MESSAGE FROM THE PRINCIPAL

Dear Students, Parent and Carers,

Stawell Secondary College offers a curriculum that will ensure that every student is able to plan their pathway for their future. The subjects are blocked three years in advance so that each student will be able to see what subjects are available from Year 10 through to Year 12.

In Year 10 students will follow core subjects that are essential for their future studies; however, they will have a choice of what additional subjects they study. The aim for each student transitioning into Year 10 is for them to have an idea of what they want to achieve when they advance beyond secondary school. Our aim will be to assist them in choosing the right pathway and the right subjects to help them achieve their goal.

Year 11 and 12 will see students focus on either the VCE or VCAL pathway. All students should aim high and we will encourage them to choose subjects that will challenge them. Education is a lifelong process and an important challenge is to study at the highest level possible to enable greater choice and flexibility in the future.

At Stawell Secondary College we have a ten day timetable that will provide flexibility in the provision of all classes. This structure ensures that we are able to block the subjects several years in advance. The daily structure consists of six, 50 minute periods and a ten minute Home Group session in the morning.

These two years will require greater application from each student to achieve their best. The school will provide the structure and the supports for each student to achieve their main goals.

Nicholas Lynch
Principal of Stawell Secondary College
August, 2016

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<table>
<thead>
<tr>
<th>TIME OF DAY</th>
<th>TIME</th>
</tr>
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<tbody>
<tr>
<td>Morning Bell</td>
<td>8.55am</td>
</tr>
<tr>
<td>Home Group</td>
<td>9.00am</td>
</tr>
<tr>
<td>Period 1</td>
<td>9.10am</td>
</tr>
<tr>
<td>Period 2</td>
<td>10.00am</td>
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<td>Recess</td>
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<td>Locker Bell</td>
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<tr>
<td>Period 3</td>
<td>11.20am</td>
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<tr>
<td>Period 4</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Locker Bell</td>
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<tr>
<td>Period 5</td>
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<td>Period 6</td>
<td>2.35pm</td>
</tr>
<tr>
<td>Dismissal</td>
<td>3.25pm</td>
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</table>
SAMPLE TIMETABLE
Each student receives a time table, also available on the Portal for you.

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday Week 1</th>
<th>Tuesday Week 1</th>
<th>Wednesday Week 1</th>
<th>Thursday Week 1</th>
<th>Friday Week 1</th>
<th>Monday Week 2</th>
<th>Tuesday Week 2</th>
<th>Wednesday Week 2</th>
<th>Thursday Week 2</th>
<th>Friday Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td>English C ENC-STR Room 19</td>
<td>Chinese Group B CHB7A-SSL L2</td>
<td>Performing Arts C PAC RTA Room 26</td>
<td>Maths C MAC -JPO,JPN Room 05</td>
<td>Science C SCC -FDC Room 09</td>
<td>Woodwork C WDC -CWH Room 26</td>
<td>Humanities C HUC-RAN Room 19</td>
<td>Maths C MAC -JPO,JPN Room 05</td>
<td>Science C SCC -FDC Room 09</td>
<td>Maths C MAC -JPO,JPN Room 05</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>Maths C MAC, JPO,JPN Room 05</td>
<td>English C ENC -STR Room 19</td>
<td>Performing Arts C PAC RTA Room 26</td>
<td>English C 7NC STR Room 19</td>
<td>English C ENC STR Room 19</td>
<td>Digital C DGC-WIL Room 13</td>
<td>Chinese Group B CHB7A-SSL L2</td>
<td>PE C PEC ZBU Room 19</td>
<td>Chinese Group B CHB7A-SSL L2</td>
<td>Maths C MAC, JPO,JPN Room 05</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Woodwork C WDC-CWH Room 26</td>
<td>Maths C MAC, JPO,JPN Room 05</td>
<td>PE C PEC-ZBU GY1</td>
<td>Performing Arts C 7AC -RTA Room 34</td>
<td>Humanities C HUC-RAN Room 19</td>
<td>Maths C 7MAC-JPO,JPN Room 05</td>
<td>Performing Arts C 7PAC -RTA Room 34</td>
<td>Science C SCC -FDC Room 12</td>
<td>Performing Arts C 7Chinese Group B CHB7A-SSL L2</td>
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</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>Humanities C HUC-RAN Room 19</td>
<td>Science C SCC -FDC Room 09</td>
<td>Maths C MAC -JPO,JPN Room 05</td>
<td>Humanities C HUC-RAN Room 19</td>
<td>English C ENC STR Room 19</td>
<td>Science C SCC -FDC Room 12</td>
<td>PE C PEC ZBU GY2</td>
<td>English C ENC -STR Room 19</td>
<td>Woodwork C WDC-CWH Room 26</td>
<td>Humanities C HUC-RAN Room 19</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>Humanities C HUC-RAN Room 19</td>
<td>Science C SCC -FDC Room 09</td>
<td>Science C SCC -FDC Room 09</td>
<td>Chinese Group B CHB7A-SSL L2</td>
<td>PE C PEC-ZBU Room 19</td>
<td>Humanities C HUC-RAN Room 9</td>
<td>PE C PEC ZBU GY2</td>
<td>English C ENC STR Room 19</td>
<td>Woodwork C WDC-CWH Room 26</td>
<td>Humanities C HUC-RAN Room 19</td>
</tr>
</tbody>
</table>

You know your child’s teachers.

In Years 11 & 12 students are able to select either a VCE or VCAL pathway. It is important that students make informed decisions about their pathway and it is strongly encouraged that students carefully read the information in this handbook and seek additional information from their subject teachers or home group teachers.

CONTACTS IN 2017
Assistant Principal – Senior School: Mr Aaron Dalziel
VCE Coordinator: Ms Millie Francis
VCAL/VET Coordinator: Mr Chad Frost
Registrar / Careers Coordinator: Ms Cindy Bibby

YEAR 12 CAMP

All Year 12 students are expected to attend a compulsory 3 day Study Camp which is held at the beginning of the school year. In 2016, the cost for the camp was $275. It is expected that the costs in 2017 will be of a similar amount. Any increases in costs will be kept to a minimum.

EXTRA CURRICULAR ACTIVITIES

The College provides students with the opportunity to participate in activities such as music, sport, debating and public speaking, leadership skills programs and international exchange programs.
VCE STUDIES

The Victorian Certificate of Education (VCE) is a two year certificate that recognises the successful completion of your secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further studies at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

THE VCE PROGRAM

A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies.

A VCE study is made up of Units. A Unit is half a year (one semester) in length. Units 1 and 2 can be taken as single Units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two Units. If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

A VCE program will generally consist of 20 to 24 Units taken over two years, although you can vary the number of Units that you do in one year.

Units 3 and 4 are normally taken in your final year at school. Some Unit 3 & 4 sequences require satisfactory completion of Units 1 or 2 in the same area of study. If you are planning to undertake some Units 3 and 4 sequences in Year 11, remember that these are more difficult than Units 1 and 2.

When making your choice you should consider studies that:
• interest you
• you are good at
• lead to employment that you find appealing
• prepare you for further training or tertiary courses that you are considering
• provide VET recognition, that is, a VCE VET program leading to a VET qualification within your VCE.

What must I include in my program?

Stawell Secondary College will provide advice to ensure that you are undertaking the right number of units and the right combination of units to graduate with your VCE.

To obtain your VCE you must satisfactorily complete at least 16 Units, including at least 3 sequences of Units 3 & 4 and three Units of English. The 16 Units can include VET Units.
**Out of Class Requirements**

Undertaking any senior level of education requires a level of commitment. Students should have an understanding of the out of class requirements for each subject they wish to choose. A commitment of at least 15 hours per week of out of class work is the minimum expectation for the VCE program.

**Assessment of VCE Units**

Units 1 & 2 are school based assessed. Students are required to demonstrate a satisfactory level of understanding of the key concepts and skills within the Units. Often the understanding is assessed through a combination of assignments, tests, presentations and/or examinations. For information about the key concepts within the Unit, students should read the course information within this booklet and refer to the study guidelines provided by the VCAA.

Units 3 & 4 are assessed by school assessed coursework (SACs) and external examinations set by the VCAA. School assessed coursework (SAC) scores account for a percentage of the overall subject score. The percentage of each Unit’s assessments tasks can be found under “Assessment for Units 3 & 4” within the subject information in this booklet. Satisfactory demonstration of the key outcomes is required for the school assessed coursework. Students are strongly encouraged to be familiar with the assessment for the chosen subjects by reading the course information within the booklet and the study guidelines provided by the VCAA.

The VCAA oversee all external examinations, including the exam schedule and assessment.

**VCAA WEBSITE**

For more detailed descriptions about course requirements, exam timetables and assessment, students should access the VCAA website (http://www.vcaa.vic.edu.au). Students are strongly encouraged to view this website regularly, read examiners’ reports and access past exam papers.

**TERTIARY WEBSITE**

For more detailed descriptions about tertiary courses please see http://www.vtac.edu.au/
**CORE SUBJECTS**

**ENGLISH**

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>ENGLISH VCE UNITS 1 &amp; 2</td>
<td>ENGLISH VCE UNITS 3 &amp; 4</td>
</tr>
<tr>
<td>VCAL PATHWAY LITERACY FOUNDATION/INTERMEDIATE</td>
<td>VCAL PATHWAY LITERACY INTERMEDIATE/SENIOR</td>
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</tr>
</tbody>
</table>

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.
YEAR 11

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Both Units focus on two main Areas of Study that include:
1. Reading and comparing texts
2. Analysing and presenting argument

ASSESSMENT OF UNITS 1 & 2
Through school based assessment tasks such as essays, assignments, oral presentations and examinations.

Students must complete Units 1 & 2 before commencing Units 3 & 4 at Year 12.

YEAR 12

Unit 3
The focus of this unit is on reading and responding both orally and in the written form to a range of texts. Students will produce an analytical interpretation of a selected text and write a creative response to a different selected text. Students will analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4
The focus of this unit is the production of a detailed comparison which analyses how two selected texts present ideas, issues and themes. Students will construct a sustained point of view on an issue currently debated in the media.

Both units focus on four main Areas of Study that include:
1. Reading and creating texts
2. Analysing argument
3. Reading and comparing texts
4. Presenting argument.

ASSESSMENT FOR UNITS 3 & 4
School-assessed Coursework for the outcomes in Units 3 and 4 will each contribute 25 per cent to the student’s study score for English. The student’s level of achievement in Units 3 and 4 will also be determined by an end-of-year examination. The end-of-year examination will contribute 50 per cent to the study score.

Duration: There will be 15 minutes reading time and 180 minutes writing time.
Due to the different VCE Mathematics courses available, students are advised to select the appropriate mathematics depending upon which tertiary or post-secondary schooling options they wish to undertake. If you have any questions concerning Mathematics subject choices, you are encouraged to consult your Mathematics teacher.

PLEASE NOTE:

• Students intending to study VCE Specialist Mathematics in Year 12 are expected to undertake both Year 11 Maths Methods CAS and Year 11 Specialist Mathematics.

• As part of our senior mathematics program and as a requirement of the VCAA, students studying VCE Mathematics require access to a graphics calculator that can be taken into the exam. The calculator selected by Stawell Secondary College is the Casio Classpad 400- $210.00. The calculator can be purchased from retail outlets or the school supplier, Abacus (refer to the advertisement on page 46).

YEAR 11

Units 1 & 2

General Mathematics 1 & 2
These Units are sequential and focus on the areas of: Arithmetic and number, Algebra and structure, Discrete mathematics, Geometry, Measurement and Trigonometry, Graphs of linear and non-linear relations and Statistics. This course leads to Further Mathematics Units 3 & 4. Students who wish to choose this subject should check the prerequisites for their intended tertiary courses to ensure that they do not require Mathematical Methods CAS 3 & 4 to enter required courses.

Mathematical Methods CAS 1 & 2
These Units are sequential and focus on the areas: Functions and graphs, Probability and statistics, Algebra and Calculus. Students are expected to apply techniques, routines and processes with and without the aid of a calculator. Students going to a tertiary course with any Maths involvement at all should be doing this subject. Students will need to do this subject if they wish to study Mathematical Methods CAS 3 & 4.

Specialist Mathematics 1 & 2
This subject is designed to extend the work studied in Mathematical Methods 1 & 2, as well as introduce topics which provide an appropriate background for Specialist Mathematics 3 & 4. These Units are sequential and focus in depth on the areas of: Arithmetic and number, Algebra and structure, Discrete mathematics, Geometry, Measurement and trigonometry, Graphs of linear and non-linear relations and Statistics. Those students intending to do Specialist Mathematics 3 & 4 are advised to select this subject. This course will also provide a stronger background mathematical knowledge for Mathematical Methods CAS 3 & 4.
ASSESSMENT FOR UNITS 1 & 2

Students will be required to demonstrate a satisfactory understanding of the learning outcomes. This will be assessed through written tests, problem solving tasks, projects, short written responses and modelling tasks. There are mid-year and end-of-year examinations for all Mathematics Units 1 & 2.

YEAR 12

Units 3 & 4

Further Mathematics 3 & 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data Analysis’ and ‘Recursion and Financial Modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and Decision Mathematics’, ‘Geometry and Measurement’ and ‘Graphs and Relations’.

Mathematical Methods CAS 3 & 4

Mathematical Methods CAS 3 & 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’. Students are expected to be able to effectively use the technology (CAS calculator) to support and aid their solution processes. Successful completion of this course can lead on to Science, Economics, Medicine and other tertiary courses.

Specialist Mathematics 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4. Successful completion of this course can lead to specialist tertiary courses in Mathematics and related disciplines, such as Engineering.

ASSESSMENT FOR UNITS 3 & 4

School-assessed Coursework for the Outcomes in all Units 3 & 4 Mathematics subjects will contribute a total of 34 per cent to a student’s Study Score. The student’s level of achievement in Units 3 and 4 will also be determined by two end-of-year examinations.

The end-of-year examinations will contribute 66 per cent to the Study Score. The duration and percentage contribution towards the students Study Score of each exam depends on the mathematics subjects studied.

Further Mathematics

Two examinations:
- Paper One: Multiple Choice 33 per cent duration: 1 ½ hours
- Paper Two: Extended Response 33 per cent duration: 1 ½ hours

Mathematical Methods CAS

Two examinations:
- Paper One: Technology Free 22 per cent duration: 1 hour
- Paper Two: Technology Active 44 per cent duration: 2 hours

Specialist Mathematics

Two examinations:
- Paper One: Technology Free 22 per cent duration: 1 hour
- Paper Two: Technology Active 44 per cent duration: 2 hours
Biology is the study of living things, life processes and the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology including studies of genomics and proteomics. It makes connections between these fields and the disciplines of physics, chemistry, and earth sciences. The study of biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience.

The study is made up of four Units:

**Unit 1: How do living things stay alive?**
In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth.

**Unit 2: How is continuity of life maintained?**
In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

**ASSESSMENT FOR UNITS 1 & 2**
Students will be required to demonstrate a satisfactory understanding of certain outcomes. These will be achieved through school based assessment tasks such as tests, assignments, presentations and a completion of practical reports.
Unit 1: How Can The Diversity Of Materials Be Explained?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2: What Makes Water Such A Unique Chemical?
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.
ASSESSMENT OF UNITS 1 & 2
Students will be required to demonstrate a satisfactory understanding through learning outcomes based on the above topics. These will be achieved through school based assessment tasks such as tests, assignments, practical reports, extended investigations and examinations.

Unit 3: How can chemical processes be designed to optimise efficiency?
The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena. A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Unit 4: How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

ASSESSMENT OF UNITS 3 & 4
School assessed Coursework (SAC) for the outcomes of Unit 3 will contribute 16 per cent and Unit 4 will contribute 24 per cent each to the student’s study score for Chemistry. The student’s level of achievement in Units 3 and 4 will also be determined by an end-of-year examination. This examination will contribute 60 per cent to the study score.

PHYSICS
Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.
VCE Physics provides students with opportunities to investigate questions related to selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 1: What ideas explain the physical world?
In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilized. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.
Unit 2: What do experiments reveal about the physical world?
This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

ASSESSMENT FOR UNITS 1 & 2
Students will be required to demonstrate a satisfactory understanding of the learning outcomes. These will be achieved through school based assessment tasks such as tests, assignments and a completion of practical reports and examinations.

Unit 3: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Unit 4: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3.

ASSESSMENT FOR UNITS 3 & 4
School-assessed coursework for Unit 3 will contribute 21 per cent to the study score. School-assessed coursework for Unit 4, will contribute 19 per cent to the study score. The level of achievement for Units 3 & 4 will also be assessed by an end-of-year examination, which contributes 60 per cent.

PSYCHOLOGY

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

An important feature of VCE Psychology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students pose questions, formulate research hypotheses, operationalise variables, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.
Unit 1: How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

ASSESSMENT OF UNITS 1 & 2
Assessment tasks for these Units will be drawn from the following: research investigation; annotated folio of practical activities; media response; oral presentation; visual presentation; tests; essays; debates, examinations.

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

ASSESSMENT OF UNITS 3 & 4
School-Assessed Coursework in Unit 3 will contribute 16 per cent and Unit 4 will contribute 24 per cent to the study score.
There will be a single end-of-year examination, which will contribute 60 per cent to the study score.
Unit 1: The health and development of Australia’s youth
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. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. The health status of Australia’s youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, 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.

Unit 2: Individual human development and health issues
This Unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The prenatal stage is characterised as the most rapid time of growth and physical development during the human lifespan. During this stage the health and development of the embryo/foetus is shaped by a range of determinants, which in turn can have an impact on future health and development. Health and development during childhood has also been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia’s children; however, social factors such as family and community are crucial, as children develop through their relationships with others. The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social. 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.

ASSESSMENT FOR UNITS 1 AND 2
Students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study. Assessment tasks are:
- case study analysis
- visual presentation
- multimedia presentation
- blog
- data analysis
- written response
- oral presentation
- examination & tests
**Unit 3: Australia’s health**
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.

**Unit 4: Global health and human development**
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. Sustainability ‘implies meeting the needs of the present without compromising the ability of future generations to meet their own needs.

The United Nations (UN) human development work is encapsulated in the Sustainable Development Goals, where the world’s countries have agreed to a set of measurable goals and targets. The Sustainable Development Goals resolve to end poverty and hunger; to promote health and wellbeing; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equity and empowerment of women and girls. A significant focus of the Sustainable 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 Sustainable Development Goals. The Department of Foreign Affairs and Trade (DFAT) manages the Australian Government’s overseas aid program. DFAT aims to reduce poverty in developing countries and improve human development, with a focus on assisting developing countries to achieve the Sustainable Development Goals.

**ASSESSMENT FOR UNITS 3 AND 4**
School-Assessed Coursework for the outcomes in Units 3 and 4 will each contribute 25 per cent to the student’s Study Score for Health and Human Development.

The student’s level of achievement in Units 3 and 4 will also be determined by an end-of-year examination. The end-of-year examination will contribute 50 per cent to the Study Score.

Duration: two hours.

**PHYSICAL EDUCATION**

**Unit 1: The human body in motion**
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.
Unit 2: Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.
Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4: Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. 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 or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. 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.

ASSESSMENT FOR UNITS 3 & 4
In the study of VCE Physical Education students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.
Percentage contributions to the study score in VCE Physical Education are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.
As a number of activities may be conducted at venues and commercial businesses outside of school students will be required to cover any costs involved with these local excursions.
OUTDOOR & ENVIRONMENTAL STUDIES

Unit 3: Relationships with outdoor environments
The focus of this Unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Unit 4: Sustainable outdoor relationships
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. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian Society.

ASSESSMENT OF LEVELS OF ACHIEVEMENT
The student’s level of achievement for units 3 & 4 will be determined by School-assessed Coursework and an end-of-year examination. 
Contribution to final assessment
School-assessed Coursework for units 3 & 4 will contribute 25 per cent each. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Special Requirements
The cost for the subject is $475 for the year. This cost will cover all activities, excluding food and a part payment will be required prior to the end of the 2016 school year in December. Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include bushwalking, canoeing, rock climbing and abseiling, mountain bike touring and coastal experiences.

*Please note that you must be able to commit to activities that run after school hours.
HISTORY: 20TH CENTURY

Unit 1: Twentieth century history 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.
Unit 2: Twentieth century history 1945 –2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and changes to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

ASSESSMENT
School Assessed Coursework contributes 100% to the total mark for Unit 1 and 2 History. Assessments include document analyses, essays, research presentations, and biographical studies. In completing these assessments students will demonstrate advanced historical knowledge about events, peoples and ideas across the 20th Century and skills including critical thinking, interpretation of evidence and research techniques as well as competency in reading, writing, research and presentation.

Further Studies
Students completing Unit 1 & 2 History will be able to undertake Unit 3 & 4 Global Politics. Unit 1 & 2 History is designed to develop relevant historical knowledge for topics covered in Unit 3 & 4 Global Politics.

LEGAL STUDIES
We have been offering units 3 and 4 Legal Studies on alternate calendar years.

Unit 3: Law Making
On completion of this unit students will be able to 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. Students will also investigate 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. Students will be able to describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit 4: Resolution & Justice
In this unit students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

ASSESSMENT
School Assessed Coursework for Units 3 & 4 Legal studies will contribute 50% of the total mark for this subject. The end of year external examination will contribute 50% of the total mark for the subject.
GLOBAL POLITICS

In Unit 3 & 4 Global Politics, students focus on global actors and global challenges.

Unit 3: Global Actors
In Unit 3, students examine global actors over two areas of study. First, students examine the key players in global politics including international organisations, governments, non-governmental organisations and multinational corporations and evaluate their power and influence. Second, students examine power in the Asia-Pacific region, analysing and evaluating how nations in the region use power to pursue their interests.

Unit 4: Global Challenges
In Unit 4, students examine global challenges over two areas of study. First, students examine global challenges such as nuclear disarmament, human rights and people movement from a range of perspective and evaluate the effectiveness of global actors’ responses to these challenges. Second, students examine and explain the characteristics of contemporary global crises such as war both between and within countries, global climate change and terrorism.

ASSESSMENT
School Assessed Coursework for Units 3 & 4 Global Politics will contribute 50% of the total mark for the subject. The end of year Global Politics examination will contribute 50% of the total mark for the subject.

BUSINESS MANAGEMENT

We have been offering Units 1 and 2 Business Management on alternate calendar years. In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community, and as informed citizens, consumers, employees and investors.

Unit 1: Small business management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

ASSESSMENT
School Assessed Coursework contributes 100% of the total mark for Unit 1 and 2 Business Management. Students must demonstrate a satisfactory understanding of the key outcomes. This will be assessed through assignments, class work, and tests based on the learning outcomes described above.
Chinese is the most widely spoken language in the world. Given Australia’s economic position within Asia, Chinese has become one of the most useful languages for future employment in Australia and around the world. Recognition and an understanding of Chinese culture will be essential for the prosperity of Australia in years to come. Chinese is scaled up significantly for the ATAR score, boosting admission chances at university.

### PRESCRIBED THEMES & TOPICS (& SUGGESTED SUB-TOPICS)

<table>
<thead>
<tr>
<th>The Individual</th>
<th>The Chinese-speaking Communities</th>
<th>The Changing World</th>
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<tbody>
<tr>
<td><strong>Personal Identity</strong></td>
<td><strong>History and Culture</strong></td>
<td><strong>Youth Issues</strong></td>
</tr>
<tr>
<td>For example, appearance and personality, family, friends, relationships, home and neighbourhood, daily routine.</td>
<td>For example, festivals and customs, legends and fables, famous people.</td>
<td>For example, entertainment, technology in daily life.</td>
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<tr>
<td><strong>Education and Aspirations</strong></td>
<td><strong>Schooling</strong></td>
<td><strong>The World of Work</strong></td>
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<td>For example, school life, facilities, rules and routines, subjects and exams, further education, future plans.</td>
<td>For example, school life, subjects, study habits, routine.</td>
<td>For example, work skills and gaining employment, occupations of the future.</td>
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<tr>
<td><strong>Recreation and Leisure</strong></td>
<td><strong>Lifestyles</strong></td>
<td><strong>Tourism and Hospitality</strong></td>
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<td>For example, sport, interests, shopping, eating out, entertainment, parties.</td>
<td>For example, leisure, sports, food types and cuisine, media, film, TV</td>
<td>For example, the growing importance of tourism, the impact of tourism on Chinese people.</td>
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<td><strong>Travel experiences</strong></td>
<td><strong>Geography</strong></td>
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<td>For example, holidays and sightseeing, travel plans and requirements, transport and accommodation.</td>
<td>For example, places of interest in China (and the Chinese-speaking world), urban and rural life.</td>
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### ASSESSMENT FOR UNITS 1 & 2

Students will be required to demonstrate a satisfactory level of understanding of the learning outcomes. This will be achieved through school based assessment tasks such as oral presentations, reviewing articles, role-plays, journal entries or short stories.

### ASSESSMENT FOR UNITS 3 & 4

School-assessed Coursework for the outcomes in Units 3 & 4 will each contribute 25 per cent to the student’s Study Score for this language.

The student’s level of achievement will be determined by two end-of-year examinations. The end-of-year examinations are:

- An oral examination of approximately 15 minutes duration
- A written examination of 2 hours duration (plus 15 minutes reading time)
- The end-of-year examinations will contribute 50 per cent to the Study Score.
The study of German develops students’ ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

This study is designed to enable students to:
- use German to communicate with others;
- understand and appreciate the cultural contexts in which German is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between German and English, and/or other languages;
- apply German to work, further study, training or leisure.

ASSESSMENT FOR UNITS 1 & 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

ASSESSMENT FOR UNITS 3 & 4

Percentage contributions to the study score in German are as follows:
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
  written component 37.5 per cent

This subject will only be offered if sufficient numbers deem it viable. In the event that insufficient students undertake this subject, it will be offered via the Victorian School of Languages as a correspondence subject.

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**THE ARTS**

<table>
<thead>
<tr>
<th>YEAR 10 (SEM 1)</th>
<th>YEAR 10 (SEM 2)</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
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</thead>
<tbody>
<tr>
<td>MUSIC</td>
<td>ART</td>
<td>MUSIC/ VET MUSIC</td>
<td>MUSIC/ VET MUSIC</td>
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<td>ART</td>
<td>EXTENSION ART</td>
<td>INSTRUMENTAL MUSIC UNITS 1 &amp; 2</td>
<td>INSTRUMENTAL MUSIC UNITS 3 &amp; 4</td>
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<td>VISUAL COMMUNICATION DESIGN</td>
<td>EXTENSION VISUAL COMMUNICATION DESIGN</td>
<td>STUDIO ARTS UNITS 1 &amp; 2</td>
<td>STUDIO ARTS UNITS 3 &amp; 4</td>
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<td>DRAMA</td>
<td>DRAMA</td>
<td>VISUAL COMMUNICATION DESIGN UNITS 1 &amp; 2</td>
<td>VISUAL COMMUNICATION DESIGN UNITS 3 &amp; 4</td>
</tr>
</tbody>
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STUDIO ARTS

Unit 1: Studio Inspiration and Techniques
In this unit, students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio Exploration and Concepts
In this unit students focus on establishing and using a studio practice to produce artworks. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. The exhibition of artworks in integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit.

ASSESSMENT FOR UNITS 1 & 2
Student write an Exploration Proposal and present a visual diary that shows sources of ideas and inspiration translated into a visual form and present at least two finished artworks. Students complete Unit 1 and Unit 2 exams that assess their theoretical knowledge and skills.

Unit 3: Studio Practices and Processes
In this unit, students focus on an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. Analysis of these explorations and the development of the potential direction is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. The exhibition of artworks in integral to Unit 3 and students are required to visit a variety of exhibition spaces throughout the unit.

Unit 4: Studio Practice and Art Industry Contexts.
In this unit, students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artist’s involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

ASSESSMENT OF UNITS 3 & 4
Unit 3, SAT 1&2, 30%: Exploration proposal and studio processes.
Unit 3, SAC 3, 5%: Artists and studio practices.
Unit 4, SAT 1 & 2, 30%: Production, presentation and evaluation of artworks.
Unit 4, SAC 3, 5%: Art industry contexts.
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 percent.

VISUAL COMMUNICATION DESIGN

Unit 1: Introduction to Visual Communication Design
Students are introduced to the use of the design process as a whole. The areas of study include: Drawing as a means of communication, Design Elements and Principles, and Visual Communication Design in Context. Each of these areas explores a range of areas where students can use free draw and use their creative skills to reach a conclusive design for a brief. Students will use Photoshop and Illustrator to explore each of the design elements and principles, analysing ways of not only producing a design, but developing and refining their design in a range of ways. Students will learn about the design movements in history such as Bauhaus and Art Deco, that changed the way we design in a contemporary context. Students will then be able to appropriate these design styles into their own designs.
Unit 2: Applications of Visual Communication Design
In Unit 2 of Visual Communication Design, students start to learn skills to really prepare them for year 12. The outcomes for this unit include: Technical Drawing in Context, Type and Imagery and Applying the Design Process. Technical drawing is used for two of the three areas of design, Environmental Design and Industrial Design. This unit will focus on building on students ability to represent their own three dimensional designs according to the technical drawing specifications for these design fields. The outcome “Type and Imagery” builds on students competency on the computer programs Photoshop and Illustrator, as well as showing how the use of computer software can improve the aesthetic of their designs. Finally students spend the last few weeks of the course focussing on their own projects lead by the design process, in preparation for next years folio.

ASSESSMENT FOR UNITS 1 & 2
Students are required to complete each outcome to a satisfactory standard, where they have demonstrated an ability to satisfy the criteria of each task. Students in unit one and two are also required to complete an exam at the end of each unit. This exam covers the skills and knowledge taught in all three outcomes of the unit.

Unit 3: Design Thinking and Practice
To begin year 12, students complete two outcomes in preparation for their folio. These areas are Analysis and Practice in Context, and Design Industry Practice. The first outcome, Analysis and Practice in Context, allows students to explore each of the three design industries linked to the subject of Visual Communication Design. These include Environmental Design, Industrial Design and Communication design. Students are required to analyse existing designs, and then create their own response to each design field allowing students to build on prior knowledge and skills to prepare for folios and the end of year exam. Students will also complete a task related to designers in their field, to learn about how designers work and go through the design process with their designs. Once students have completed the first two outcomes of unit 3, they then move on to their folio in the third area of study, Developing a Brief and Generating Ideas. During the last outcome of this course students write their own design briefs and begin to collate research and sketches for their design in a folio. Students will be designing whatever they want, and can use their own inspiration to encourage their design process. The development of the folio will roll over and be completed in Unit 4.

Unit 4: Design Development and Presentation
Now that students have started their folios, students will then continue to develop and refine their designs through the first area of study, Development of Design Concepts. Once students have completed the development and refinement of their designs, they can begin their final presentations as part of their second outcome for the unit. Finally for the third outcome, Evaluation and Explanation, students evaluate and pitch their design to the class.

ASSESSMENT FOR UNITS 3 & 4
Students are required to complete all task work for outcomes. The SACs for outcomes 1 and 2 of Unit 3, and for outcome 3 of Unit 4 make up 25% of students study scores. While the Folio (School Assessed Task) makes up 40% of students study score, at the end of the year, students will need to complete an exam that contributes 35% to their study score.

MUSIC PERFORMANCE & MUSIC INVESTIGATION
It is highly recommended that students wishing to select VCE Music should already have at least 4 years’ experience with their instrument.

Unit 1: Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music using one or more instruments. Through studying the work of other performers using aural, theory and analysis, students explore strategies to optimise their own approach to performance including practise and performance of targetted technical exercises. They also develop skills in performing previously unseen music.

Unit 2: Music Performance
In this unit students further build their performance and musicianship skills. They present performances of selected group and solo music using one or more instruments. Through studying the work of other performers using listening and analysis they use specific strategies to optimise their own approach to performance and study strategies for developing and practising relevant technical and expressive performance skills. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
ASSESSMENT OF UNITS 1 & 2
Students are required to present performances of purposeful technical exercises, unprepared pieces and two sets of 3 contrasting pieces which include at least one solo and one group piece. They are required to prepare a folio of evidence of aural, written and practical work and sit written exams. Towards the end of the year they are also required to perform an original planned or improvised work and document this process using appropriate terminology.

Unit 3: Music Performance – Solo Performance
This unit prepares students to present convincing performances of solo music. They select a program of solo music from the prescribed list representing a range of styles and diversity of character and develop interpretive and expressive instrumental techniques and an understanding of performance conventions that enable them to enhance their performances. Students also develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis focussed on Australian composers and performers.

Unit 4: Music Performance – Solo Performance
In this unit students refine their ability to present convincing performances of solo music using selected solo pieces from the prescribed list that complement music from Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters. Students also continue preparation to complete the end-of-year performance examination as a soloist.

ASSESSMENT OF UNITS 3 & 4
School-assessed coursework for Unit 3 (including a 15 minute performance) will contribute 20% of the student’s assessment.
School-assessed coursework for Outcome 2 in Unit 4 will contribute 10% of the student’s assessment.
The end of year performance exam will contribute 50% of the student’s assessment. Duration 25 minutes
The end of year aural and written exam will contribute 20% of the student’s assessment. Duration: one and a half hours.

Unit 3: Music Investigation
Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area.

In this unit students select a work from the Prescribed List as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study:
• Investigation (through research, critical listening and examination of texts including musical scores)
• Composition/arrangement/improvisation (through applying investigation to create a folio of relevant original work)
• Performance of relevant music, including at least one from the Prescribed List.
The unit leads students to use extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4: Music Investigation
In this unit students continue exploring their Focus Area chosen in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance. The Composition/improvisation/arrangement involves creating and performing an original piece using musical characteristics of the Focus Area, building on work from Unit 3. Finally, students rehearse and perform works for inclusion in a program of music that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, theory and analysis to support their work.

ASSESSMENT OF UNITS 3 & 4
School-assessed Coursework for Unit 3 (including a 15 minute performance) will contribute 30% of the student’s assessment.
School-assessed Coursework for Unit 4 will contribute 20% of the student’s assessment.
The end of year performance exam will contribute 50% of the student’s assessment. Duration 25 minutes
INSTRUMENTAL MUSIC

Students choosing VCE Music must also be getting lessons on an instrument. Instrumental Music is an extra program that runs parallel to the main timetable. VCE Music Units 3 & 4 usually requires at least 4 years previous instrumental tuition. Instruments offered include Flute, Oboe, Clarinet, Alto or Tenor Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Voice or Guitar. Piano places are extremely limited. Lessons are scheduled on a rotating timetable with preference given to elective music times. Students register and pay for lessons each semester. Lesson fees are $80 per semester. Home practice is essential for success. We have a limited number of hire instruments available at a cost of $80 per semester but at this level it is preferable that students own their instruments. Students are also encouraged to participate in the school band which opens other opportunities to work with music students from other schools.

TECHNOLOGIES

Systems Engineering Unit 1 and Unit 2, introduces students to the processes of design, creation, operation and evaluation of integrated systems. Integral to Systems Engineering is the identification and measurement of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.
This study can be applied to engineering fields, such as automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, energy management and emerging technologies and materials. Unit 1 explores mechanical systems concepts and principles. Unit 2 explores electrical/electronic systems concepts and principles. Both units develop understanding by practical application of topics covered. Systems Engineering considers the interactions of these systems with society and natural ecosystems. In Units 1 and 2 students develop skills, knowledge and understanding while completing the design and production process for a mechanical and then an electrical/electronic product.

**ASSESSMENT** will consist of course work, investigation essays, design and production folio, production work, evaluation reports and concepts and principles tests and examinations.

**Systems Engineering Unit 1 and Unit 2 lead onto Systems Engineering Unit 3 and Unit 4.**

**YEAR 12**

**Unit 3: Integrated systems Engineering and Energy**

**Unit 4: Systems Control and New and Emerging Technologies**

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which impact many aspects of daily life. Integral to Systems Engineering is the identification and measurement of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.

This study can be applied to engineering fields, such as automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, energy management and emerging technologies and materials. Systems Engineering considers the interactions of these systems with society and natural ecosystems. Units 3 and 4 investigate the production and use of energy for society and the development of emerging technology and materials. Students investigate, design, produce and evaluate one major integrated system over Units 3 and 4.

**ASSESSMENT OF UNITS 3 & 4**

School Assessed Coursework for the outcomes in Units 3 & 4 will each contribute 10% to the student’s Study Score

SAT: 50%

Exam: 30%  Duration:  1.5 hours

**PRODUCT DESIGN & TECHNOLOGY**

**YEAR 11**

**Unit 1: Product re-design and Sustainability**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and sustainability.

There are two areas of study for this Unit:
1. Product re-designs for improvement.
2. Producing and evaluating a re-designed product.

**Unit 2: Collaborative Design.**

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

There are two areas of study for this Unit:
1. Designing as a team.
2. Producing and evaluating a collaboratively designed product.

**ASSESSMENT FOR UNITS 1 & 2**

Students will be required to demonstrate a satisfactory understanding of the learning outcomes. These will be achieved through school based assessment tasks such as productions of designs, assignments and an examination.
YEAR 12

Unit 3: Applying the Product Design Process
In this Unit, students investigate a client’s and/or end users’ needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.
There are three areas of study for this Unit.
1. The designer, client and end-user in product development.
2. Product development in industry.
3. Designing for others.

Unit 4: Product Development and Evaluation
Students continue to develop and manufacture the product developed in Unit 3, and record the production processes and modifications to the work plan/product. They promote their work by highlighting the product’s features to the client and/or end-user.
There are three areas of study for this Unit:
1. Product analysis and comparison.
2. Product manufacture.
3. Product evaluation.

Assessment of Units 3 & 4
School-assessed Coursework for Unit 3 will contribute 12 per cent to the student’s study score. School-assessed Coursework for in Unit 4 will contribute 8 per cent to the student’s study score. The School-assessed Task contributes 50 per cent to the study score and is commenced in Unit 3 and completed in Unit 4. The student’s level of achievement in Units 3 and 4 will also be determined by an end-of-year examination. The end-of-year examination will contribute 30 per cent to the study score.
Duration: One and a half hours.
Unit 1: Food Origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.
In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and react on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.
Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

ASSESSMENT TASKS FOR UNITS 1 & 2
Students are required to demonstrate achievement in the required outcomes. These set outcomes encompass the areas range of practical activities, oral presentations, written responses – media analysis, research inquiry, evaluations.
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. Similarly to the VCE, VCAL is a recognised senior secondary qualification. Unlike the VCE however, it is not a typical pathway towards university entry rather the focus is on ‘hands-on learning’. VCAL students generally pursue apprenticeships/ traineeships, full time employment or further vocational training at TAFE’s and Polytechnic’s.

What is VCAL?

VCAL gives young people practical work-related experiences, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

The VCAL’s flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units. There are four compulsory strands in VCAL:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

All VCE studies can contribute to a VCAL learning program. Studies that meet the purpose statement of one of the VCAL curriculum strands will meet the eligibility requirements of that strand (as outlined in the table below). For example a VCE Maths Unit will meet the eligibility requirement for the Numeracy Skills Strand. Other VCE studies that do not meet the purpose statement of a VCAL strand will contribute as General Credits – that is they will form part of the minimum 10 units required to qualify for a VCAL. Further examples are highlighted in the table below:
<table>
<thead>
<tr>
<th>Strand</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
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<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>• VCAL Literacy Reading and Writing</td>
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<td>• VCAL Literacy Reading and Writing</td>
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<tr>
<td><strong>Numeracy</strong></td>
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<td>o Physics</td>
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<td><strong>Work Related Skills (WRS)</strong></td>
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<td>• VET Certificates</td>
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<td>• VCE Units:</td>
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<td></td>
<td>o Outdoor and Environmental Studies</td>
<td>o Outdoor and Environmental Studies</td>
<td>o Outdoor and Environmental Studies</td>
</tr>
<tr>
<td><strong>Personal Development Skills (PDS)</strong></td>
<td>• VCAL PDS Units</td>
<td>• VCAL PDS Units</td>
<td>• VCAL PDS Units</td>
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<tr>
<td><strong>Industry Skills</strong></td>
<td>• VET Certificates</td>
<td>• VET Certificates</td>
<td>• VET Certificates II or higher</td>
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<td></td>
<td>• VCE Units:</td>
<td>• VCE Units:</td>
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<td>o Accounting</td>
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<td>o Industry and Enterprise</td>
<td>o Industry and Enterprise</td>
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<td></td>
<td>o Visual Communication Design</td>
<td>o Visual Communication Design</td>
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<tr>
<td></td>
<td>o Studio Arts</td>
<td>o Studio Arts</td>
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</tbody>
</table>
If you successfully complete your VCAL, like your peers who complete the VCE, you will receive a Certificate and a statement of results that details the areas of study you have completed.

**WHAT I NEED TO KNOW**

**What are the VCAL levels?**

The VCAL has three levels – Foundation, Intermediate and Senior. Your teacher or careers counsellor will help you decide which level is most appropriate for your needs.

**How long would the VCAL take me to complete?**

The VCAL has been developed for Year 11 and 12 students and you can get a VCAL certificate and statement of results at the end of each year when you successfully complete your VCAL program for the level you have chosen.

**Can I swap to the VCE if I change my mind?**

If you change your mind and want to swap to the VCE, or if you want to pursue the VCE after completing the VCAL, completed Units which are recognised by Victorian Curriculum and Assessment Authority for VCE will be credited towards your VCE. However, you will need to remain at school for at least one further year (3 years) to complete all requirements for VCE.

**VCAL Core Subject Overview**

The core focus of our VCAL Program at Stawell Secondary College is to build the social capital and employability of our students through offering an integrated and engaging learning program. We aim to raise the profile of our young people through networking and ongoing work with a number of local community groups, organisations and key stakeholders to give our young people the edge when it comes to finding their pathway. Through the many programs that our students are involved in throughout our community we actively promote the students’ employability whilst providing them with the opportunity to network with employers, to develop their interpersonal skills and to be active contributors to their communities.

**Literacy.** The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

**Numeracy** is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

**Work Related Skills** at Stawell Secondary College is based strongly around workplace learning, where students participate in regular work placements to complete studies to improve their employability skills. Students will complete a workplace journal and complete a series of studies including OH&S, resumes, job applications, interviews, business organisation, workplace relations, wage levels and conditions of employment.

**Personal Development Skills** aims to assist students in developing their skills and understanding of social and community responsibilities. Students will have the opportunity to plan, organise and carry out projects with community organisations such as: the CFA, Sports Clubs, and Primary Schools, Project Platypus, Parks Victoria and other volunteering organisations. Students also have the opportunity to plan and participate in camps and excursions that aim to develop the capacity of our young people.

**Industry Related Subjects** aim to assist students in developing the knowledge and skills that will provide the necessary training and skills of a student’s vocational preference. Areas include, but are not exclusive to: Building and Construction, Agriculture, Sport and Recreation, Community Services, Childcare, and Hospitality. ALL students completing a VCAL certificate must complete a VET subject. Every effort should be made to link the work placement to the VET Program chosen by the student.
ASSESSMENT:

The award of satisfactory achievement for a VCAL unit is based on a decision that the student has achieved the learning outcomes specified for the unit. A range of assessment methods and task types may be used to determine achievement of learning outcomes/elements. These include:

- evidence of internet usage, blogs, wikis, podcasts, eportfolios, multimedia information and other information communication technologies
- teacher observation and/or checklists
- self-assessment inventories
- physical demonstration of understanding of written or oral text
- a portfolio of accumulated evidence
- evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- written text
- discussion, debates
- role plays
- folios of tasks or investigations
- performing practical tasks
- reflective work journals

VET PROGRAMS 2017

<table>
<thead>
<tr>
<th>VET PROGRAM</th>
<th>NATIONALLY RECOGNISED CERTIFICATE</th>
<th>LOCATION</th>
<th>MATERIAL COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>Certificate II in Automotive Studies (Pre-vocational)</td>
<td>Stawell Secondary College</td>
<td>$300</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>Certificate II in Building &amp; Construction (Pre-app)</td>
<td>Ararat College</td>
<td>$275</td>
</tr>
<tr>
<td>Children Services</td>
<td>Certificate III in Childhood Education &amp; Care</td>
<td>Stawell Secondary College</td>
<td>$100</td>
</tr>
<tr>
<td>Community Services</td>
<td>Certificate III in Community Services</td>
<td>Stawell Secondary College</td>
<td>$150</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Certificate III in Sport &amp; Recreation</td>
<td>Stawell Secondary College</td>
<td>$175</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Certificate II in Kitchen Operations</td>
<td>Ararat College</td>
<td>$275</td>
</tr>
<tr>
<td>Engineering</td>
<td>Certificate II in Engineering</td>
<td>Marian College</td>
<td>$275</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>Certificate II in Salon Assistant</td>
<td>Stawell Secondary College</td>
<td>$275</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Certificate II &amp; III in Information, Digital Media &amp; Technology</td>
<td>Stawell Secondary College</td>
<td>$175</td>
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<tr>
<td>Music</td>
<td>Certificate III in Music - Performance</td>
<td>Ararat College</td>
<td>$150</td>
</tr>
<tr>
<td>Chinese</td>
<td>Certificate III in Applied Languages (Mandarin)</td>
<td>Stawell Secondary College</td>
<td>$175</td>
</tr>
</tbody>
</table>

ALL students completing a VCAL certificate must complete a VET subject. Every effort should be made to link the work placement to the VET Program chosen by the student.

Further information about each VET program listed above can be found in the VETiS section of this handbook on page 39.
SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

These programs integrate education, training and employment and provide an opportunity for students to study at school whilst at the same time undertaking government approved and accredited training qualifications as a paid employee. The student enrolls in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) as well as being in paid employment and completes on and/or off-the-job training.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS ARE SUITED TO STUDENTS WHO:
• Wish to obtain a full time apprenticeship or traineeship after school;
• Would like to gain an industry qualification while on the job, as well as their VCE or VCAL;
• Want to keep their options open and broaden pathway choices after completing Year 12;
• Want to combine paid work, learning (VCE/VCAL) and training in a specific industry.

HOW LONG DOES IT TAKE?
Generally, School Based Apprenticeships and Traineeships take two years and have an average of 13 hours of work and training per week while attending school. Students then commence full time work to complete their apprenticeship.

PROGRAM REQUIREMENTS
• An employer agrees to employ a student for the term of the School Based Apprenticeship or Traineeship and agrees to support them in their training.
• Employment and training contracts are signed and registered with an Australian Apprenticeship Centre.
• A training plan is developed for the student which incorporates industry training, school and work commitments. When this is confirmed, the student liaises with their employer and the school Registrar/teachers to modify their learning program and timetable to accommodate the on-the-job training time.
• The training plan is signed off by the school Registrar. The student’s program and results of the industry training are entered on the VCAA Victorian Assessment Software System (VASS) database. The units of competence completed during training are credited to the student’s VCE or VCAL Certificate.

STRUCTURED WORKPLACE LEARNING

Structured Workplace Learning allows students to acquire skills and knowledge in an industry setting as part of an accredited vocational training program (VET/VCAL/Industry and Enterprise). Structured Workplace Learning is not the same as Work Experience. Students studying VCAL are required to undertake a work placement as part of their program.

WHAT ARE THE BENEFITS?
Students undertaking a work placement have the opportunity to:
• learn and apply knowledge and skills which are relevant to the workplace;
• examine and assess initial career choices and career opportunities;
• develop contacts with potential employers;
• fulfill tertiary institution prerequisites that require experience in the area of intended study;
• understand the nature and conditions of paid work and mix with adults in an adult environment;
• demonstrate the mastery of specific skills and competencies related to accredited VET and VCAL programs being undertaken;
• develop an awareness of appropriate attitudes and behaviours for paid work;
• improve communication skills and self-esteem.
The VETiS Programs listed in this handbook are located at Stawell Secondary College, however further VETiS Programs can be sourced through the VET Cluster at Ararat & Marian Colleges. Please refer to the supplement handbook: Central Grampians VET Programs for 2017.

**AUTOMOTIVE**

**Automotive**  
**Certificate II in Automotive Studies**  
*(Pre-vocational)*

Location: Stawell Secondary College  
RTO: South West TAFE  
Duration: 2 Years  
Work placement requirements: 10 days Strongly Recommended

Certificate II in Automotive Studies (pre-vocational) is state accredited curriculum which offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning.

**Aim of the Program:**
- Provide students with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems.
- Provide students with ‘work ready’ knowledge and skills applicable to a variety of career paths in the automotive industry.

Completion of Certificate II in Automotive Studies (Pre-vocational) provides a pathway for students into the automotive industry through an apprenticeship or higher education. With additional training and experience, future employment opportunities may include trimmer, detailer, panel beater, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic. Higher education pathways can lead to roles such as an automotive engineer.

**Course Units**
Awaiting release of new training package.

Course units may be selected to provide a course which focuses on automotive maintenance and repair, engineering, paint and panel or electrical. Selection of these units should be discussed with the course teacher.

**Study score:** A study score is not available.

**Students will receive a Statement of Attainment for units completed**
Chinese Certificate III in Applied Languages (Mandarin) (22150VIC)

Location: Stawell Secondary College

This is the continuous course of Certificate II in Applied Languages. The aim of the Certificate III in Applied Languages is to be able to communicate in a Language other than English (LOTE) and to allow students to have positive interactions in both social and workplace settings. The aim is to also develop cross-cultural language skills, using key words, phrases and expressions appropriate to a variety of situations.

Students who complete the Certificate III course will obtain credit towards Units 3 & 4 of the VCE as block credit. In addition, it will provide access to most tertiary language courses. The program length is approximately one year, although students are able to extend or shorten the course by negotiation, recognition of prior learning or other personal needs.

Outcomes of Certificate III
On completion of the four units in this course, students will be awarded Certificate III in Applied Languages (Mandarin).

Units of Competency are:
• Conduct routine oral communication for social purposes in a Language other than English (LOTE)
• Conduct routine workplace oral communication in a Language other than English (LOTE)
• Read and write routine documents for social purposes in a Language other than English (LOTE)
• Read and write routine workplace documents in a Language other than English (LOTE)

Pathways
Chinese language gives a successful learner access to the largest spoken and written language in the world. Using Chinese or any language enhances your chances of being employed more readily in most careers. The certificate course has many advantages and access to jobs in Australia, Singapore, China, Taiwan and other countries where Chinese is spoken as a business language. It is also a required language in many tourism and hospitality businesses and airlines.
This course is also recognised as a prerequisite in most universities and tertiary institutions as a credit towards continuing a first year course. Certificate II and III are often recognised in industry courses that require a language such as health, the tourism industry and hospitality.
Information & Communications Technology
Certificate II & III in Information, Digital Media & Technology
(ICA20111 & ICA30111)

Location: Stawell Secondary College

Students may choose to complete the one year Certificate II course or commence the two year Certificate III course in Year 10.

The VCE VET Information and Communications Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

QUALIFICATIONS
The following qualifications are available in the VCE VET Information and Communications Technology program:

Program 1: ICA20111 Certificate II in Information, Digital Media and Technology
Certificate II in Information, Digital Media and Technology provides students with the fundamentals to confidently operate computer equipment and computing packages. This qualification provides basic digital skills to support a wide range of varying industry occupations. Depending on electives chosen, units of competency include integrating commercial computing packages, designing organisational documents using computing packages, detecting and protecting systems from spam and destructive software and installing software applications.

Certificate II in Information Technology is an entry-level qualification that provides general computing skills that enable participation in an information technology environment in any industry. Potential occupations may include office or administrative assistant, records officer or junior helpdesk officer.

Program 1 consists of 14 units of competency: seven core units plus a minimum of seven elective units.

On successful completion of Program 1, students are eligible for:

- the award of ICA20111 Certificate II in Information, Digital Media and Technology
- recognition of up to six units at Units 1 and 2 level.

Program 2: ICA30111 Certificate III in Information, Digital Media and Technology (partial completion)
Certificate III in Information, Digital Media and Technology provides students with the skills and knowledge to be competent in introductory ICT technical functions. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Units 1 and 2 include some of the core skills from the Certificate III in running standard diagnostic tests, working and communicating effectively in an IT environment. Depending on the electives chosen, units of competency may include use social media tools for collaboration and engagement, operate application software packages and administer network peripherals. Units 3 and 4 offer scored assessment and incorporate units such as create user documentation, implement and monitor environmentally sustainable work practices and provide IT advice to clients.

Areas for employment may include supporting information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Potential occupations may include help-desk officer, ICT operations/user support or PC support officer.

Program 2 consists of a minimum of 11 units of competency:

- Units 1 and 2: three compulsory units plus a minimum of 90 hours of elective units
- Units 3 and 4: five compulsory units plus a minimum of 60 hours of elective units.

On successful completion of Program 2, students are eligible for:

- a statement of attainment towards the completion of ICA30111 Certificate III in Information, Digital Media and Technology
- recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.
CREDIT IN THE VCE

• Program 1: Students who complete ICA20111 Certificate II in Information, Digital Media and Technology will be eligible for up to six units of credit at Units 1 and 2 level.

• Program 2: Students who complete ICA30111 Certificate III in Information, Digital Media and Technology (partial completion) will be eligible for up to two units of credit at Units 1 and 2 level, and a Units 3 and 4 sequence.

Students are able to undertake further training to complete the certificate III qualification and may be eligible for further credit at Units 3 and 4 level. (This can be achieved whilst undertaking program 2 above in the same time period)

Note: Students are advised that VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

ATAR CONTRIBUTION

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence VCE VET Information and Communications Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Full completion of the Certificate III course will also qualify for an additional fifth and sixth study.

Note: Where a student elects not to receive a study score for VCE VET Information and Communications Technology, no contribution to the ATAR will be available.

CHILDREN’S SERVICES

Children’s Services
Certificate III in Childhood Education & Care (CHC30113)

Location: Stawell Secondary College
RTO: AIEET
Duration: 2 Years
Work placement requirements: 120 hrs mandatory requirement

Aim of the Program:
The course trains learners to become early childhood educators who plan and provide early childhood education and care for infants and children up to 12 years of age. Early childhood educators inspire, delight and educate children in long day care, kindergarten, family day care, occasional care and outside school hours care.

Career Opportunities:
• Educator in Long Day Care
• Educator in School-age Care
• Family Day Care Educator
• Educator in Occasional Care
• Kindergarten assistant in Preschool

Pathways:
Completion of the full Certificate III allows for placement as an educator in a Long Day Care Service or a Kindergarten Assistant, these units also contribute towards a Diploma of Early Childhood Education and Care which allows people to be Room Leaders in Long Day Care Services, Family Day Care operators and work as leaders of Out of School hours programs.

Course Units
• Develop cultural competence
• Develop positive and respectful relationships with children
• Use an approved learning framework to guide practice
• Support the holistic development of children in early childhood
• Provide experiences to support children’s play and learning
• Use information about children to inform practice
• Promote Aboriginal $/or Torres Strait Islander Cultural Safety
• Support behaviour of children and young people
• Support the holistic development of children

Study score: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.
Community Services
Certificate III in Community Services (CHC32015)

Location: Stawell Secondary College
RTO: AIET
Duration: 2 Years
Work placement requirements: 120 hours of work placement is required over the two years.

Aim of the Program:
This program provides entry-level training for a wide variety of careers in the area of Community Services, including Disability Studies, Youth Work, Occupational Therapy, Psychology, Aged Care, Child Protection, and Children’s Services.

Career Opportunities:
- Care Service Employee
- Social Worker
- Aged Care Attendant
- Childcare Assistant
- Personal Care Assistant
- Nurse
- Health Care Nurse

Pathways:
Certificate III/IV in Community Services in the following streams:
- Aged Care Work
- Alcohol & Other Drugs
- Statutory Supervision
- Disability Work
- Youth Diploma in Community Services
- Community Work
- Child Protection/Justice
- Children’s Services
- Mental Health Work (non-clinical)
- Advanced Diploma in Community Services

2017 Course Units
- Respond to Clients
- Work within a community development framework
- Implement participation and engagement strategies

Study score: Students wishing to receive an ATAR contribution for the Unit 3 & 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.
Hairdressing & Beauty
Certificate II in Salon Assistant
(SHB20216)

Location: Stawell Secondary College
RTO: AIET
Duration: 2 Years
Work placement requirements: 40 hours of workplace is required

Aim of the Program:
This program is ideal for students interested in a career in hairdressing. On successful completion of this course, students will be well placed to apply for a hairdressing apprenticeship. This course allows students to develop their creative and practical skills within a real salon setting. The program is very hands-on and focused on developing employability skills. Learn how to prepare clients for salon services, safe use of hairdressing tools and equipment, hair styling techniques and products, all whilst gaining knowledge of the hairdressing industry.

Career Opportunities:
• Hairdresser
• Stylist
• Salon Manager
• Retail Manager

Pathways:
• Certificate III in Hairdressing
• Certificate IV in Hairdressing

Course Units
• Contribute to Health & Safety of self and others
• Conduct salon financial transactions
• Comply with organisational requirements within a personal services environment
• Communicate as part of a salon services team
• Braid hair
• Design and apply makeup for photography
• Recommend products & services
• Receive and handle retail stock
• Research and use hairdressing industry information

Study score: There is no ATAR contribution. This subject does not have a study score and therefore cannot contribute towards the student’s primary four.
Students will receive a Statement of Attainment for units completed
If you are enthusiastic about physical fitness and sport, this course is for you! You will have the opportunity to gain the skills and knowledge required to be successful in the sport and recreation industry. The course will give you the skills you need to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres as well as maintaining grounds and playing surfaces, providing customer service and administrative assistance.

In the first year, you will complete an exciting range of sporting related units and develop a basic level of skills of instructing and officiating in a variety of games and sports. You will also develop knowledge of the sporting industry and relevant workplace skills. You will learn about the preparation and equipment required for sporting and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide variety of sports covered which will be tailored to your interests.

The second year of the program brings a focus on planning and conducting sport and outdoor recreation sessions and activities, including preparation and evaluation of programs. You will also develop knowledge of sport and recreation markets and participation patterns and go on to develop public education programs in a related area.

### YEAR 1

- **BSBLOW301A**: Organise personal work priorities and development
- **HLTF301C**: Apply first aid
- **SISXCCS201A**: Provide customer service
- **SISXEMR201A**: Respond to emergency situations
- **SISXWHS101**: Follow work health and safety policies
- **BSBCRT301A**: Develop and extend critical and creative thinking skills
- **ICAWEB201A**: Use social media tools for collaboration and engagement
- **SISXWHS101A**: Follow work health and safety policies

### YEAR 2

- **SISXSSPT303A**: Conduct basic warm-up and cool-down programs
- **SISXCAI306A**: Facilitate groups
- **SITXCOM401**: Manage conflict
- **SISXCAI303A**: Plan and conduct sport and recreation sessions
- **SISOOPS304A**: Plan for minimal environmental impact.
- **SISOODR302A**: Plan outdoor recreation activities
- **SISXRES301A**: Provide public education on the use of resources
- **SISXRSK301A**: Undertake risk analysis of activities
Calculator Orders for
Stawell Secondary College
VCE and Year 10 Advanced Mathematic Students

Please place your order online between:
31st October 2016 – 25th November 2016*

*** Please note: Once the portal expires you will need to order directly from the Abacus website and pay a delivery fee of $14.95 (incl. GST). Orders will then be sent to your nominated address via Toll Priority Couriers ***

Step 1: Go to the Abacus website: http://www.abacuscalculators.com.au

Step 2: Enter the School ID code on the right side of the homepage: STAWELLVIC

(You must do this step first to avoid the delivery fee. Please do not search for the product before entering the School ID code.)

Step 3: Select the product needed.
(Please note: No refunds given on incorrect purchase.)

• CASIO Classpad 400 CAS calculator $210.00 (incl. GST)
• Padded case $5.50 (incl. GST)

Step 4: Calculators ordered by the *25th November 2016 will be delivered to Stawell Secondary College for distribution in the week beginning 5th December 2016.

If you have any queries, please call 1800 998 424.

Please see conditions below:
All calculators are covered by a 2-year repair / replacement warranty.
Warranty: Please keep a receipt copy as proof of purchase. The student’s name will also be registered at Abacus.
Company Policy: No refunds given on incorrect purchase.
Please note: once the portal expires you will need to order directly from our website and pay a delivery fee of $14.95 (incl. GST). Order will then be sent via Toll Priority Couriers.