



# STAWELL SECONDARY COLLEGE

# 2020

## YEAR 11 & 12 HANDBOOK



RESPECT • EXCELLENCE • COMMUNITY



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# MESSAGE FROM THE PRINCIPAL

Dear Students, Parent and Carers,

Stawell Secondary College offers a curriculum that enables every student to plan their desired future pathway. Our subjects are indicatively blocked three years in advance so that each student will be able to see what subjects are available as they progress from Year 10 through to Year 12.

In Year 11 and 12 students focus on either the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) pathway. All students should consider their pathway carefully and select subjects that will challenge them academically. In order to be successful, these two years require considerable application from each student. The College provides the learning environment, structure and supports to assist students to achieve their goals.



Carlos Lopez  
Principal of Stawell Secondary College  
August, 2019

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# DAILY STRUCTURE

## BELL TIMES

TIME OF DAY	TIME
Morning Bell	9.00am
Home Group	9.05am
Period 1	9.17am
Period 2	10.05am
Recess	10.53am
Locker Bell	11.18am
Period 3	11.23am
Period 4	12.11pm
Lunch	12.59pm
Locker Bell	1.39pm
Period 5	1.44pm
Period 6	2.32pm
Dismissal	3.20pm





# SAMPLE TIMETABLE

Each student receives a timetable, also available on the Portal

**Teachers:** JHE - J. Hemley, STR - S. Tregoning, JPO - J. Pollock, CWH - C. White, RAN - R. Anastasio, GRA - G. Radovic, SSL - S. Slavich, JPN - J. Poulton, FDC - F. Deb Chaudhuri, RTA - R. Tatana, ZBU - Z. Burnett, WIL - W. Illig

You know your child's teachers

Welcoming  
home group  
meeting each  
morning

	Monday Week 1	Tuesday Week 1	Wednesday Week 1	Thursday Week 1	Friday Week 1	Monday Week 2	Tuesday Week 2	Wednesday Week 2	Thursday Week 2	Friday Week 2
Home Group	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03
Period 1	English C ENC -STR Room 19	Chinese Group B CHB7A-SSL L2	Performing Arts C PAC RTA Room 34	Maths C MAC -JPO,JPN Room 05	Science C SCC -FDC Room 09	Woodwork C WDC -CWH Room 26	Humanities C HUC -RAN Room 19	Maths C MAC -JPO,JPN Room 05	Maths C MAC -JPO,JPN Room 05	Science C SCC -FDC Room 09
Period 2	Maths C MAC JPO,JPN Room 05	English C ENC -STR Room 19	Performing Arts C PAC -RTA Room 34	English C 7NC STR Room 19	English C ENC -STR Room 19	Digital C DIGC-WIL Room 13	Chinese Group B CHB7A-SSL L2	PE C PEC ZBU Room 19	Chinese Group B CHBA-SSL Room 13	Maths C MAC OJP Room 05
Period 3	Woodwork C WDC -CWH Room 26	Woodwork C WDC CWH Room 26	PE C PEC -ZBU GY1	Lonsdale House Home Group 5 L511 & 12H- GRA,JHE Room 03	Chinese Group B CHB7A-SSL Room 13	English C ENC -STR Room 19	Maths C MAC-JPO,JPN Room 05	Performing Arts C 7PAC -RTA Room 34	Science C SCC FDC Room 12	Chinese Group B CHB7A-SSL Room 13
Period 4	Woodwork C WDC CWH Room 26	Maths C MAC JPO,JPN Room 05	PE C PEC -ZBU GY1	7Performing Arts C 7AC -RTA Room 34	Humanities C HUC-RAN Room 19	Maths C MA-JPO,JPN Room 05	English C ENC-STR Room 19	Performing Arts C PAC7 RTA Room 34	Lonsdale House Home Group 5 L511&12H- GRA,JHE Room 03	Performing Arts C PAC -RTA Room 34
Period 5	Humanities C HUC-RAN Room 19	Science C SCC -FDC Room 09	Maths C MAC -JPO,JPN Room 05	Humanities C HUC -RAN Room 19	English C ENC STR Room 19	Science C SCC -FDC Room 12	PE C PEC ZBU GY2	7English C ENC -STR Room 19	Woodwork C WDC -CWH Room 26	Humanities C HUC -RAN Room 19
Period 6	Humanities C HUCRAN Room 19	Science C SCC -FDC Room 09	Science C SCC -FDC Room 09	Chinese Group B CHB7A-SSL L2	PE C PEC -ZBU Room 19	Humanities C HUC RAN Room 9	PE C PEC-ZBU GY2	English C ENC STR Room 19	Woodwork C WDC CWH Room 26	Humanities C HUC7.3-RAN Room 19

# YEAR 11 and 12

## VCE and VCAL

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 2019

Assistant Principal – Senior School

VCE Coordinator

VCAL Coordinator

Registrar / VET & Careers Coordinator

Mr Aaron Dalziel

Ms Casey Gray

Mrs Sue Macaffer

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 2019, the cost for the camp was \$295. It is expected that the costs in 2020 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. We encourage students to make the most of these opportunities to further develop their skills as part of their lifelong journey.







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 4 sequences of Units 3 & 4 including three Units of English (Unit 1 and/ or 2, plus Units 3 and 4). The 16 Units can include some 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 Victorian Curriculum and Assessment Authority (VCAA).

Units 3 & 4 are assessed by School Assessed Coursework (SACs), School Assessed Tasks (SATs) and external examinations set by the VCAA. SAC and SAT scores account for a percentage of the overall subject score. The percentage weighting of each Unit's assessment 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

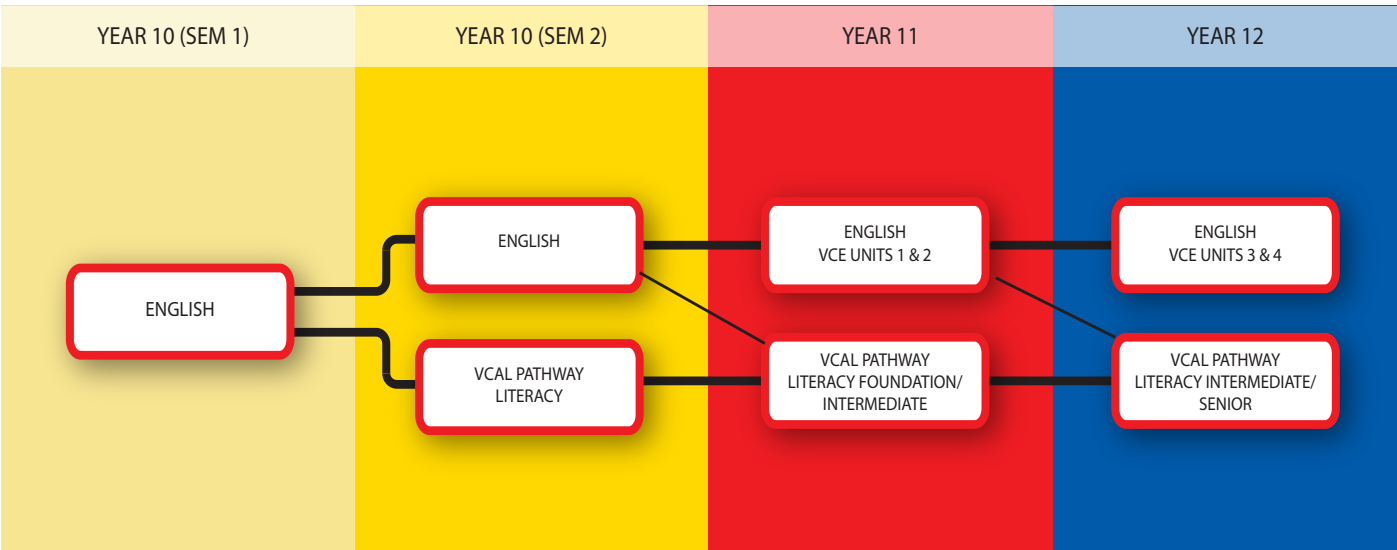
For more detailed descriptions about tertiary courses please see <http://www.vtac.edu.au/>







# ENGLISH



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, 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 end of unit written 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**

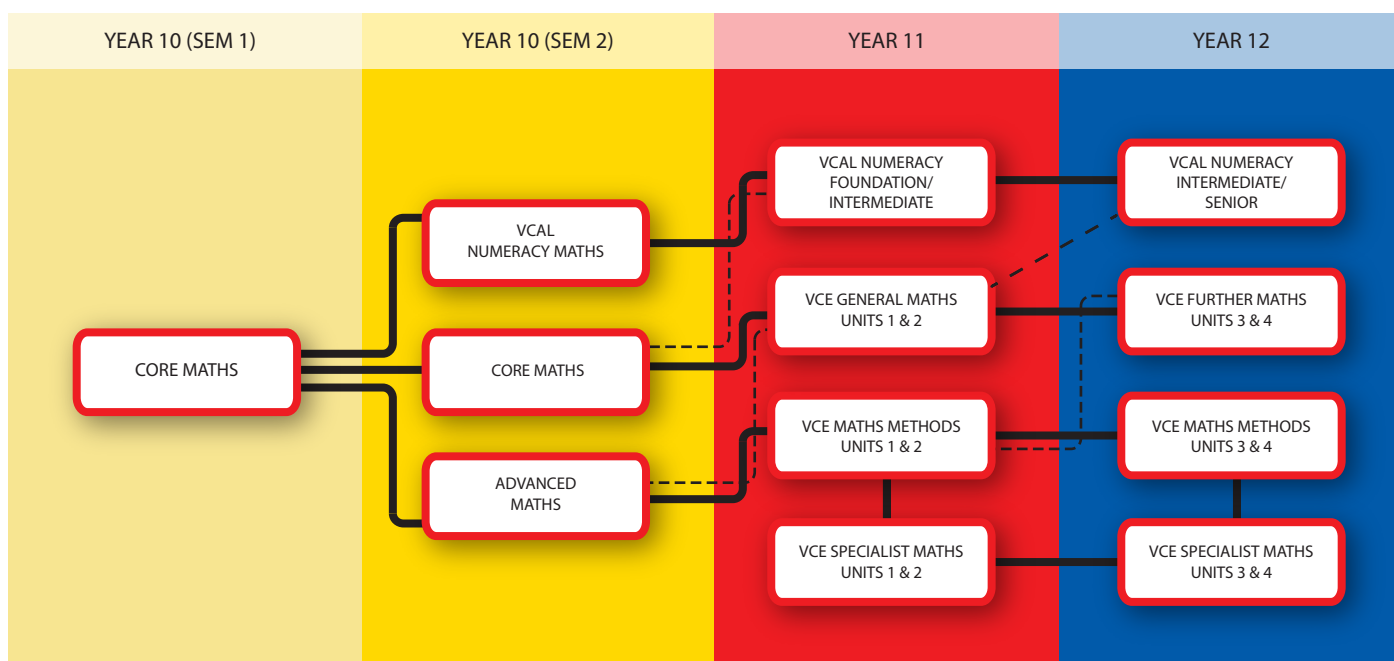
The student's level of achievement in Units 3 and 4 is also determined by an end-of-year examination.

The end-of-year examination contributes 50 per cent to the study score.

Duration: There will be 15 minutes reading time and 180 minutes writing time

School-assessed Coursework for the outcomes in Units 3 and 4 each contribute 25 per cent to the student's study score for English.

# MATHEMATICS



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 **MUST** undertake both Year 11 Maths Methods 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- \$250.50. The calculator can be purchased from retail outlets or the school supplier, Abacus (refer to the advertisement on page 48).

## YEAR 11

### **General Mathematics Units 1 & 2**

These Units are sequential and focus on the areas of: Arithmetic and Number, Algebra and Structure, Discrete Mathematics, 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 Units 3 & 4 to enter required courses.

### **Mathematical Methods Units 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 intending on undertaking a tertiary course with any mathematics components are strongly advised to enrol in this subject. Students will need to do this subject if they wish to study Mathematical Methods Units 3 & 4.

### **Specialist Mathematics Units 1 & 2**

This subject is designed to extend the work studied in Mathematical Methods Units 1 & 2, as well as introduce topics which provide an appropriate background for Specialist Mathematics Units 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 Units 3 & 4 are strongly advised to select this subject. This course will also provide a stronger background of mathematical knowledge for Mathematical Methods Units 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**

### **Further Mathematics Units 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 Units 3 & 4**

Mathematical Methods Units 3 & 4 builds on the knowledge and skills from Units 1 & 2. 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 Units 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**

Two examinations:

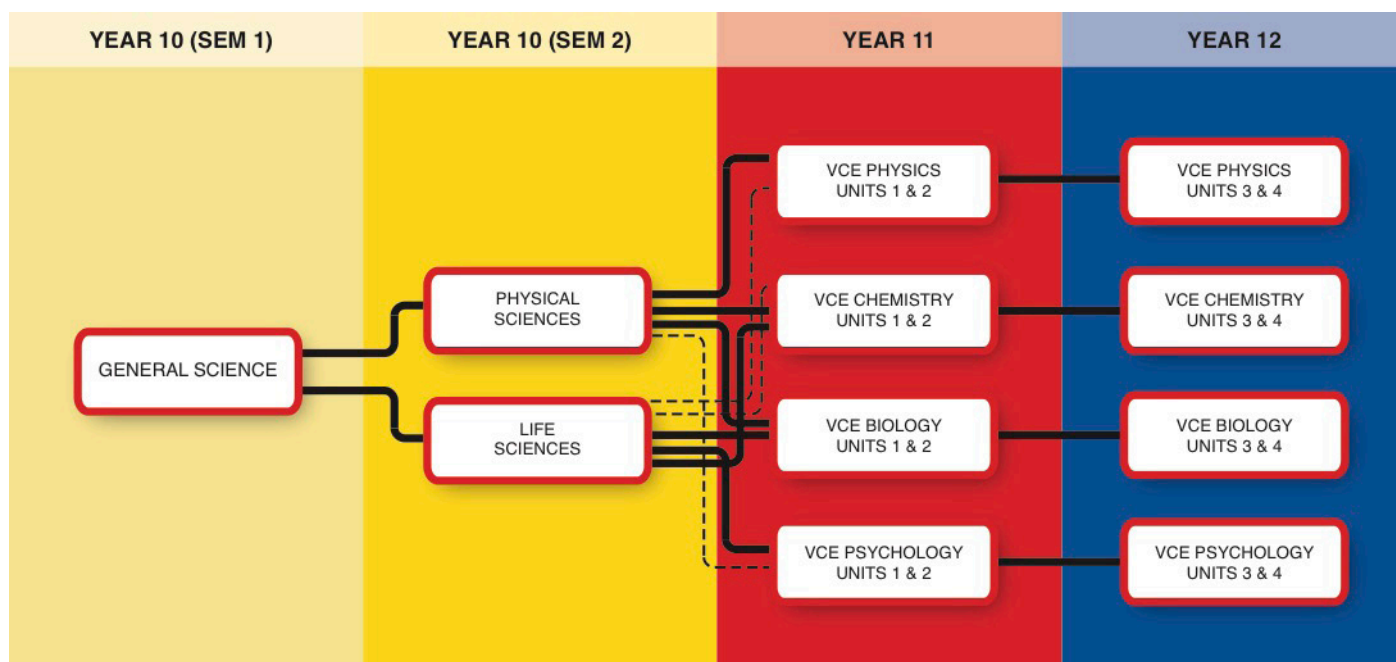
Paper One: Technology Free	22 per cent	Duration: 1 hour
Paper Two: Technology Active	44 per cent	Duration: 2 hours

### **Specialist Mathematics**

Two examinations:

Paper One: Technology Free	22 per cent	Duration: 1 hour
Paper Two: Technology Active	44 per cent	Duration: 2 hours

# SCIENCES



## BIOLOGY

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 completion of practical reports and end of unit written examinations.

### **Unit 3: How do cells maintain life?**

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

### **Unit 4: How does life change and respond to challenges over time?**

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species. A student practical investigation related to cellular processes and/or biological change and continuity over time 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 FOR UNITS 3 & 4**

School-assessed Coursework for the outcomes in Unit 3 will contribute 16 per cent and Unit 4 will contribute 24 per cent to the student's Study Score for Biology.

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, which contributes 60 per cent.

## **CHEMISTRY**

### **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 end of unit written 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.

## 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 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

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. The students extend their study of forces and motion in a unit which applies physics concepts practically to sport.

### **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 completion of practical reports and end of unit written 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.

## **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 Units 3 and 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**

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VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore connections 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 include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, 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?**

This unit allows students to investigate the structure and function of different aspects of the human brain, as well as the role that it plays in the overall functioning of the human body. Students study the two major nervous systems, as well as brain plasticity, development and damage. They consider different psychological theories of development, and examine case studies where different stages of development may not have occurred as expected. Students look into both classical and contemporary studies, and the contribution that they have made to the current understanding of the human brain and its functions, as well as 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?**

The study of Psychology utilises the application of the biopsychosocial model, this means that it takes a person's thoughts, feelings and behaviour into account. In this unit students investigate how the 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 that social cognition plays in a person's attitudes, as well as their perception of themselves and their relationships with others. Students explore a variety of factors and contexts that can influence the behaviours of both individuals and groups. They examine the contribution that both 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 are drawn from the following:

Brain modelling; a logbook demonstrating understanding and application of concepts studied; a research investigative report; media response; oral presentation; visual presentation; tests; essays; debates. Each unit is also assessed by written examination.

### **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.

### **Unit 4: How is wellbeing developed and maintained?**

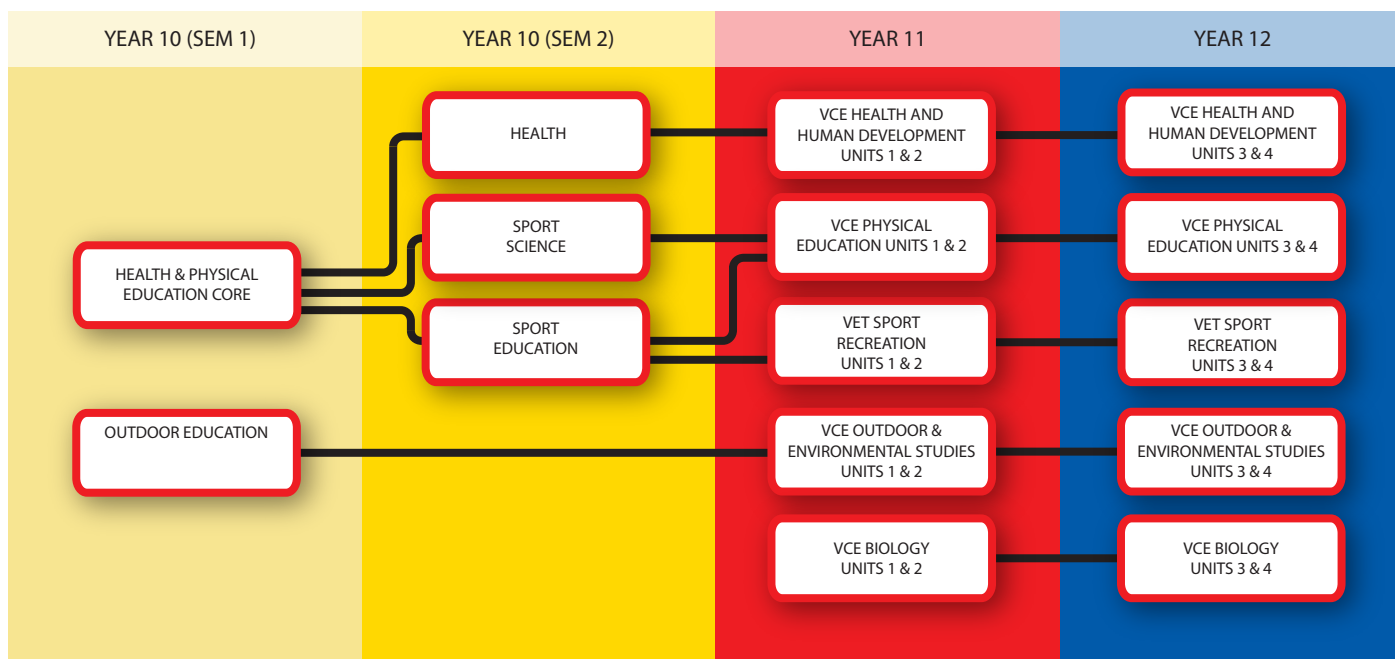
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. 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.

# HEALTH & PHYSICAL EDUCATION (HAPE)



## HEALTH & HUMAN DEVELOPMENT

### Unit 1: Understanding health & wellbeing

This unit looks at health and wellbeing as a concept and takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. The influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing will be considered and the measurable indicators of population health. With a focus on youth, students will investigate the major health inequalities among Australia's youth and the causes, as well as the role that the government and organisations play in addressing these. Students will research the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. The consequences of dietary imbalance will be a major focus. They will also consider factors that influence food practices and look at health promotion strategies to address these.

### Unit 2: Managing health & development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### ASSESSMENT FOR UNITS 1 AND 2:

Students are required to demonstrate achievement for three outcomes. As a set these outcomes encompass all areas of study. Assessment tasks are:

- Case study analysis
- Data analysis
- Visual presentation
- Written response
- Oral presentation
- Tests
- End of unit written examinations

### Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world.

Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, they will also examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion.

#### **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 focuses on global action to improve health, wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

#### **ASSESSMENT FOR UNITS 3 AND 4:**

School-Assessed Coursework for the outcomes in Units 3 and 4 will each contribute 25% to the students study score. The end of year examination will contribute 50%.

These assessments can include, but are not limited to:

- Case study analysis
- Data analysis
- Written responses

## **PHYSICAL EDUCATION**

### **Unit 1: Bodies 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.

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.

#### **ASSESSMENT:**

- End of unit written examination
- Cardiorespiratory System Test
- Practical lab write ups.
- Musculoskeletal System Test

### **Unit 2: Physical Activity, Sport and Society**

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. 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.

#### **ASSESSMENT:**

- End of unit written examination
- Physical Activity and Sport Written Report
- Physical Activity Folio



### **Unit 3: Movement skills and energy for physical activity**

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

Students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

### **Unit 4: Training to improve performance**

In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures. Students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

### **ASSESSMENT FOR UNITS 3 AND 4:**

School assessed coursework (SAC) for the outcomes in Units 3 and 4 will each contribute 25% to the students study score. These assessments can include, but are not limited to:

- Structured Questions
- Laboratory Reports
- Written Reports
- Reflection Folios
- Data Analysis

The end of year examination will contribute the remaining 50% of marks allocated to Unit 3 & 4 VCE PE.

## **OUTDOOR & ENVIRONMENTAL STUDIES**

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### **Units 1&2: Exploring Outdoor Experiences**

Units 1 and 2 examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### **ASSESSMENT:**

For these units students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Assessment tasks will be selected from the following:

- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- end of unit written examination
- written responses, including essays, short answers, weblogs, web discussion forums.

### **Special requirements**

Outdoor and Environmental Studies includes several external activities such as: bushwalking, surfing, snorkelling, canoeing and mountain biking. Many of these activities are external to the school and will run over several days. These activities/camps come at a cost that needs to be paid by the student. All effort is made to minimise these costs and it is estimated that the 3 camps (8 days of the year in total) will cost approximately \$300.

\*Please note that it is not a requirement of the subject that students must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject, however they are strongly aligned with the assessment. Students not participating will be given alternate work requirements to complete whilst the camp is in progress.

### **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.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

### **ASSESSMENT FOR UNITS 3 AND 4:**

School-assessed Coursework for Units 3 and 4 will each contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

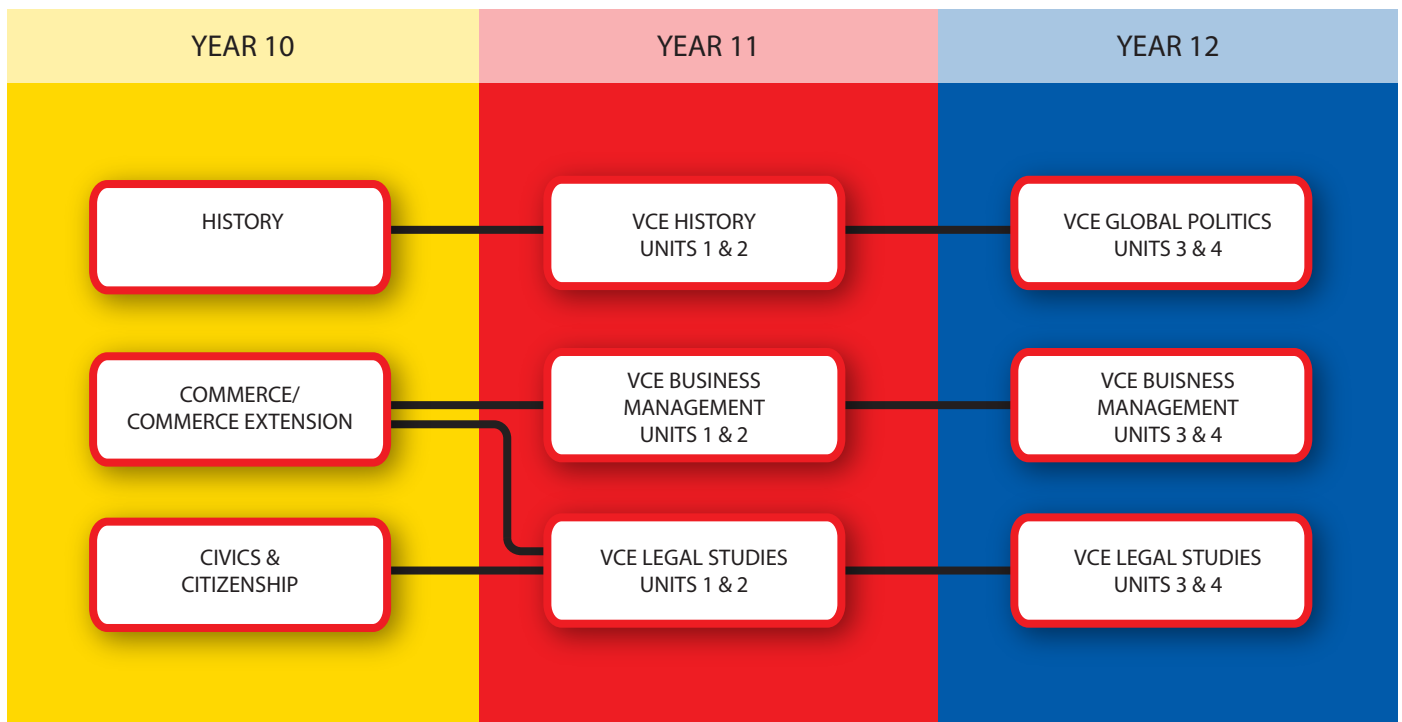
### **Special Requirements**

Outdoor and Environmental Studies includes several external activities such as: bushwalking, surfing, snorkelling, canoeing and mountain biking. Many of these activities are external to the school and will run over several days. These activities/camps come at a cost that needs to be paid by the student. All effort is made to minimise these costs and it is estimated that the 2 camps (4 days of the year in total) will cost roughly \$175.

\*Please note that it is not a requirement of the subject that students must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject, however they are strongly aligned with the assessment. Students not participating will be given alternate work requirements to complete whilst the camp is in progress.



# HUMANITIES



## 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 Units 1 & 2 History will be able to undertake Units 3 & 4 Global Politics. Units 1 & 2 History is designed to develop relevant historical knowledge for topics covered in Units 3 & 4 Global Politics.

## **LEGAL STUDIES**

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We have been offering Units 1 and 2 Legal Studies on alternate calendar years.

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

### **Unit 1: Guilt and liability**

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### **Unit 2: Sanctions, remedies and rights**

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.



# GLOBAL POLITICS

In Units 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 perspectives 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 3 and 4 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 3: Managing a business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

## **Unit 4: Transforming a business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.







### Chinese Language, Culture and Society

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 language and culture will be essential for the prosperity of Australia in years to come.

In 2018, the VCAA introduced a new VCE Chinese course – Chinese Language, Culture and Society, to encourage genuinely interested students from non-Chinese backgrounds to continue their pursuit in Chinese up to the VCE level. This course aims to integrate the content and language together, with some of the content material being delivered and assessed in English, which will be a huge advantage for non-Chinese background students!

Chinese is also scaled up significantly for the ATAR score, boosting admission chances at university.

The study of Chinese Language, Culture and Society is designed to enable students to:

- Use Chinese to communicate with others
- Understand and appreciate the cultural contexts in which Chinese is used
- Understand aspects of the cultural practices and traditions of communities which use the Chinese language
- Recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
- Understand their own culture(s) through the study of other cultures
- Understand language as a system
- Gain awareness of different attitudes and values within the wider Australian community and beyond
- Apply their understanding of Chinese language, culture and society to work, further study, training and leisure

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and skills. There are separate prescribed topics in each unit of this study which are organised under two strands:

- Chinese Language
- Culture and Society in Chinese-speaking communities (English)

The table below sets out the prescribed strands and topics for each unit:

Strand	Unit 1 topics	Unit 2 topics	Unit 3 topics	Unit 4 topics
Culture and Society in Chinese-speaking communities (English)	Chinese family culture, filial relationship and education	Chinese myths and legends, Chinese art	Chinese philosophies and aspects of culture	Contemporary Chinese social values
Chinese Language	Family and school life	Travel experiences, geography	Leisure, lifestyles, entertainment	Youth issues, world of work

### 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:

- interview in Chinese
- an oral presentation in Chinese
- Written research report in English
- role-play in Chinese
- informative article in Chinese
- Magazine article in English

Assessment will also include an end of unit examination.

### ASSESSMENT FOR UNITS 3 & 4:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examinations:
  - oral examination 15 per cent
  - written examination 35 per cent



## THE ARTS



# STUDIO ARTS

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## **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 is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit.

### **ASSESSMENT FOR UNITS 1 & 2:**

Students 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 School Assessed Coursework assessments and examinations 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 is 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 artists 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%.

# VISUAL COMMUNICATION DESIGN

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## **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 within Design Fields**

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 year's 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 examination at the end of each unit. This examination covers the skills and knowledge taught in all three outcomes of the unit.

## **Unit 3: Visual Communication Design Practices**

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: Visual Communication Design, Development, Evaluation 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 examination that contributes 35% to their study score.

# **VCE MUSIC PERFORMANCE & VCE MUSIC INVESTIGATION**

This course is currently only available via correspondence. Practical aspects are taught within the school but students must have organisational skills to manage all written work through the correspondence program. 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 targeted 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 end of unit examinations. 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 focused 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 examination will contribute 50% of the student's assessment. Duration: 25 minutes.

The end of year aural and written examination will contribute 20% of the student's assessment. Duration: One and a half hours.

### **Unit 3: Music Investigation**

Music Investigation Units 3 and 4 involve 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.

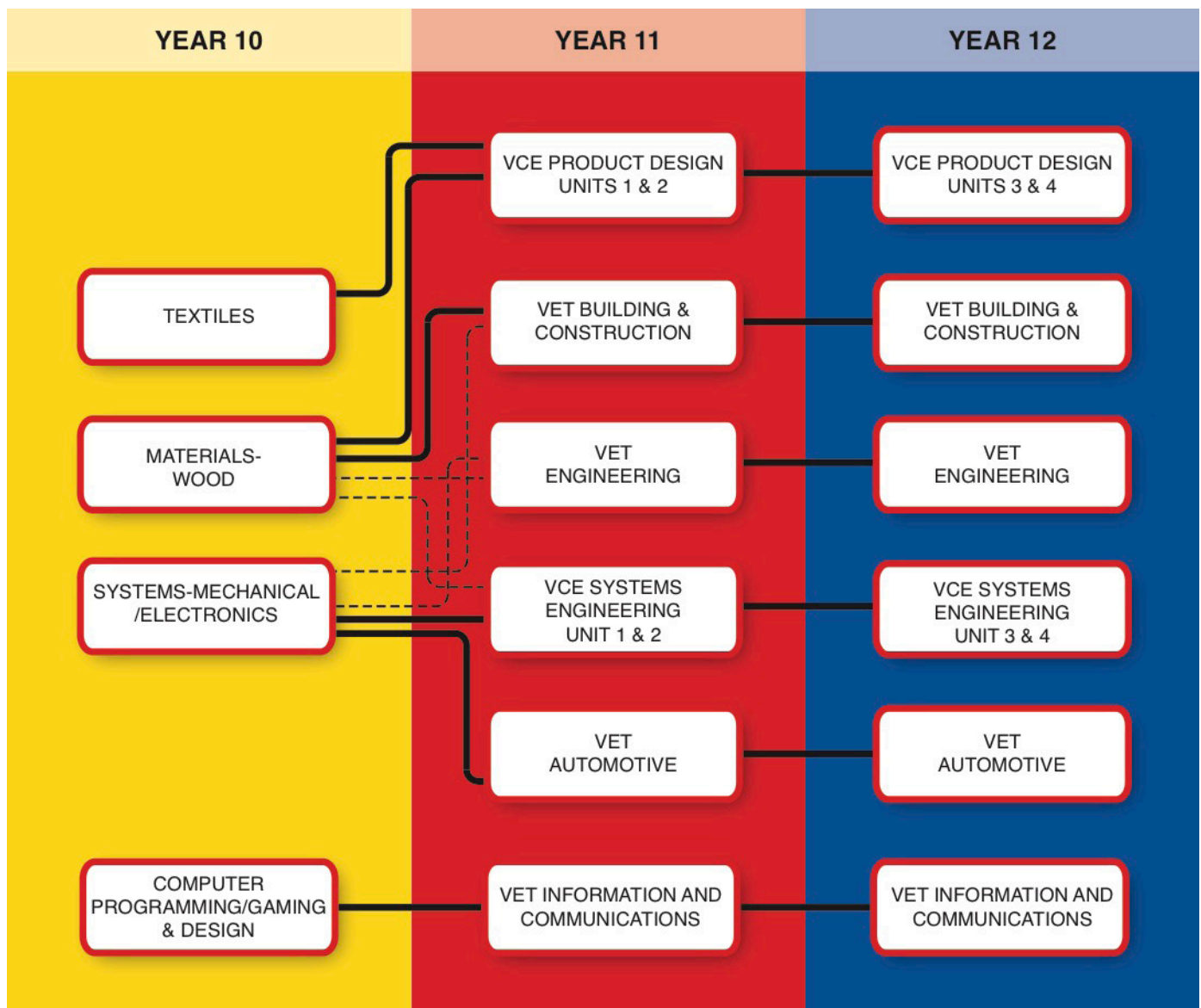
The end of year performance examination will contribute 50% of the student's assessment. Duration: 25 minutes.



## INSTRUMENTAL MUSIC

Students choosing VCE Music must also undertake lessons on an instrument. Instrumental Music is an extra program that runs parallel to the main timetable. VCE Music Units 3 & 4 usually require at least 4 years previous instrumental tuition. Instruments offered include Flute, Oboe, Clarinet, Alto or Tenor Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, 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

### Year 11

#### Unit 1: Introduction to Mechanical Systems

#### Unit 2: Introduction to Electrotechnology Systems

Systems Engineering Units 1 and 2, introduce 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 design 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:**

This will consist of course work, investigation essays, design and production folio, production work, evaluation reports and concepts and principles tests and end of unit written 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 design 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 contribute 20% to the student's Study Score

School Assessed Task (SAT): 50%

Written Examination: 30% Duration: 1.5 hours

## PRODUCT DESIGN & TECHNOLOGY

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#### **YEAR 11**

##### **Unit 1: Sustainable Product Redevelopment**

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

There are two areas of study for this Unit:

1. Sustainable redevelopment of a product.
2. Producing and evaluating a redeveloped product.

##### **Unit 2: Collaborative Design.**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

There are two areas of study for this Unit:

1. Designing within a team.
2. Producing and evaluating within a team.

#### **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 end of unit written examination.

### Unit 3: Applying the Product Design Process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

There are three areas of study for this Unit.

1. Designing for end users.
2. Product development in industry.
3. Designing for others.

### Unit 4: Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

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.

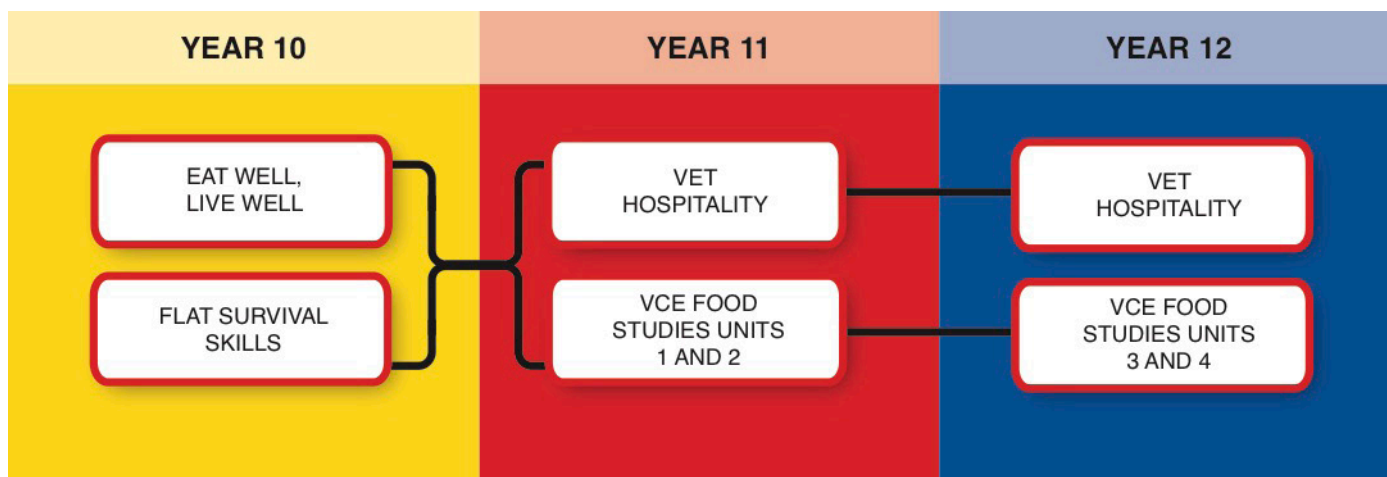
School-assessed Coursework for Unit 4 will contribute 8 per cent to the student's study score. The

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.







## FOOD STUDIES

### 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 a range of practical activities, oral presentations, written responses – media analysis, research inquiry, evaluations. Each unit will also be assessed by an end of semester written examination.



## VCAL STUDIES

Stawell Secondary College understands and values differentiating and personalising learning for its students. Part of this philosophy is the provision of the Victorian Certificate of Applied Learning (VCAL) for Year 11 and 12 students. VCAL gives young people practical work-related experiences, as well as literacy and numeracy skills and the opportunity to build personal skills important for life and work. 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.

The success of the VCAL program is evident through the opportunities it creates for students to develop work related skills and pursue pathways beyond school including TAFE, traineeships and apprenticeships. A VCAL week includes 3 days at school and 2 days undertaking a combination of training and structured on the job learning. VET training is an integral part of VCAL and is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level. VCAL courses provide practical education and training through hands-on learning. Students gain relevant skills and knowledge for work and life in our local and global communities.

Through involvement in many programs 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.

VCAL is accredited and certificates are issued at three award levels:

1. Victorian Certificate of Applied Learning (Foundation)
2. Victorian Certificate of Applied Learning (Intermediate)
3. Victorian Certificate of Applied Learning (Senior).

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression in the development of skills, knowledge and attributes. Your teacher or careers counsellor will help you decide which level is most appropriate for your needs.

To qualify for a VCAL certificate at any level, students must successfully complete a program containing at least ten units of study. Six of these must be at the certificate level or above. Students may carry credit forward from the previous award level into the level in which they are currently enrolled. However, credits allocated at Foundation level cannot contribute to the Senior Level. Each 90hrs of VET (Vocational Education & Training) completion gives a credit of one unit. Each VCE unit completion is also a credit of one unit, e.g. VCE Unit 1 Outdoor & Environmental Studies = 1 unit credit. However, students will be restricted in their VCE selection to VCE subjects listed in the VCAL strand table below and these may vary depending on teacher availability and timetabling constraints. If a student wishes to study additional VCE subjects outside of those mentioned in this table or not on offer to VCAL students at the time when subjects are selected, then they should choose the VCE pathway instead of a VCAL pathway.



Strand	Foundation	Intermediate	Senior
Literacy Skills	VCAL Literacy Skills Reading & Writing <b>Foundation or above</b> (at that certificate level or above)  Or VCE English	VCAL Literacy Skills Reading & Writing <b>Intermediate or Senior</b> level (at that certificate level or above)  Or VCE English	VCAL Literacy Skills Reading & Writing <b>Senior</b> level (at that certificate level)  Or VCE English Units 3&4
Numeracy Skills	VCAL Numeracy Skills Foundation or Unit 1 Intermediate or Unit 1 Senior  Or any VCE Maths or Chemistry, Physics, EnviroSci	VCAL Numeracy Skills <b>Foundation</b> or Unit 1 <b>Intermediate or Senior</b> (can be at the level below certificate level)  Or VCAL Advanced Numeracy Skills  Or any VCE Maths or Chemistry, Physics, EnviroSci	VCAL Numeracy Skills <b>Unit 1 Intermediate or Senior</b> (can be at the level below certificate level)  Or VCAL Advanced Numeracy Skills  Or any VCE Maths or Chemistry, Physics, EnviroSci
Industry Specific Skills	VET Certificates Or VCE Technology Studies (Product Design/ Food Studies) Or VCE Studio Arts Or VCE Visual Communication & Design	VET Certificates	VET Certificates <b>Level II or above</b>
Work Related Skills	VET Certificates Or Any VCE Technology Studies (Product Design/ Food Studies) Or VCE Outdoor & Environmental Studies	VET Certificates Or Any VCE Technology Studies (Product Design/ Food Studies) Or VCE Outdoor & Environmental Studies	VET Certificates <b>Level II or above</b> Or Any VCE Technology Studies (Product Design/ Food Studies) Or VCE Outdoor & Environmental Studies

**Literacy Skills Strand Purpose:** To enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

**Numeracy Strand Purpose:** To enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

**Industry Specific Skills Strand Purpose:** To enable the development of skills, knowledge and attributes related vocational contexts in preparation for progression to further learning or employment. The VET courses offered may include Automotive, Building and Construction, Children Services, Hairdressing, Hospitality, Information Technology, Sport and Recreation. ALL students completing a VCAL certificate must complete a VET course and related work placement.

**Work Related Skills Strand Purpose:** To develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

**Personal Development Skills Strand Purpose:** To develop knowledge, skills and attributes that lead towards: self-development, social responsibility, building community, civic and civil responsibility (through volunteering and working for the benefit of others), improved self-confidence and self-esteem, valuing civic participation in a democratic society. Students will have the opportunity to plan, organise and carry out projects with community organisations including CFA, sports clubs, primary schools, Project Platypus, Parks Victoria and BlazeAid. They also have an opportunity to plan and participate in camps and excursions to enable their projects and to develop their capacity and group cohesion.

#### **How long should the VCAL take me to complete?**

VCAL is a flexible pathway and the time it takes to complete VCAL units and a VCAL certificate level varies. Students are encouraged to discuss and plan their VCAL pathway with their teachers and the VCAL coordinator. A VCAL program level may be successfully completed and the next level started, at any stage during the year. VCAL certificates and statement of results are awarded at the end of a school year for any level successfully completed. Some students might choose the VCE pathway in Year 11 and then a VCAL pathway in Year 12.

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

If you change your mind and want to swap from the VCAL to the VCE, or pursue the VCE after completing a VCAL certificate, completed units recognised by Victorian Curriculum and Assessment Authority (VCAA) for VCE will be credited towards your VCE. However, it is possible that you will need to remain at school for at least one additional year (three senior school years) to complete all requirements for VCE.

#### **An example of a Year 11 student's VCAL timetable:**

Semester One	Semester Two
VCAL Literacy Skills Reading and Writing	VCAL Literacy Skills Oral Communication
VCAL Numeracy Skills Unit 1	VCAL Numeracy Skills Unit 2
VCAL PDS Unit 1	VCAL PDS Unit 2
VET Cert II 90+ hrs	VET Cert II 90+ hrs
VCE Product Design (Wood) Unit 1	VCE Product Design (Wood) Unit 2

#### **Assessment:**

The award of satisfactory achievement for a VCAL unit (subject) requires students achieving all of the learning outcomes/elements specified for the unit. Students must keep an ordered and detailed evidence portfolio of their accumulated work. This includes planning, drafting, editing and final copies. A range of assessment methods and task types determine achievement. These may include:

- evidence accumulated through project or program participation
- awards from other recognised programs
- internet usage, blogs, wikis, podcasts, use of other information communication technologies
- self-assessment, peer assessment of practical demonstrations or written/oral presentations
- teacher observation and/or checklists
- reflective journals, logbooks
- oral or written reports and investigations
- notes from group discussions and observations
- video of debates, role plays, performing practical tasks

Visit the following site for further information about VCAL:  
<https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx>



## VET PROGRAMS 2020

In 2020 students wishing to study a VET will have the option of studying the following programs at the below locations. A bus service will be provided to students to travel to these locations:

### Stawell Secondary College

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

Refer to description in this booklet - page 39

#### **Certificate III in Information, Digital Media & Technology (ICT30115)**

Refer to description in this booklet - page 40

#### **Certificate II in Salon Assistant (SHB20216)**

Refer to description in this booklet - page 41

### Ararat Secondary College

#### **Certificate III in Health Services Assistance**

Refer to description in this booklet - page 41

#### **Certificate II in Hospitality (Kitchen Operations)**

Refer to description in this booklet - page 42

### Marian College - Ararat

#### **Certificate II in Wine Industry Operations (FDF20411)**

Refer to description in this booklet - page 43

#### **Certificate II in Engineering Studies**

### Horsham/Longerenong

Certificate II in Agriculture (AHC20116)

Certificate II in Building & Construction

Certificate III in Community Services (CHC32015)

Certificate II in Dance (CUA20113)

Certificate II in Electrotechnology (UEE22011)

Certificate II in Furniture Making Pathways (MSF20516)

Certificate II in Horticulture (AHC20416)

Certificate II in Music Industry (CUA20615)

Certificate II in Plumbing - Pre Apprenticeship (22304VIC)

Certificate II in Retail Cosmetics (SHB20116)

Certificate III in Screen & Media (CUA31015)

Certificate III in Sport & Recreation (SIS30115)

Certificate III in Visual Arts (CUV30111)

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 Wimmera Southern Mallee VET Cluster handbook.



# VET PROGRAMS 2020 - MATERIAL FEES

## **Stawell Secondary College**

### MATERIAL COSTS

Certificate II in Automotive Studies (Pre-vocational)	\$300
Certificate II in Salon Assistant (SHB20216)	\$300

## **Ararat Secondary College**

Certificate III in Health Services Assistance	\$150
Certificate II in Hospitality (Kitchen Operations)	\$275 + compulsory \$80 for uniform

## **Horsham/Longerenong**

Certificate II in Agriculture (AHC20116)	TBA
Certificate II in Building & Construction	\$250
Certificate III in Community Services (CHC32015)	\$120
Certificate II in Dance (CUA20113)	\$50
Certificate II in Electrotechnology (UEE22011)	\$135
Certificate II in Furniture Making Pathways (MSF20516)	\$230
Certificate II in Horticulture (AHC20416)	\$21
Certificate II in Music Industry (CUA20615)	\$80
Certificate II in Plumbing - Pre Apprenticeship (22304VIC)	\$125
Certificate II in Retail Cosmetics (SHB20116)	\$200
Certificate III in Screen & Media (CUA31015)	\$30
Certificate III in Sport & Recreation (SIS30115)	\$200
Certificate III in Visual Arts (CUV30111)	TBA





# 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, the school Registrar and 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.

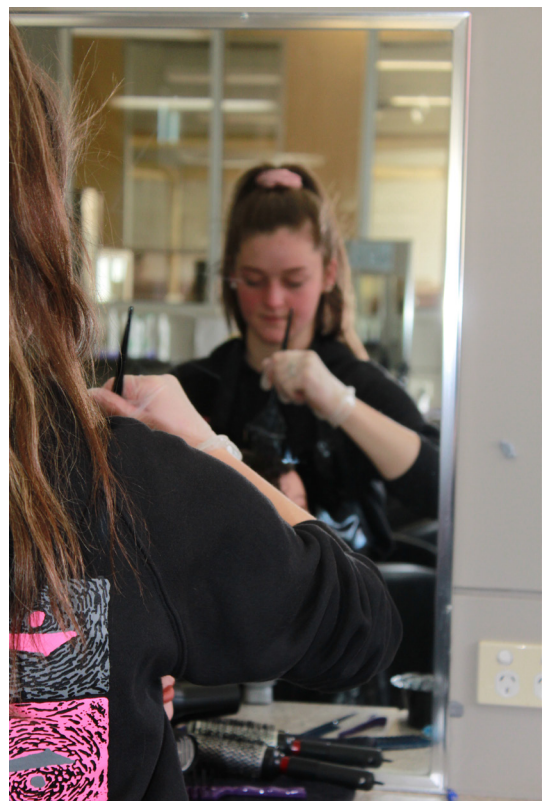
# STRUCTURED WORKPLACE LEARNING

Structured Workplace Learning allows students to acquire skills and knowledge in an industry setting as part of an accredited vocational training program (VET/VCAL). 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.





## 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*

*Materials Fee: \$300*

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 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**

# INFORMATION & COMMUNICATIONS TECHNOLOGY

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## **Certificate III in Information, Digital Media & Technology (ICT30115)**

*Location: Stawell Secondary College*

*RTO: IVET*

*Duration: 2 Years*

*Work placement requirements: 10 days Strongly Recommended*

*Materials Fee: \$200*

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.

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.

### **Learning Areas:**

- Producing digital images
- Social media
- Operating software packages
- Building websites
- Equipment maintenance
- Providing ICT assistance

### **Job Opportunities:**

- School technical support
- Technical support in an organisation
- Help desk assistant
- ICT operations support
- ICT user support
- PC support

### **Credit in the VCE or VCAL**

Recognition of up to two units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

Note: Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.



# HAIRDRESSING & BEAUTY

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## **Certificate II in Salon Assistant (SHB20216)**

is offered in partnership via auspicing with registered organization: Australian Institute of Education and Training RTO Number: 121314.

Student Handbook and Parent Handbook can be downloaded from the website:  
[https://aiet.edu.au/images/AIET\\_Student\\_Handbook\\_2019.pdf](https://aiet.edu.au/images/AIET_Student_Handbook_2019.pdf)

*Location: Stawell Secondary College*

*RTO: AIET*

*Duration: 2 Years*

*Work placement requirements: 40 hours of workplacement is required*

*Materials Fee: \$300*

### **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
- Certificate III in Beauty Services

### **Course Units 2019**

- SHBHIND001 Maintain and organise tools, equipment and work areas.
- SHBHDES001 Dry hair to shape
- SHHBHAS001 Provide shampoo and basin services.
- SHBXCCS003 Greet and prepare clients for salon services.
- SHHBHAS002 Provide head, neck and shoulder massage for relaxation.
- SHBHCLS001 Apply hair colour products.
- SHBBNLS001 Provide manicure and pedicure services.

**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.

# HEALTH ASSISTANCE

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## **Certificate III in Health Services Assistance**

*Location: Ararat Secondary College*

*RTO: To Be Confirmed*

*Duration: 2 Years*

*Work placement requirements: Mandatory – 80 hrs minimum over total program*

### **Aim of the Program**

This program provides students with knowledge and experience in relation to working in the health industry to provide assistance to health professionals.

This program is designed for those students pursuing a career in the health industry in the future. The program includes basic training in medical terminology, first aid and health related care.



1st year Units of Competency can include

- Interpret and apply medical terminology appropriately
- Recognise healthy body systems
- Provide individualised support
- Transport individuals
- Promote innovation in a team environment
- Provide cardiopulmonary resuscitation

2nd year Units of Competency can include

- Communicate and work in health or community services
- Work with diverse people
- Comply with infection prevention and control policies and procedures
- Participate in workplace health and safety
- Assist with client movement
- Respond effectively to behaviours of concern
- Maintain a high standard of service
- Provide first aid
- Follow basic food safety practices

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## HOSPITALITY

### **Certificate II in Hospitality (Kitchen Operations)**

Location: Ararat Secondary College

RTO: IMVC

Duration: 2 Years

Work placement requirements: 10 days Strongly Recommended

#### **Aim of the Program:**

Provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served.

With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

Course Units will include:

- Use hygiene practices for food safety
- Source and use information on the hospitality industry
- Work effectively with others
- Participate in safe work practices
- Prepare simple dishes
- Present food
- Maintain the quality of perishable items
- Produce dishes using basic methods of cookery

Employability skills are:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable training package users to identify accurately the performance requirements of each unit with regards to employability skills.

Students will receive a Statement of Attainment for units completed.

# WINE INDUSTRY

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## Certificate II in Wine Industry Operations

Location: Marian college - Ararat  
RTO: Melbourne Polytechnic  
Duration: 2 Years

### Aim of the Program:

This qualification provides vocational skills for work in the wine industry. A range of specialist electives are included covering skills used in the following wine industry operational areas: bottling and packaging cellar door sales cellar operations laboratory warehousing wine grape growing. The FDF20411 Certificate II in Wine Industry Operations targets those working within a production or production support role. Job roles in the industry often vary in the degree of skill specialisation and the qualification packaging rules reflect this diversity through allowing a choice of specialist electives in one specialisation area or a combination of grape growing, cellar operations, bottling and packaging, warehousing, laboratory and cellar door sales work.

### Course Units

- Applying Sampling Procedures
- Operate the Pressing Process
- Operate the Crushing Process
- Perform Fermentation Operations
- Canopy Maintenance
- Pick Grapes by hand
- Hand Prune Vines
- Implement the Food safety program and Procedures
- Pests and Diseases
- Participate in OH&S Processes
- Carry out transfer operations
- Prepare and make additions and finings
- Clean and sanitise equipment
- Operate the irrigation system
- Provide and apply workplace information
- Apply quality systems and procedures
- Participate in environmentally sustainable work practices.

10% contribution to VCE.

# ENGINEERING

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## Certificate II in Engineering Studies

Location: Marian college - Ararat  
RTO: Educational Living  
Duration: 2 Years

### Aim of the Program:

Certificate II in Engineering Studies provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades. Units 1 and 2 cover areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities. Depending on the electives chosen, Units 3 and 4 cover areas such as producing basic engineering sketches and drawings, handling engineering materials, fabricating basic jewellery items and assembling and testing electronic engineering equipment and making it operational. Certificate II in Engineering Studies prepares students for an engineering apprenticeship which can lead into a range of careers in the engineering and manufacturing industries, including roles in conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products. As a qualified tradesperson occupations may include: boiler maker, welder, tool/die maker, hydraulics/avionics/mechanical technician, draftsman, mechanical fitter.

Course Units include;

- Create engineering drawings using computer aided systems
- Perform basic machining processes
- Participate in environmentally sustainable work practices
- Perform computations
- Apply principles of occupational health and safety in the work environment
- Organise and communicate information
- Interact with computing technology
- Use hand tools
- Use power tools/hand held operations
- Apply metallurgy principles
- Use computer aided drafting systems to produce basic engineering drawings
- Produce basic engineering graphics

10% contribution to VCE.



## **Calculator Orders for Stawell Secondary College VCE and Year 10 Advanced Mathematic Students**

*Please place your order online between:  
1st October 2019 – 12th January 2020\**

*\*\*\* 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 fx-CP400 calculator	\$240.00	(incl. GST)
• Protective Padded case	\$5.50	(incl. GST)
• Stylus Pen (spare)	\$5.00	(Incl. GST)

*Step 4: Calculators ordered by the 12th January 2020 will be delivered to Stawell Secondary College for distribution week beginning 4th February 2020.*

*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.*







Department of Education & Training  
CRICOS Provider Code: 00861K