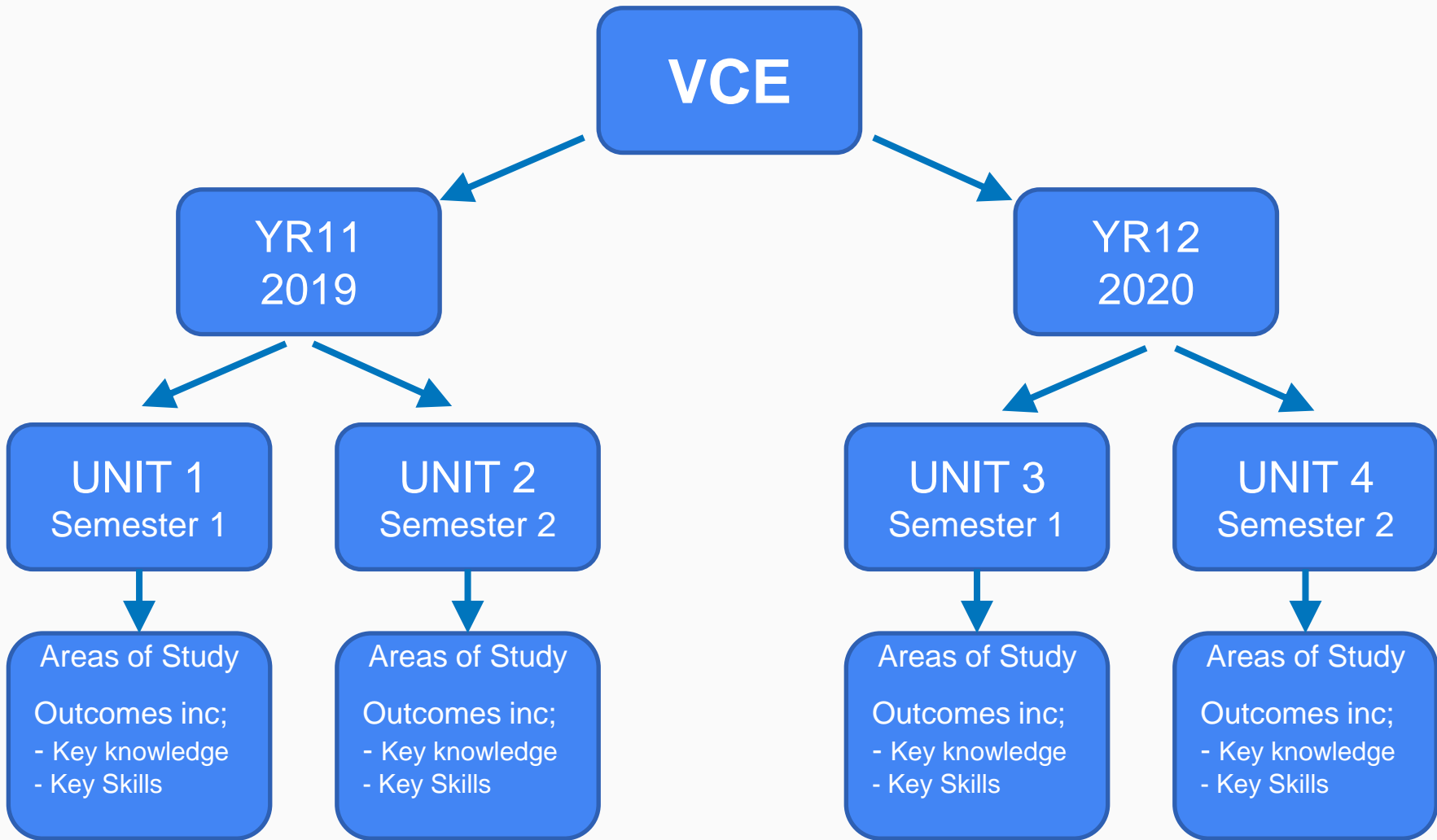
VCE

Victorian Certificate of Education

ASSESSMENT UNITS 1 & 2 - TWO LEVELS

1. Satisfactory completion of the unit (S)
 - Work is of a satisfactory standard
 - Attendance requirements have been met

2. Graded Assessment of A+ to E



VCE

Victorian Certificate of Education

ASSESSMENT UNITS 3 & 4 - TWO LEVELS

1. Satisfactory completion of the unit (S)
 - Work is of a satisfactory standard
 - Attendance requirements have been met

VCE

Victorian Certificate of Education

2. Graded Assessment to obtain a study score.
Also used to calculate the ATAR (Australian Tertiary Admissions Rank)
 - School Assessed Coursework (SAC)
 - School Assessed Tasks (SAT)
 - Examinations are set, monitored and assessed by the Victorian Curriculum & Assessment Authority (VCAA)

VCE

Victorian Certificate of Education

VCE at WSC

At WSC a student normally would do:

12 units in **Year 11** (6 subjects)

and

10 units in **Year 12** (5 subjects)

= 22 units over 2 years

VCE – Sample Program

2019 Year 11

Units 1 & 2

English
Physics
Chemistry
Mathematics
Psychology
History

2020 Year 12

Units 3 & 4

English
Physics
Chemistry
Mathematics
Psychology
*

Total
22 Units

VCE – Sample Program

2019 Year 11

Units 1 & 2

English

Food & Technology

Outdoor & Environmental Studies

Visual Communication & Design

VET: Furnishing Cabinet Making

(Certificate II)

Further Mathematics

2020 Year 12

Units 3 & 4

English

Food & Technology

*

Visual Communication & Design

VET: Furnishing Cabinet Making

(Certificate II)

Further Mathematics

Total
22 Units

VCE

Victorian Certificate of Education

ACCELERATION

- Acceleration in Year 10 – Access to VCE Units 1 + 2
- Acceleration in Year 11 – Access to VCE Units 3 + 4

VCE

Victorian Certificate of Education

ACCELERATION

Advantages

- Intellectual stimulation
- Experiencing the rigour of accelerated studies
- Bonus ATAR score

Disadvantages

- Not achieving potential
- Reduced program \neq higher scores

VCE

Victorian Certificate of Education

REMEMBER...

Choose 6 subjects in Year 11 = 12 units

Choose 5 subjects in Year 12 = 10 units

VETiS options *can* be included in VCE programs

VCAL - Jim Lees

Victorian Certificate of Applied Learning

- Alternative course to the VCE
- A recognised qualification
- Year 11
- Year 12
- Combines school subject studies with work and study outside school.

VCAL

Victorian Certificate of Applied Learning

FOUR KEY AREAS:


- Literacy and Numeracy
- Personal Development
- Work-Related Skills
- Industry-Specific Skills (VET)

(other subjects as selected)

VCAL Sample Program

VETiS Hospitality Studies (1 day off campus)

Work Placement with local employer (1 day off campus)

- Intermediate Literacy
 - Intermediate Numeracy
 - Food
 - Management
 - Outdoor Recreation (Personal Development sessions)
- 
- 3 days
at WSC

VCAL

Victorian Certificate of Applied Learning

For further information contact:

Jim Lees - VCAL Coordinator

Compulsory VCAL meeting:

TBC later in the term

WSC McBride Theatrette

VETiS – Jim Lees

Vocational Education and Training in VCE/VCAL

On Campus subjects 2018

1. *Certificate II in Automotive Vocational Preparation*
2. Certificate II in Allied Health Assistance
3. Certificate II in Business (Office Skills)
4. Certificate II in Engineering Studies
5. Certificate II in Furniture Making Pathways
6. Certificate III in Screen and Media (Interactive Digital Media)
7. Certificate III in Sport & Recreation

Vet in VCE

Vocational Education and Training in VCE/VCAL

Some Off Campus subjects 2018

- Certificate III in Early Childhood Education (Chisholm TAFE – Bass Coast)
- Certificate II in Horticulture (Bass Coast Adult Education Centre)
- Certificate II in Salon Assistance (Hairdressing – Bass Coast Adult Education Centre)
- Certificate II in Hospitality (Kitchen Operations) (GippsTAFE- Leongatha)

Vet in VCE

Vocational Education and Training in VCE/VCAL

Off Campus subjects 2018

- If you have any other interests talk to Jim Lees VCAL and VET in VCE Coordinator.
- Off Campus courses attract a gap payment. This is the difference between the state funding the school receives and the cost of the course itself.
- This payment must be paid by February 2 2019 to eligible for enrolment in any off campus subject.
- Students must expect to find their own way to the training centres. The times for training are in the handbook for external courses.

Vet in VCE

Vocational Education and Training in VCE/VCAL

School Based Apprenticeships and Traineeships – SBATs

- *1 day work, 1 day training, 3 days school*
- *Guaranteed 13 hours pay a week, including getting paid to train.*

Vet in VCE

Vocational Education and Training in VCE/VCAL

School Based Apprenticeships and Traineeships – SBATs

- Integrate education, training and employment.
- Existing casual work can be made into a SBAT – McDonalds, KFC
- Trade apprenticeships started at school and continue into full-time will take time off the apprenticeship.
- Try before you commit, very successful stories.
- Available to VCAL students.
- Apprenticeship Group Australia providing them in 2019, need to apply online

Vet in VCE

Vocational Education and Training in VCE/VCAL

What does VET in VCE Provide?

1. A VET in VCE program can contribute units toward the completion of a full VCE.
2. A VET in Schools Certificate is recognised within the National Training Framework.
3. Competencies gained are transferable to other training institutions: TAFE, Group Training Organisations
4. Must do a VET for VCAL

Course Selection

Michael Owen (Year 10 Careers Coordinator)

Issues in Selecting Courses

- VCE or VCAL?
- VET/School Based Apprenticeship?
- Am I selecting the right subjects?
- Should I attempt a Unit 3 & 4 subject in 2019?

Course Selection

VCE or VCAL?

- Will I *or* may I wish to pursue Further Education after completing Year 12? – **VCE**
- Do I enjoy a broad curriculum and a range of different subjects? - **VCE**
- Am I looking to leave school sooner rather than later? – **VCAL**
- Do I enjoy learning practical, work related skills? - **VCAL**
- Uncertain? - **VCE**

Course Selection

VET in VCE / SBAT

Should I choose a VET subject?

- VCAL - Students must choose a VET/SBAT.
- VCE - VET subjects count as a Unit and can contribute toward ATAR calculation.
- Off Campus VET - Effect on other subjects and ATAR.

Course Selection

Including a Unit 3 & 4 Subject

Weigh up the Pros and Cons;

Pros: Good Practise

Completing an additional subject counts towards ATAR

Cons: Can become all consuming

Other subjects may suffer

Leave your best 'till last – Would you be better off attempting this subject as a Year 12 student?

Course Selection

What's the right course?

- University Prerequisites - VTAC.edu.au
- Subjects should align with desired course.
- Choose subjects for the right reasons.
- Students do best in the subjects they like.
- Keep options open.
- Don't be afraid to try new subjects in Year 11. There is room for flexibility.
- Decisions you make now are not binding for life. There are many avenues for Tertiary Studies.
- Ask for assistance. We are here to help you select the course that is right for you.



Course Selection – Phil Hughes

Materials

1. Course information presented in WSC's Senior Programs Handbook
2. 2019 Course Selection sheet - VCE/VCAL
3. 2019 Expression of Interest Form for off-campus VET in VCE programs



Achieving success in a caring
and creative environment

**Senior Programs
Handbook
2019-2020**

Wonthaggi Secondary College

A graphic of a wooden signpost with three directional signs pointing in different directions. The top sign is yellow and points up and to the right, containing the word 'WHERE'. The middle sign is orange and points left, containing the word 'TO'. The bottom sign is green and points down and to the right, containing the words 'NOW?' and '2019' below it. The background is a blue sky with white clouds.

**WHERE
TO
NOW?
2019**

**GUIDE TO THE
VCE, VCAL, VET,
APPRENTICESHIPS &
TRAINEESHIPS**



VCE



WONTHAGGI SECONDARY COLLEGE YEAR 10 (2018) → YEAR 11 (2019) VCE COURSE SELECTION SHEET

NAME: _____ HOMEGROUP: _____

COUNSELLOR/CAREERS TEACHER: _____

CAREER/JOB ASPIRATIONS: _____

It is essential that this form be completed after having read through WSC Senior Programs Handbook 2019-2020 to determine your preferred subjects in 2019 and 2020. Planning for two years is essential, as the VCE is usually completed over two years. Subject descriptions and codes are contained within the handbook along with other relevant information. Course Confirmation interviews will be conducted in the week August 27th to August 31st 2018, to discuss course selections. Parents are welcome to attend.

THE COMPLETED FORM MUST BE HANDED IN BY FRIDAY AUGUST 31st, 2018

PART A: PREFERRED SUBJECTS FOR 2019

List below the subjects you wish to study in 2019 (along with their relevant codes) in order of priority

	SUBJECT	CODES	
		SEM 1	SEM 2
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	ENGLISH	EN011	EN012

PART B: RESERVE CHOICES

Sometimes it is not possible to access all of your initial selections due to issues such as timetabling problems or insufficient numbers. If one of your initial selections is unavailable then your reserve choice will be considered in order to complete your subject selections.

	CODES
1 st Preference _____	_____
2 nd Preference _____	_____

VCAL



WONTHAGGI SECONDARY COLLEGE YEAR 10 (2018) → YEAR 11 (2019)

APPLICATION FOR ADMISSION TO VCAL PROGRAM

NAME: _____ HOMEGROUP: _____

COURSE COUNSELLOR: _____

INDUSTRY & ENTERPRISE TEACHER: _____

WHY YOU WISH TO BE CONSIDERED FOR VCAL: _____

It is essential that this form be completed after having read through WSC Senior Programs Handbook to determine your preferred course and subjects in 2019. Subject descriptions and codes for VET choices are contained in the handbook along with other relevant information.

VCAL selection interviews will be conducted on Monday 27th August 2018. Parents are requested to attend

Students, along with parents/guardians are encouraged to seek assistance from the College should they have any concerns during this process. Ph 5671 3700

PLEASE NOTE: To ensure your continued inclusion in the VCAL Program it is essential that you have arranged a work placement by the commencement of Term 1 in 2019.

**THE COMPLETED FORM MUST BE HANDED IN BY:
FRIDAY AUGUST 31st 2018**

VET



External VET Application Form

First Name: _____ Surname: _____ HG: _____

Desired VET Course: _____

Briefly dot point why you wish to complete this additional training:

By signing below, you acknowledge and agree to pay the gap between the Government Funding and the cost to undertake the training:

Student Signature: _____

Parent Signature: _____

Date Received: _____

Course Selection

How to fill in the selection sheet

Carefully consider, VCE or VCAL.

Careers teacher will assist with course selection during class in the next week (Bring VCE handbook and Course Selection Sheet to all Careers classes)

Course Selection

How to fill in the selection sheet

- **VCE**

- 6 subjects chosen for Year 11
(plus two reserve alternatives)

- 5 subjects for Year 12

- **VCAL**

- Choose a VET subject

- Consider a work placement

Course Selection

How to select for 2019

- **Read the Senior Programs Handbook**
- Note subjects that are appropriate
- Select subjects
- Attend course selection interview to finalise selection sheet;

Mon 27 Aug – Fri 31 Sept, 2018

(Note: Parents/Carers are welcome to attend)

Course Selection

How to select for 2019

**Submit selection sheet by
Friday 31st August 2018**

Contacts

McBride Campus – 5671 3700

Yr11 Coordinator –	Tim Hooper
Yr11 Pathways Coordinator –	Susan Howard
VCAL / VET Coordinator –	Jim Lees
McBride Campus Principal –	Margaret O'Donnell
McBride Asst. Principal (VCE) –	Phil Hughes

Key Learning Domain Leaders

- Arts – **Gen Manhal**
- Business/Humanities – **Damien Osborne**
- English – **Susan Howard**
- Languages: Japanese – **Kenji Misawa**
- Mathematics – **Kori Stewart**
- Personal Development – **Travis Osmond**
- Science – **David Wingfield**
- Technology – **Malcolm Beasley**