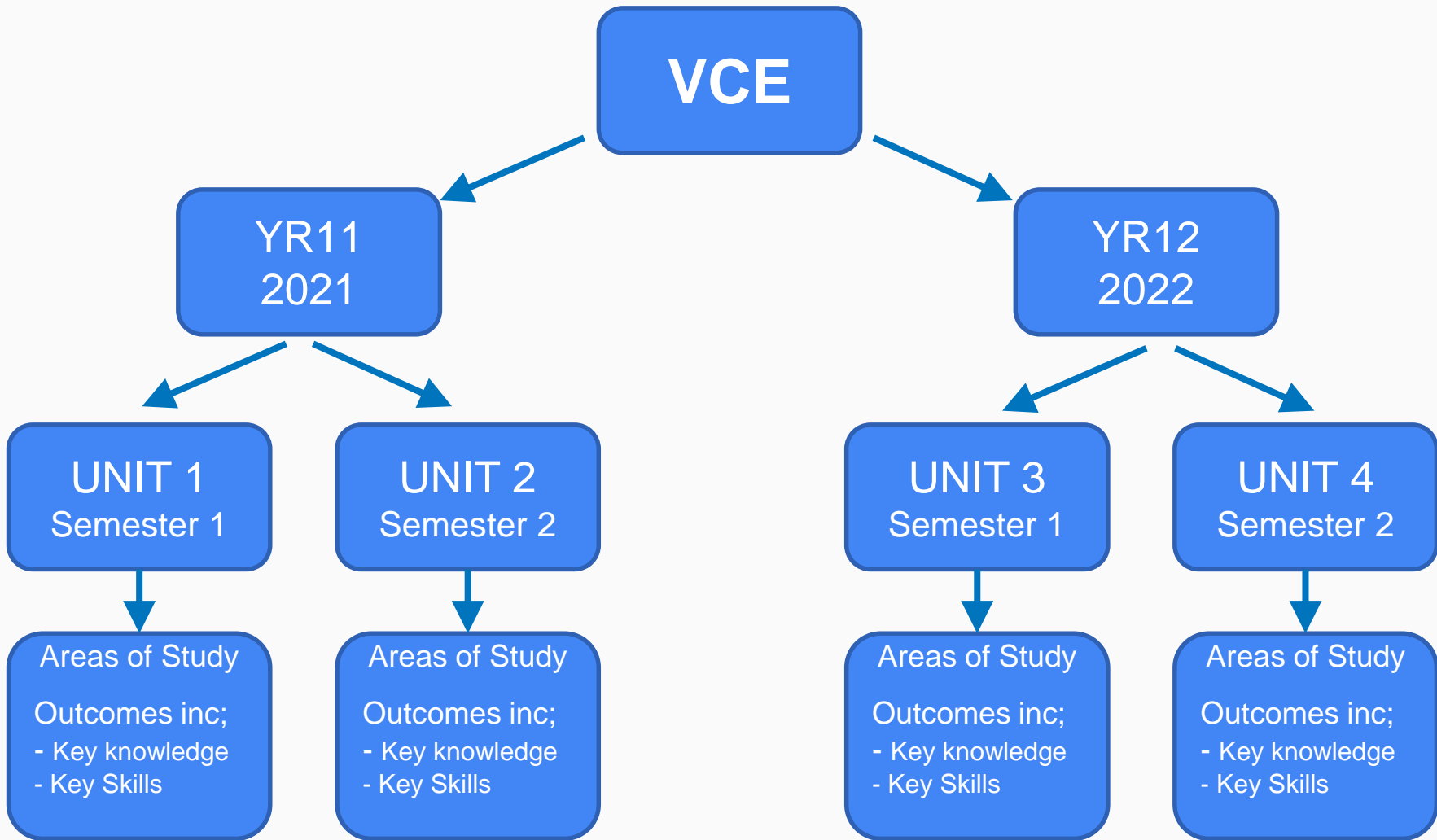




Yr12 Course Confirmation

- Subject selection
- Process for selecting Yr12 subjects
- Yr12 – What to expect
- Yr11 into Yr12 timeline



Subject Selection

- **Should already be studying the subjects you will be selecting in Yr12.**
- Minimise changes to current course.
- Some limited room for movement.
- Choose subjects for the right reasons.
- Inform your decisions (*Speak to teachers*)
- University Prerequisites - VTAC.edu.au
- Subjects should align with desired course
- Decisions you make now are not binding for life. There are many avenues for Tertiary Studies.

Subject Selection

VCE at WSC

At WSC, students normally 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

Subject Selection

What if I've already done a U3 & U4 subject?

Advantages

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

Disadvantages

- Not achieving potential
- Reduced program \neq higher scores



Wonthaggi Secondary College

"Achieving success in a caring and creative environment."

[Home](#) [College](#) [Curriculum](#) [Policies and Reports](#) [Parents](#) [Students](#) [Enrolments](#) [Contact/Location](#)

Transitions 21/22

[Year 6 into 7 Transition](#)

[Year 7 into 8 Transition](#)

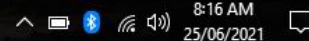
[Year 8 into 9 Transition](#)

[Year 9 into 10 Transition](#)

[Year 10 into 11 Transition](#)

[Year 11 into 12 Transition](#)

<https://wonthaggisc.vic.edu.au/year-11-into-12-transition/>



Subject Selection

- Individual **Edval code** sent to student's **Compass email**.
- **Edval link** available in “How to select your VCE subjects” tab.
- Edval instruction video can assist with online selection process.
- Make your online selections in Edval by **FRI 6 AUG**.
- Print out **selection sheet**.
- **Parent signature** required (they should be involved).
- If into NEW U3 & U4 subject –consult teacher –get **teacher signature**.
- Submit Selection Sheet (signed) to General Office by **WED 11 AUG**.

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 Globalised 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 See 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 Developed 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 Available on WSC website

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 80% to the study score.

Subject Selection

Online selections – FRI 6 AUG

Completed on Edval

Selection Sheets – WED 11 AUG

Hand in to Mck General Office

Yr12 2022

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.

Yr12 2022

Victorian Certificate of Education

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

Unapproved absences 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.

Yr12 2022

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

Yr12 2022

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 Yr12 2022

What to expect?

- Time management essential.
- Life balance is important.
- Sacrifices will need to be made.
- Marathon – not a sprint.
- Organisation is fundamental.

Contacts

Year 12 Coordinator –	Tony Castello
Year 12 Pathways Coord –	Mick Owen
Year 11 Coordinator –	Tim Hooper
Year 11 Pathways Coord –	Anthony Fincher
VCAL / VET Coordinator –	Jim Lees
McKenzie AP (VCE) –	Phil Hughes
McKenzie Campus Principal –	Margaret O'Donnell

Key Learning Area Leaders

- Arts – **Steven Boon**
- Business/Humanities – **Damien Osborne**
- English – **Susan Howard**
- Languages: Japanese – **Kenji Misawa**
- Mathematics – **Alan McMahan**
- Personal Development – **Kate Malzinkas**
- Science – **Megan Macdonald**
- Technology – **Penny Morris**

Subject Selection

Online selections – FRI 6 AUG

Completed on Edval

Selection Sheets – WED 11 AUG

Hand in to Mck General Office