



SENIOR PROGRAMS

VCE

Victorian Certificate of Education

Contents

- **CHOOSING A COURSE** – Introduction only – separate video available
- **VCE STRUCTURE**
- **ATTENDANCE REQUIREMENTS / ABSENCE**
- **ASSESSMENT** – S, N, Graded Assessment, SACs, SATs, Exams, Study Score, ATAR
- **VCE PROGRAM EXAMPLE**
- **ACCELERATION**
- **REFERENCES** – What you can use to assist the selection process

SENIOR PROGRAMS

Choosing a course – at a glance

VCE PROGRAM

Year 11 Units 1 + 2

12 units
(1 unit = 1 semester)

Year 12 Units 3 + 4

10 units
(1 unit = 1 semester)

VCAL PROGRAM

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 (VET)

Options may be included in a
VCE or VCAL program

On Campus
(pages 75-78)

and external programs
(pages 79-80)



Achieving success in a caring
and creative environment

Senior Programs
Handbook
2019-2020

Wonthaggi Secondary College

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 <u>Globalised World</u>	Unit 3	HH033	53
Health and Human Development in a <u>Global Context</u>	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 <u>Ex</u> Physical Activity	Unit 3	PE033	57
Training <u>To</u> Improve Performance	Unit 4	PE034	57

SCIENCE

Biology

How Do Living Things Stay Alive?	Unit 1	B011	58
How is Continuity of Life Maintained?	Unit 2	B022	58
How Do Cells Maintain Life?	Unit 3	B033	59
How Does Life Change and Respond to Challenges Over Time?	Unit 4	B034	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 <u>Designed</u> to Optimise Efficiency?	Unit 3	CH033	61
How Are Organic Compounds Categorized, 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 <u>Sustained</u> ?	Unit 3	EV033	63
How Can the Impacts of Human Energy be <u>Reduced</u> ?	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

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 Areas 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 Areas 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 50% to the study score.

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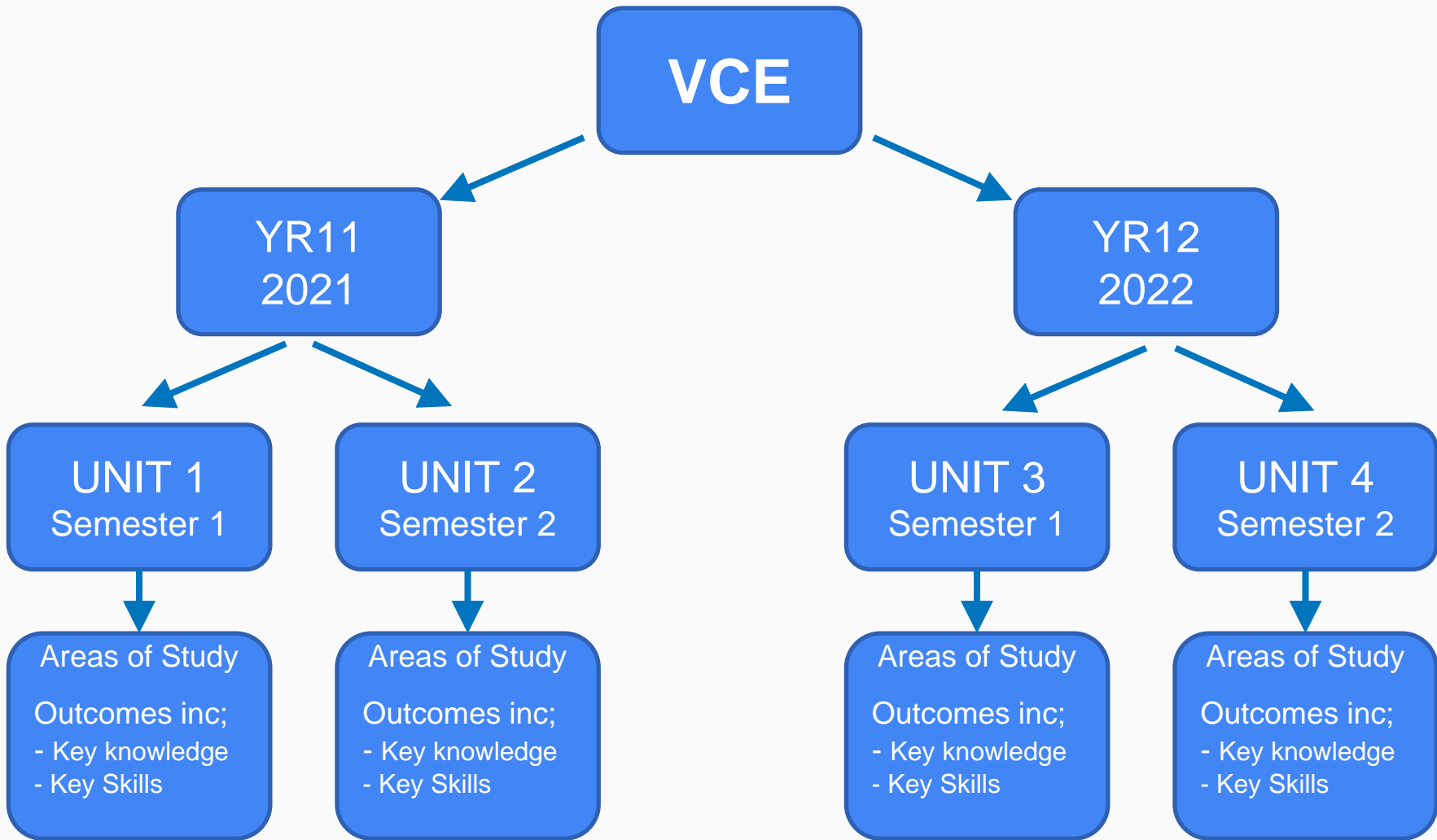
VCE COMPLETED OVER 2 YEARS

Students usually undertake;

Units 1 & 2 in Year 11

Units 3 & 4 in Year 12

A 'Unit' is one semester of work



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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.

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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.

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ASSESSMENT

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

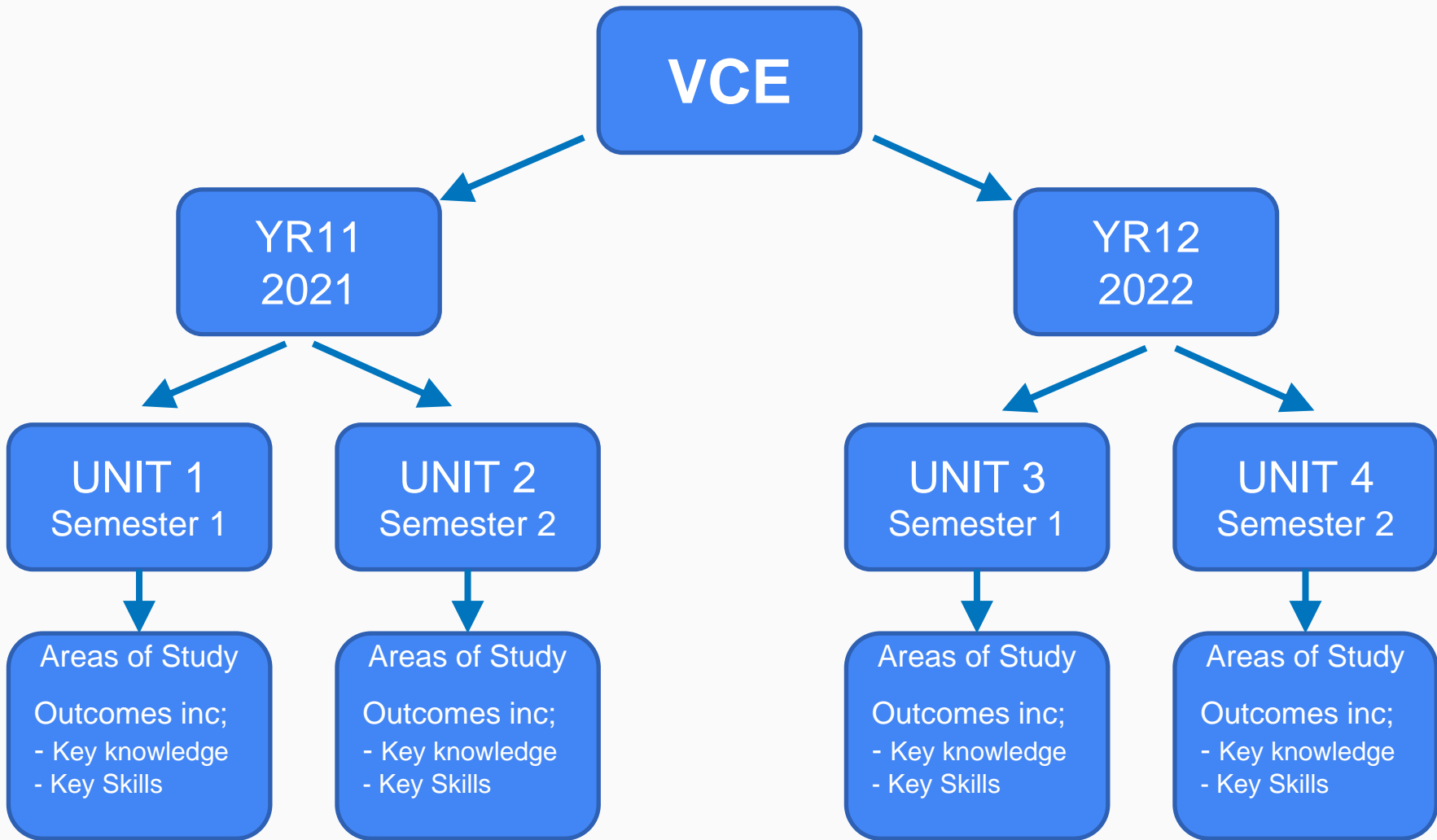
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ASSESSMENT UNITS 1 & 2 - TWO LEVELS

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



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ASSESSMENT UNITS 3 & 4 - TWO LEVELS

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

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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)

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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

2021 Year 11

Units 1 & 2

English
Physics
Chemistry
Mathematics
Psychology
History

2022 Year 12

Units 3 & 4

English
Physics
Chemistry
Mathematics
Psychology
*

Total
22 Units

VCE – Sample Program

2021 Year 11

Units 1 & 2

English

Food & Technology

Outdoor & Environmental Studies

Visual Communication & Design

VET: Furnishing Cabinet Making

(Certificate II)

Further Mathematics

2022 Year 12

Units 3 & 4

English

Food & Technology

*

Visual Communication & Design

VET: Furnishing Cabinet Making

(Certificate II)

Further Mathematics

Total
22 Units

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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

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ACCELERATION

Advantages

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

Disadvantages

- Not achieving potential
- Can be consuming
- Reduced program ≠ higher scores

VCE

Victorian Certificate of Education

REMEMBER...

Choose 6 subjects in Year 11 = 12 units

Choose 5 subjects in Year 12 = 10 units

VET options *can* be included in VCE programs

Course Selection – Refer to recording.

Issues in Selecting Courses

- VCE or VCAL?
- VET/School Based Apprenticeship (SBAT)?
- Am I selecting the right subjects?
- Should I attempt a Unit 3 & 4 subject in 2021?

Course Selection

**Online selections by
Friday 7th August, 2020**

Course Selection

**Course Conformation Interviews –
ALL Yr10 STUDENTS**

Mon 10 Aug – Thu 13 Aug

BRING PRINTED SELECTIONS

Course Selection

Selections CLOSED

Friday 14th August, 2020

Contacts

McKenzie Campus – 5611 4000

Yr11 Coordinator

Tim Hooper

Yr11 Pathways Coordinator

Anthony Fincher

VCAL / VET Coordinator

Jim Lees

McBride Campus Principal

Margaret O'Donnell

McBride Asst. Principal (VCE)

Phil Hughes

Key Learning Area Leaders

- Arts – **Stephen Boon**
- Business/Humanities – **Damien Osborne**
- English – **Susan Howard**
- Languages: Japanese – **Kenji Misawa**
- Mathematics – **Alan McMahan**
- PE, Health, OEd – **Travis Osmond**
- Science – **David Wingfield**
- Technology – **Penny Morris**

References - www.wonthaggisc.vic.edu.au

INFORM YOUR DECISIONS

- **VIDEO: VCE** – Victorian Certificate of Education
- **VIDEO: VCAL** – Victorian Certificate of Applied Learning
- **VIDEO: VET** – Vocational Education and Training
- **VIDEO: SELECTING A COURSE** – What you can use to assist your 2021 course selection
- **VIDEO: EDVAL COURSE SELECTION INSTRUCTIONS** – How to enter your course selection preferences to Edval online
- **SENIOR PROGRAMS HANDBOOK** – Available as pdf
- **VIDEOS** – Subject specific descriptions (available for selected studies)
- **CAREERS TEACHER** – Ask! The selection process will be covered in class Term 3.