

# STAWELL SECONDARY COLLEGE



## YEARS 10 - 12 HANDBOOK

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### 2024

PARTICIPATION • ASPIRATION • INCLUSION • RESILIENCE • RESPECT

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# YEAR 10 PROGRAM

## STUDENT INFORMATION

In Year 10, students study six subjects per semester, twelve per year.

Each student's learning plan must include

- English (two semesters)
- Mathematics (two semesters)
- Science (one semester)
- Health and Physical Education (one semester)
- One subject from the humanities
- One subject from each of the Arts and Technology

Year 10 students may be considered for a VCE subject depending on their learning pathway and the support and recommendation of their subject teachers. This is subject to availability of a place in the desired class. Any student considering a VCE subject will need to complete the VCE application form and submit the application to the Registrar.

Year 10 students may be considered for a VET subject under special circumstances. This would need to be confirmed by the VET/VM Coordinator for recommendation to the Principal, and is subject to availability of a place in the desired class.

## WORK EXPERIENCE

The college aims to develop fully the talents and capacities of all students in the skills relating to employment and an understanding of the work environment, in order to maximise their choices for further work or study.

Students 15 years and older are encouraged to gain firsthand experience in the workplace, through the Department of Education & Training Work Experience program. These workplace experiences can assist a student with career research, subject selection and skill development.

Work experience in Year 10 involves students undertaking a week long placement that broadens their experience and understanding of the world of work and career opportunities in general. Students observe different aspects of work and may assist with tasks allocated by their supervisor.

## 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.

## VCE PROGRAM

Studying the Victorian Certificate of Education is generally designed to be taken in Years 11 and 12. You can also apply to study a VCE subject in Year 10. In doing so this will give you an early understanding of the requirements of the VCE and will prepare you well for Year 11.

### Year 10 Students wishing to study a VCE subject.

It is possible for Year 10 students to select a VCE unit as part of their Year 10 studies. There are advantages for students considering this option. By selecting a VCE Unit 1 & 2 in Year 10, students will be able to complete a VCE Unit 3 & 4 in Year 11. This will give them an extra unit in their VCE Year 12 studies and additional enhancement towards their ATAR score for selection into tertiary studies. Studying a VCE unit while in Year 10 assists students in developing their study habits and students are also exposed to the rigours of VCE. The selection of a VCE unit in their course will replace one of their year 10 elective options. If your child is wishing to take up this option they need to complete the "VCE/VET Subject Request at Year 10" form that is found at the back of this handbook.



# YEAR 11 and 12

## VCE and VCE Vocational Major

In Years 11 & 12 students are able to select either a VCE or VCE Vocational Major 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 2023**

VCE Coordinator - Courtney McIlvride

Vocational Major Coordinator - Helen Giles

Registrar / VET & Careers Coordinator - Cindy Bibby

Leading Teacher: Senior School: Zoe Jones





## VCE STUDIES

The Victorian Certificate of Education (VCE) is a two-year certificate, and 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 set of studies you will undertake to complete your VCE. A VCE study is made up of units. A Unit is half a year (one semester) in length. A VCE program will generally consist of 20 to 24 units taken over two years, with Units 1 and 2 usually taken in Year 11 and Units 3 and 4 in Year 12. If you are planning to undertake Unit 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**

Students are required to demonstrate a satisfactory level of understanding of the key concepts and skills within the units. In all units, the understanding is assessed through a combination of assignments, tests, presentations and examinations. For information about the key concepts within each 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). Assessments are to be conducted under strict conditions and need to be adhered to by all staff and students. Absence at the time of an assessment will need to be followed up with a medical certificate or statutory declaration.

### **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**

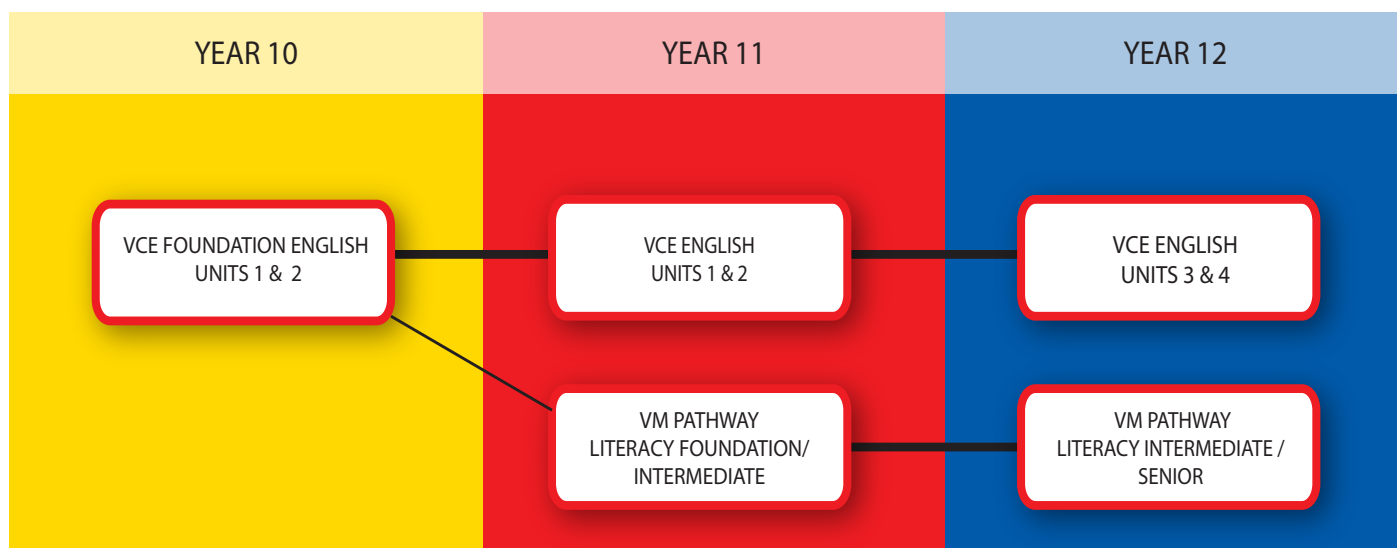
For more detailed descriptions about tertiary courses please see <http://www.vtac.edu.au/>





# SUBJECTS

## ENGLISH



VCE English focuses on how the English language is used to create meaning in written, spoken and multimodal texts of varying complexity. The literary texts selected for study are varied, incorporating both historical and contemporary novels and films. VCE English contributes to the development of individuals capable of critical and creative thinking, aesthetic appreciation and creativity, as well as developing the ability to create and analyse texts. 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.

### YEAR 10

#### FOUNDATION ENGLISH VCE Units 1 & 2

The VCE Foundation English course at Year 10 is designed to develop and extend students' language competencies in reading, writing, speaking and listening. At this level, students begin to explore and respond to more complex ideas and issues through reading and viewing a wide range of texts. A wide variety of texts are studied, which may include plays, news articles, short stories, poetry, novels, films and workplace texts. Responses to texts will be required both in writing and orally at different points throughout



each unit. In Foundation English, students study the effects that audience and purpose have on texts and start to apply this knowledge when constructing appropriate written and spoken texts of their own. The flexible design of Foundation English caters for a wide range of students including those with a more vocationally orientated approach to English who may be aiming to directly enter the workforce upon completing their senior secondary studies; those intending to undertake VCE – Vocational Specialisation in Years 11 and 12, and those students who wish to strengthen and refine their literacy skills to support their study in VCE English or English as an Additional Language (EAL) in Years 11 and 12.

## YEAR 11

### Unit 1

Students read and respond to texts both analytically and creatively. They use elements of a studied text such as vocabulary, text structure, language features and ideas. Students use these elements to respond both through analytical essay writing and personally responding to texts in a variety of writing forms. Discussing ideas and elements of texts is a major aspect of learning in Unit 1-4.

### Unit 2

Students develop their reading, comprehension and analytical skills. They explore and analyse language features and how authors have used these to create meaning in their texts, drawing on characters, society, history and culture. Students learn how arguments are developed and delivered in many forms of media. They learn how to analyse, craft, and present their own persuasive texts.

## YEAR 12

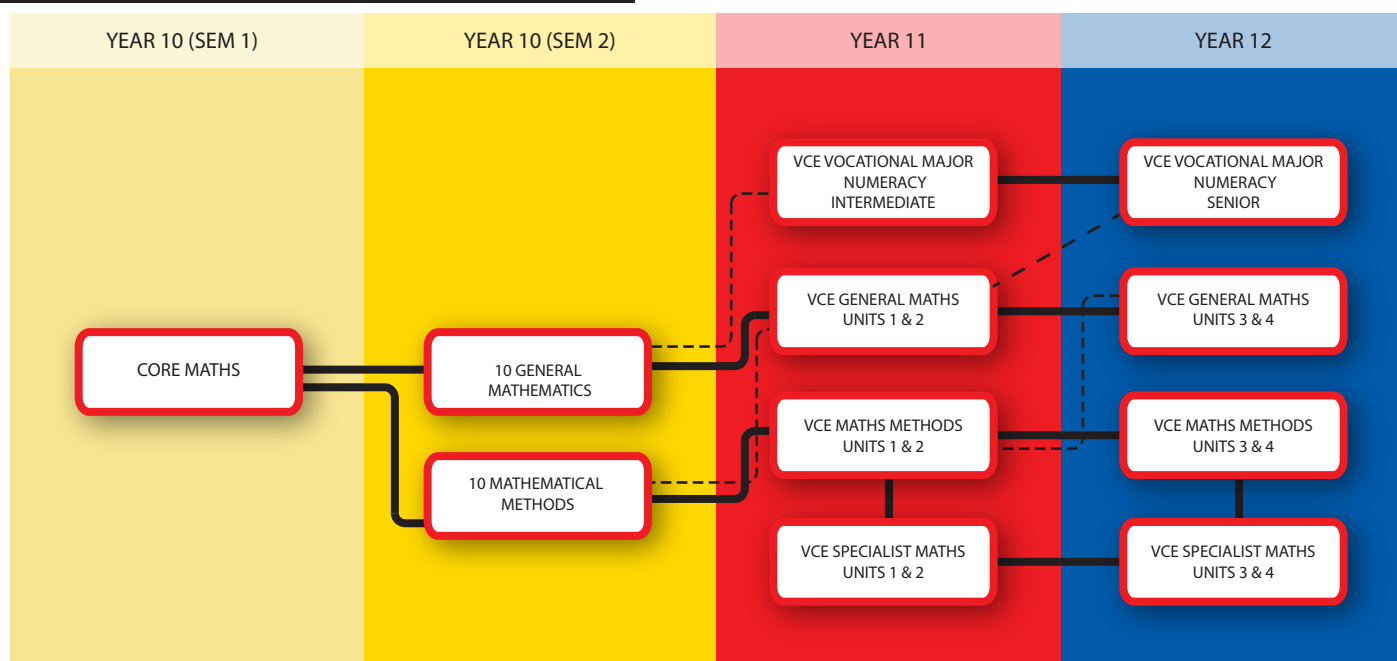
### Unit 3

The Unit 3 focal point is reading and responding to a variety of texts using skills developed in previous years. Students read texts and analyse their ideas, concerns and values, understand vocabulary, structure and features. They study these aspects and respond analytically, then use a variety of texts and their elements to influence their creative response.

### Unit 4

In this unit, students further sharpen their explicit and implicit analysis of ideas, concerns and values presented in texts. Through the analysis of a text, as well as the analysis of argumentative writing and a persuasive oral presentation, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

# MATHEMATICS



## YEAR 10

Our Year 10 mathematics program takes into account the needs and aspirations of our students while providing access to practical and challenging mathematical learning. In Semester 2, students begin to focus on their future pathways and will choose one of Advanced Maths, Core Maths or Numeracy to support their future senior studies.

Our units are designed to meet the requirements of the Victorian Curriculum at level 10 and cover the three strands :

- Number & Algebra
- Pythagoras Theorem
- Patterns & Algebra
- Trigonometry Statistics & Probability
- Linear Relationships Measurement & Geometry
- Chance
- Measurement

### Semester 2

Students undertaking 10 Mathematical Methods are working towards developing skills at Victoria Curriculum Level 10A. Students will develop skills and understanding that will support the skills and concepts with Mathematical Methods & Specialist Mathematics in Year 11.

#### Areas covered include:

- Number & Algebra
- Pythagoras Theorem
- Chance
- Non linear relationships & their graphs
- Trigonometric Functions Statistics & Probability
- Patterns & Algebra, Measurement & Geometry

### General Mathematics

Students undertaking General Mathematics are continuing developing their skills and working towards Level 10, in addition to building the foundations to undertake VCE General Mathematics

- Number & Algebra
- Data Representation & interpretation
- Linear Relationships & their graphs, Measurement & Geometry
- Using Units of Measurement, Statistics & Probability
- Financial Mathematics

It is strongly recommended that students purchase a Casio Classpad 400 for \$255.50, which can be retained and used in Year 11 & 12.



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

provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. (VCAA 2021)

## **YEAR 11**

General Mathematics Units 1 & 2: The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

## **YEAR 12**

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

**Mathematical Methods Units 1–4** provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

## **YEAR 11**

Mathematical Methods Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

## **YEAR 12**

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, relations and Graphs', 'Calculus', 'Algebra, number and structure' and 'Data Analysis, Probability and Statistics'.

Students are expected to be able to effectively use the technology (CAS calculator) to support and aid their solution processes.

**Specialist Mathematics Units 1–4** provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

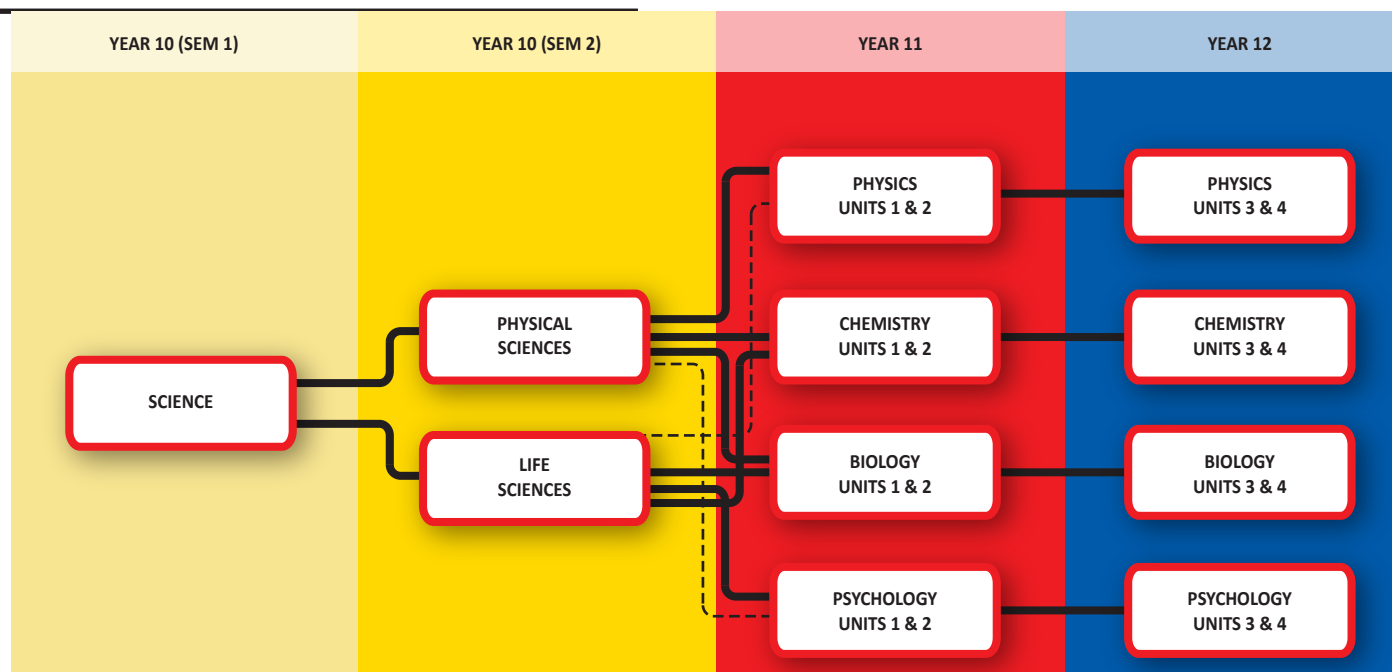
## **YEAR 11**

Specialist Mathematics Units 1 & 2: The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

## **YEAR 12**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

# SCIENCES



## YEAR 10

Students in Year 10 General Science will focus on understanding key phenomenon that underpin our world. During the first semester, Year 10 students will also focus on refining their scientific skills that will help them prosper in their future studies.

The topics covered in Year 10 are:

- Global Systems
- The Universe
- Chemical Bonding
- Speed and Velocity

## LIFE SCIENCES

Year 10 Life Sciences focuses on the study of biological and psychological sciences. Students will be introduced to the ways humans have survived and evolved throughout history, and the theories of evolution. Students will explore the transmission of heritable characteristics from one generation to the next, the role of DNA and genes. They will also begin to understand what Psychology is and how it is applied to life.

The topics covered in Life Sciences Year 10 are:

- genetics
- evolution
- psychology
- forensics

**Further Studies:** Life Sciences is the preferred pathway to VCE Biology and/or VCE Psychology. Students can still access VCE Chemistry & VCE Physics with Life Sciences.

## PHYSICAL SCIENCES

Physical Science is designed to develop and extend students' understanding of Chemistry and Physics beyond what is covered by Year 10 General Science. It is aimed to give students a deeper understanding of scientific and experimental procedures and the fundamental concepts necessary for study of sciences at higher levels.

The topics covered in Physical Science Year 10 are:

- the periodic table
- energy transformations
- force and motion
- chemical bonding
- units and vectors
- chemical reactions
- acids and bases

**FURTHER STUDIES:** Physical Science is the preferred pathway to VCE Chemistry and/or VCE Physics. Students can still access VCE Biology & VCE Psychology with Physical Science.



## BIOLOGY

Biology seeks to understand and explore the nature of life, past and present. VCE Biology enables students to investigate the dynamic relationships between organisms, their interactions with the non-living environment, and the processes of life. From the molecular world of the cell to that of the whole organism, which maintains life and ensures its continuity.

### YEAR 11

#### **Unit 1: How do organisms regulate their functions?**

In this unit students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death, and the role of stem cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### **Unit 2: How does inheritance impact on diversity?**

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on diversity. They explore the relationship between DNA, genes, chromosomes and how this can be influenced by the environment. Students explain the inheritance of characteristics and predict traits using genetic crosses. Other topics students explore include asexual and sexual reproduction, and cloning. Students explore adaptations, interdependences between species, focusing on how keystone species play an important role in an ecosystem. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

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

In this unit students investigate the workings of the cell. They study the synthesis, structure and

### YEAR 12

function of nucleic acids and proteins to gain an understanding of how genes are regulated. They will explore the chemistry of cells by examining the nature of biochemical pathways such as photosynthesis and cellular respiration. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using various forms of evidence. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined, or replaced when challenged by new evidence.



# CHEMISTRY

VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

## YEAR 11

### Unit 1: How Can The Diversity Of Materials Be Explained?

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

### Unit 2: How do chemical reactions shape the natural world?

In this unit students analyse and compare different substances dissolved in water and the gases produced. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

**PATHWAYS:** This subject leads on to VCE Chemistry Units 3 & 4. Chemistry is a preferred option for students who wish to continue studying at tertiary level in the fields of Medicine & Nursing, Science & Engineering, Agriculture and Environmental Sciences.

## YEAR 12

### Unit 3: How can design and innovation help to optimise chemical processes?

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

### Unit 4: How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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.

### PATHWAYS

VCE Chemistry Units 3 & 4 is a preferred option for students who wish to continue studying at tertiary level in the fields of Medicine & Nursing, Science

& Engineering, Agriculture and Environmental Sciences. While it is not necessarily a pre-requisite for admission into tertiary courses, completion of VCE Chemistry provides bonus points for entry into courses at some tertiary institutions. Please consult the VTAC Course Guide for more detailed information regarding selection criteria and the allocation of bonus points.

# PHYSICS

VCE Physics provides students with opportunities to investigate questions related to selected areas within this subject 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.

## YEAR 11

### **Unit 1: How is energy useful to society?**

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### **Unit 2: How does physics help us to understand the world?**

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

## YEAR 12

### **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. 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. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion and are introduced to Einstein's theories to explain the motion of 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. 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.

# PSYCHOLOGY

VCE Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes, including how we think and feel. Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour by allowing students to consider the interrelated nature of biological, psychological and social factors to better understand how individuals, groups, communities and societies think, feel and act. Students study both classical and contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. An important feature of VCE Psychology is the opportunity for students to engage in a range of practical scientific investigation methodologies, to develop key science skills and to interrogate the links between knowledge, theory and practice.

## YEAR 11

### **Unit 1: How are behaviour and mental processes shaped?**

In this unit students examine the complex nature of psychological development, the structure and function of the brain and how this controls behaviour. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. Topics covered include: psychological development, hereditary vs environmental factors, normality, neurotypicality, support services for psychological development, structure of the brain, the role of the brain in mental processes and behaviour, brain plasticity, brain injury (ABI and CTE) and the contribution of contemporary research to the understanding of neurological disorders.

### **Unit 2: How do internal and external factors influence behaviour and mental processes?**

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's perspectives. Students examine human perception, why individuals and groups behave in specific ways, how perception of stimuli enables a person to interact with the world around them and how this can be distorted. Topics covered include: behaviour of individuals and groups, factors influencing behaviour (positive and negative), obedience, conformity, positive and negative influences of different media sources, human perception of internal and external stimuli (vision and taste), how perception is influenced by cultural norms and historical experiences, perceptual distortions and visual illusions.

## YEAR 12

### **Unit 3: How does experience affect behaviour and mental processes?**

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the different branches of the nervous system, enabling a person to interact with the world around them by integrating, coordinating and responding to internal and external sensory stimuli. They consider biological, psychological and social factors that influence learning and memory including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. Topics covered include: the nervous system, neurotransmitters, neuromodulators, synaptic plasticity, stress, the gut brain axis, strategies to reduce stress, models to explain learning and memory as well as the interconnectedness of brain regions involved in memory, classical and operant conditioning, observational learning, types of memory and mnemonics place in improving memory.

### **Unit 4: How is mental wellbeing supported and maintained?**

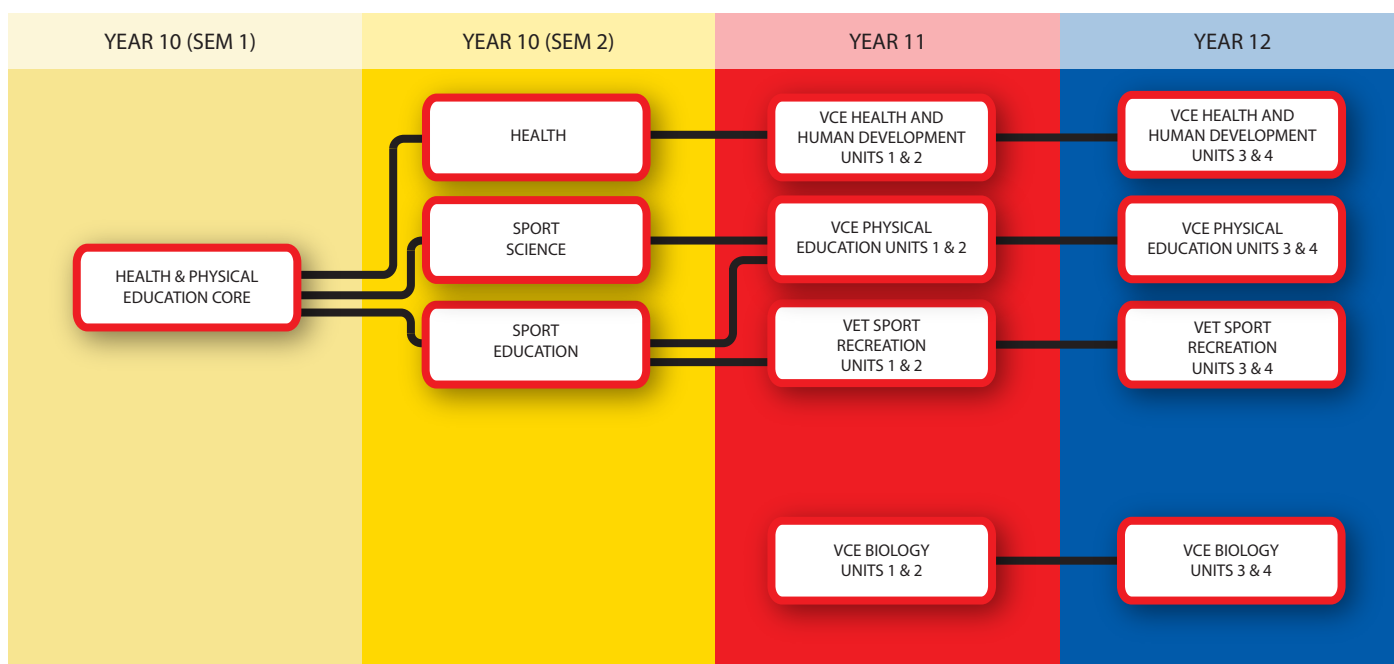
In this unit students explore the demand for sleep

and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing as a continuum and apply a biopsychosocial approach. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples. Topics covered include: sleep, types of sleep (REM and NREM), methods to measure sleep, demands for sleep across the lifespan, sleep deprivation, sleep hygiene, ways of considering mental wellbeing, including levels of functioning, internal and external factors affecting mental wellbeing, phobias and the application of a biopsychosocial approach to maintaining mental 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.



# HEALTH & PHYSICAL EDUCATION (HAPE)



## YEAR 10

In Year 10 Health and Physical Education students will engage in movement skills through participation in units such as European Ball sports and Football codes. These may include Touchball, European Handball, Golf, Racquet sports, and Bocce. Students will improve their fitness and gauge participation through the Sport Education preparation unit. They will analyse the impact of mental health issues in the community and explore a range of services which promote mental health. They will develop an understanding of healthy nutrition and how to select healthy food options.

### FURTHER STUDIES:

Year 10 Sport Education (Sem 2), Year 10 Sports Science (Sem 2), Year 10 Health (Sem 2)

## YEAR 10 - SEMESTER 2

### SPORT EDUCATION

Given responsibility for conducting aspects of a sporting competition in which they will share roles and display appropriate sporting behavior. Students will coach primary aged students in a selected sport. Studies will include issues in community involvement in sport and physical activity. Student will complete online umpiring and coaching courses from the AIS.

**FURTHER STUDIES:** VCE Physical Education, VCE Health and Human Development, VET Sport and Recreation.

### HEALTH

This elective has a focus on introducing key concepts studied in VCE Health and Human Development. In this elective students will develop their understanding of Australia's current health status and wellbeing of a range of population groups within Australia. As part of this, students will investigate the major health issues facing Australia's youth and look at health promotion strategies that can be implemented to address these issues. Students will examine the role that the Australian healthcare system plays in improving overall health including Medicare, Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme. Students will gain a deeper understanding of risk taking behaviours leading to illicit drug use through a community based program.

**FURTHER STUDIES:** This course leads to VCE Health and Human Development.

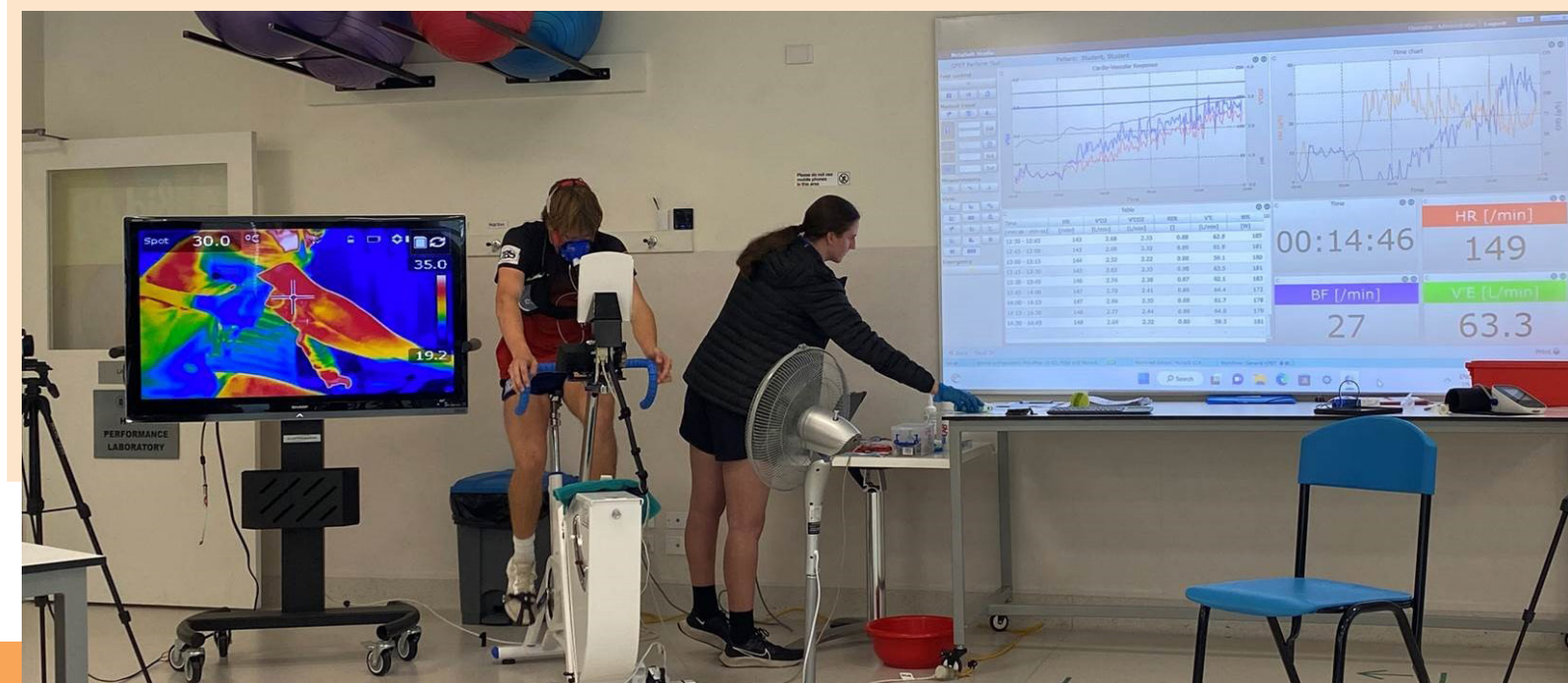


## SPORTS SCIENCE

### YEAR 10 - SEMESTER 2

In Sports Science, students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities, they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students also examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Students will also examine the three energy systems and how they interact to provide the body with energy. Through involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical principles leads to greater efficiency and accuracy in movement skills.

**FURTHER STUDIES:** This course leads to VCE Physical Education (Units 1-4), VET Sport and Recreation







## HEALTH & HUMAN DEVELOPMENT

### YEAR 11

#### 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 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 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

### YEAR 12

#### 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: 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

**Please note that Health & Human Development is a rotating subject. In 2024, only Year 12 (Units 3 & 4) Health & Human Development will be offered and in 2025, only Year 11 (Units 1 & 2) Health & Human Development will be offered. Any 2024 Year 11 student wishing to study this subject may apply to study Units 3 & 4 in Year 11.**

## **PHYSICAL EDUCATION**

### **YEAR 11**

#### **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 Folio
- Contemporary Issue Oral Presentation



## YEAR 12

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

In this unit 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 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, and 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:

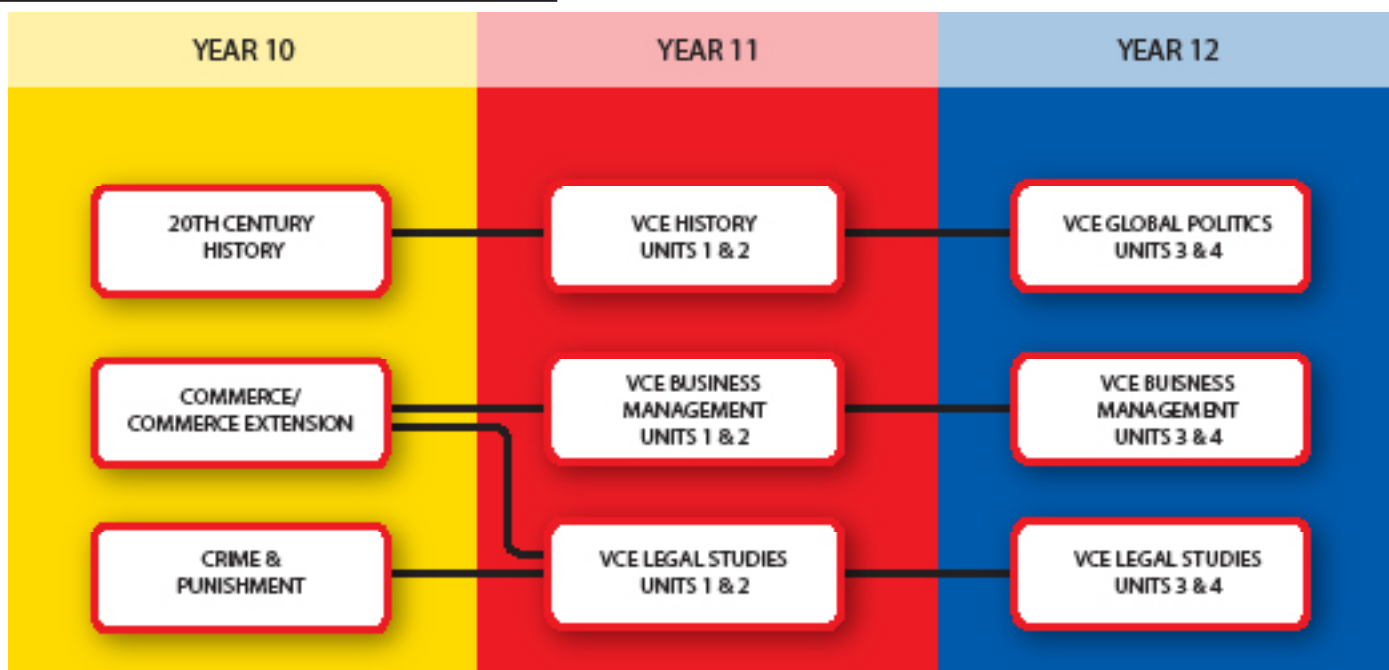
- Structured Questions
- Laboratory Reports
- Written Reports
- Reflection Folios
- Data Analysis

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

**Please note that Physical Education is a rotating subject. In 2024, only Year 11 (Units 1 & 2) Physical Education will be offered and in 2025, only Year 12 (Units 3 & 4) Physical Education will be offered. Any 2024 Year 10 student wishing to study this subject may apply to study Units 1 & 2 in Year**



# HUMANITIES



## HISTORY - 20th CENTURY

### YEAR 10 - SEMESTER 2

Join us for extensive studies of the 20th century. Full of politics, war and social unrest across the world. We will delve through timelines of study including World War 1, Interwar Era, Rise of the Nazi, World War 2 and the Cold War.

In Year 10 History students explore some of the most important events and developments of the 20th century both in Australia and around the world. Students will explore the causes, course and consequences of World War 2; they will investigate the development of human rights in Australia and the United States and examine how pop-culture has changed since the 1950s. The subject explores history with an eye to the present and the future, so students can make links and comparisons between events of the past and those happening today.

**ASSESSMENT:** Students are assessed over three major research topics examining World War 2, Human Rights and Pop-Culture. In completing these assessments students demonstrate historical knowledge and skills by creating and investigating their own research questions and examining historical evidence as well as improving their competency in reading, writing, research and presentation. Students will also undertake a written examination at the end of the semester.

**PATHWAYS:**

This course provides a pathway into Year 11 VCE History and Year 12 VCE Global Politics.

## COMMERCE

### YEAR 10 - SEMESTER 1

In order to equip students with an understanding of the world of employment and business, two strands are offered within the topic of Commerce. At Year 10 level the course aims to introduce students to some of the main study areas.

**This unit includes but is not limited to:**

- Goal Setting •Job Search skills •Analysing the role of Government in regulating the economy.
- Examining the impact of policy and legislation on working conditions.
- Gain a Safe at Work OHS certificate •The Australian Legal System
- The Economic System Students will become familiar with concepts which they will explore further should they choose to continue study in VCE Business Management and/or Legal Studies.

**ASSESSMENT:**

Unit examination, topic tests, class exercises, assignments and an end of semester written examination.

**PATHWAYS:** This course provides a pathway into Year 11 VCE Business Management and Legal Studies

# COMMERCE EXTENSION

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## YEAR 10 - SEMESTER 2

This unit builds upon the knowledge gained in the Commerce unit studied in Semester 1. Students will gain a greater understanding of the role of Economics and Commerce in society by:

- Visiting local businesses
- Playing the Stock Market Game
- Introduce students to Accounting
- Improving financial literacy
- Studying Business Ownership and Management

**ASSESSMENT:** This will be carried out using a variety of methods, including:

- Written examination
- Written tasks
- Folio of class work
- Stock Market game assessment
- Class Presentations.

**PATHWAYS:**

This course provides a pathway into Year 11 Business Management and Legal Studies

## CRIME & PUNISHMENT

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### YEAR 10 - SEMESTER 2

In Crime and Punishment students will go on a journey to discover how crime and punishment has evolved over time in Australia and around the world.

Using a range of contemporary case studies and historical events, this subject will cover how laws are made and how they change to reflect societal needs and values. Students will take part in a mock criminal investigation and trial, use forensic science techniques and criminal court procedures to develop an understanding of processes that are used from start to finish in a formal criminal investigation.

**PATHWAYS:**

This course prepares students for VCE Legal studies and will help to develop a range of knowledge and skills that will support their entry into VCE Global politics and Business Management.







## HISTORY: 20TH CENTURY

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### YEAR 11

#### **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. Ideas across the 20th Century developed and skills including critical thinking, interpretation of evidence and research techniques as well as competency in reading, writing, research and presentation flourished.

**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

### YEAR 11

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.

### YEAR 12

#### Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### Unit 4: The People and the Law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

# GLOBAL POLITICS

## YEAR 12

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, and analyse and evaluate 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

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively in the workplace.

## YEAR 11

### Unit 1: Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Unit 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

## YEAR 12

In Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively in the workplace.

### 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.





# LANGUAGE

## CHINESE

### YEAR 10

Chinese language is the most widely spoken language in the world. Chinese has become one of the most useful languages for future employment in Australia and around the world.

The focus of Year 10 Chinese is to continue to develop communication skills, language awareness and intercultural understanding. Students will have the opportunity to continue to explore the Chinese way of living, including the topics of 'food culture', 'social life', 'school life', etc. Their studies will include "real world" applications of the language in social and work environments, and work to continue to improve their language skills in listening, speaking, reading and writing to a more sophisticated level.

Students will participate in a variety of excursions, Chinese language competitions, cultural days and a Pen Pal program with our sister school students. **In 2024, students will have the opportunity to participate in a school China trip and short-stay program to enrich their cultural understanding and improve their Chinese language skills.**

The Year 10 Chinese Program will be aligned closely with the VCE Chinese Language and Culture subject, designed to integrate the content and language by delivering and assessing the learning tasks in listening, speaking, reading and writing.

**PATHWAYS:** Year 10 Chinese must be selected for both semesters. This course leads on to VCE Chinese Language, Culture and Society. The study of VCE Chinese is also scaled up significantly for the ATAR score, boosting admission chances into university. In 2021, Melissa Sanders achieved a study score of 49 (out of 50) in Chinese, and was awarded a Premier's Award for her outstanding VCE result in the subject Chinese Language, Culture and Society.

This pathway also provides an opportunity for students to apply for scholarships to study in China. On a number of occasions in previous years, Stawell Secondary College Chinese language students have been successfully awarded Chinese government scholarships to study language courses in China.

### YEAR 11 & 12

#### **Chinese Language, Culture and Society**

Chinese language is the most widely spoken language in the world. Chinese has become one of the most useful languages for future employment in Australia and around the world. 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 our non-Chinese background students. **In 2024, students will have the opportunity to participate in a school China trip to enrich their cultural understanding and improve their Chinese language skills.**

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
- 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
- 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 within the areas of study and is designed to enable students to achieve a set of outcomes for that unit. There are separate prescribed topics in each unit of this study

which are organised under two strands:

- Chinese Language (70%)
- Culture and Society in Chinese-speaking communities (30%)

**Pathways:** Chinese is also scaled up significantly for the ATAR score, boosting admission chances into tertiary studies at university. In 2021, Melissa Sanders achieved a study score of 49 (out of 50) in Chinese, and was awarded a Premier's Award for her outstanding VCE result in the subject Chinese Language, Culture and Society.

At Stawell Secondary College, we have seen students of VCE Chinese achieving high scores and being successfully awarded Chinese government scholarships to study language courses in China. In addition to tertiary options, having a second language is also beneficial for a large variety of career avenues in fields such as Medicine, Engineering, Hospitality, Business, Tourism and many more.

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

Assessment will also include an end of unit examination.

**ASSESSMENT FOR UNITS 3 & 4:**

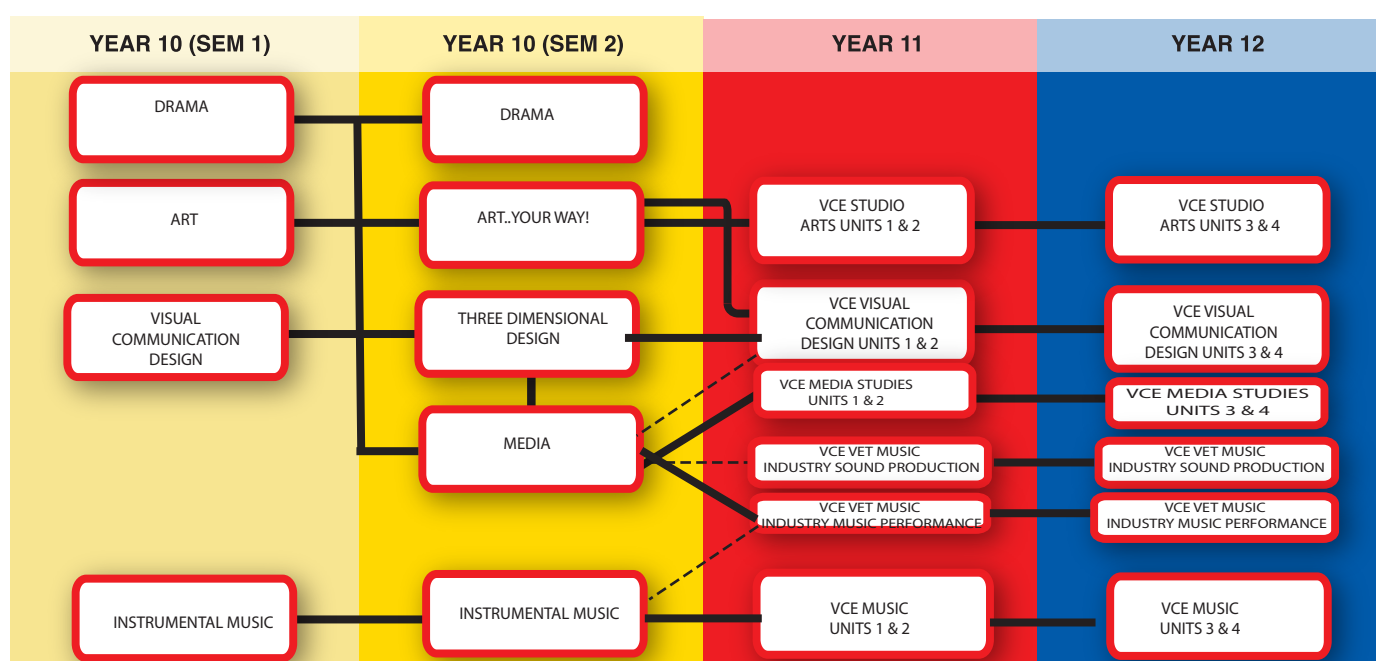
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examinations: -oral examination 15 per cent  
-written examination 35 per cent







## THE ARTS



### YEAR 10

## VISUAL ARTS

Students shall explore various materials and techniques, building skills and knowledge to develop artworks in conjunction with the continued development of art through history and into the 21st century.

Students will focus on developing understanding of skills and materials and the communication of ideas to an audience. Guided by an overarching theme students shall explore various genres deepening their understanding and appreciation of Visual Arts.

**PATHWAYS:** Leads to VCE Studio Art and VCE Visual Communication Design.

## ART...YOUR WAY!

Students shall explore various materials and techniques, building skills and knowledge to develop artworks in conjunction with the continued development of Art through history and into the 21st century.

Students will focus on developing understanding of skills and materials and the communication of ideas to an audience. Guided by an overarching theme students shall explore various genres deepening their understanding and appreciation of Visual Arts.

**PATHWAYS:** Leads to VCE Studio Art and VCE Visual Communication Design.



# STUDIO ARTS

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## YEAR 11

### **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.

## YEAR 12

### **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.

# VISUAL COMMUNICATION DESIGN

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## YEAR 10 - SEMESTER 1

Year 10 Visual Communication Design focuses on three different areas of design: Communication Design, Environmental Design and Industrial Design. Students will receive design briefs for all three design fields, covering skills required of any accomplished designer in any one of these fields. Students will learn how to use the design process to explore and document their design decisions, as well as use design thinking skills that will build on student's creativity and ability to develop interesting and well-presented design solutions for the given brief. They will use design elements and Principles to create designs on paper and in a digital context, using industry standard computer programs. Students will explore conventions used by graphic designers and research relevant issues to the design industry. Students may then choose to expand on all of these skills by choosing Three Dimensional Design in semester 2.

**PATHWAYS:** Year 10 Three Dimensional Design, VCE Visual Communication Design

# THREE DIMENSIONAL DESIGN

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## YEAR 10 - SEMESTER 2

Three-Dimensional Design prepares students for the rigorous demands of VCE Visual Communication Design and other subjects that require three-dimensional design drawing. Students are introduced to key drawing techniques covered in the VCE course, and develop the essential skills required to succeed in their studies the following year. Students are exposed to a more in-depth use of technical drawing, increased use of computer programs to present work to a high standard.

**PATHWAYS:** VCE Visual Communication Design, VCE Product Design, VCE Studio Arts

## YEAR 11

### **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. Students will learn about the design movements in history such as Bauhaus and Art Deco, which 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. 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.

## YEAR 12

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

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. Students write their own design briefs and begin to collate research and sketches for their design in a folio. 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.

This subject aims to develop students' confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through performance. Students explore Drama as an art form through improvisation, scripted drama, rehearsal and performance.

## DRAMA

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### YEAR 10

Drama in Year 10 seeks to refine and extend student understanding and use of role, character, relationships and situation by exploring the use of voice and movement. Students engage with diverse performance styles by exploring Drama. In doing so, students develop a sense of inquiry and empathy by exploring how Drama has the capacity to influence, challenge and evoke critical reflection upon a variety of historical, social and political concerns.

## MEDIA

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### YEAR 10

The course aims to develop independent production skills in the fields of music and sound production, film production and editing and podcasting. Students will begin to develop critical analysis skills, enabling them to view, analyse and appreciate the work of others in the fields of broadcast and creative media. Students will work individually and in small groups to complete creative projects.

**PATHWAYS:** VCE Media Studies, VET Music

### YEAR 10

## MUSIC

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This course aims to broaden students' appreciation of music and its elements, while also developing their performance and compositional skills. Students will have the opportunity to perform in a group setting and experience the excitement of live performance playing an approachable and easy to learn percussion instrument. A large focus of this subject is the use of music to convey emotion, story and identity. This will be explored through listening and learning about a wide range of musical genres as well as identifying music that has shaped students' lives and identities. The course culminates in an extended project involving the recording of sounds and samples, using technology to compose and edit music, and finally the creation of an original piece of music to accompany a visual medium. No previous musical experience is necessary to participate and it is not compulsory to be learning an instrument. However, additional experience gained by participating concurrently in the instrumental music program would be highly advantageous.

**PATHWAYS:** VET Music, VCE Music Performance & Music Investigation

## INSTRUMENTAL MUSIC

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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 four 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.



# 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 four years' experience with their instrument.

## YEAR 11

### 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.

## YEAR 12

### 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.

### 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.

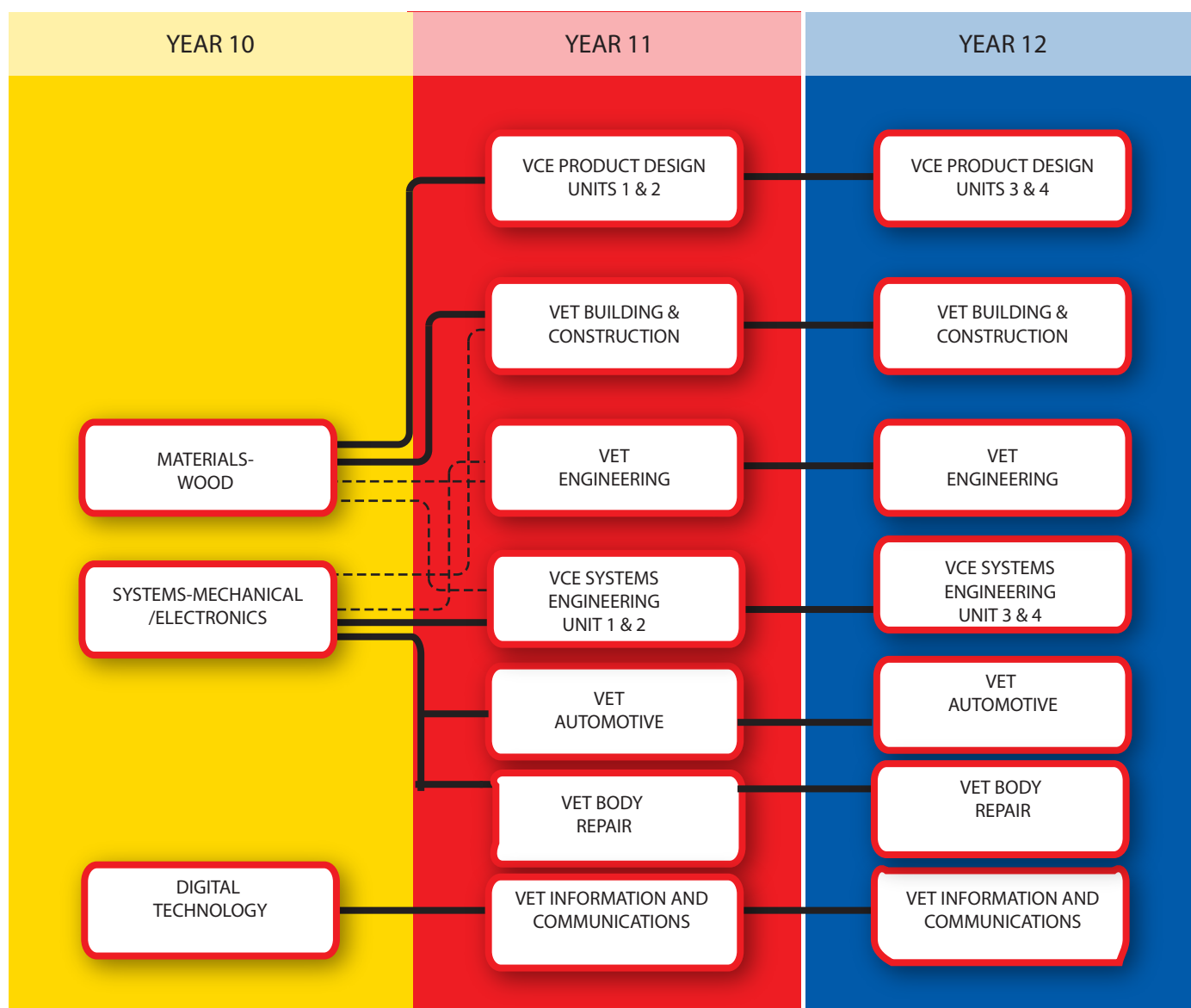
The unit leads students to use extensive skills in performance, aural awareness, transcription, music theory and analysis.

### 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.



## TECHNOLOGY





# SYSTEMS MECHANICAL ENGINEERING

## YEAR 10

This unit will expand the understanding students have of mechanical and electrical systems. They will learn how things work and then use that knowledge to design, build, dismantle, modify or repurpose systems. For example, making a remote control or robotic vehicle that simulates a real life vehicle. Students will learn by making mistakes, understanding their mistakes and building their skills. Issues such as “the sustainability of materials used in systems” and “emerging technologies for materials and energy production” are explored. Evaluation of the success of a product, the use of tools and equipment, the effectiveness of the use of class time for production and modifications for improvement, are all discussed.

**PATHWAYS:** Year 10 Systems leads onto VCE Systems Engineering and VETiS Automotive.

# MATERIALS WOOD

## YEAR 10

Materials Wood is primarily a hands on subject which allows students to produce practical projects whilst developing a better understanding of various materials and improving their designing skills. Working with various materials, tools and workshop equipment, students develop a range of skills that are sought after in industry. Industry Standards and Occupational Health and Safety requirements are also covered in this course.

**PATHWAYS:** VCE Product Design Technology, VET Building and Construction and VET Engineering.

# DIGITAL TECHNOLOGY

## YEAR 10

The focus of this course is Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will investigate appropriate use of ICT tools and editing skills for visualising thinking. They will design and evaluate different strategies for organising and managing resources involved in problem solving and producing information products. They will use ICT to design detailed plans that sequence tasks to be done, resources needed and timelines for completion. Students follow a series of self paced, partly self directed modules to complete programming for creating a series of computer games. They then use these skills to design and create several games of their own. Programming will also be used to develop control sequences for several designed and created electronic robots.

**PATHWAYS:** This course leads to VET Information, Digital Media & Technology





# SYSTEMS ENGINEERING

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## 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.

## 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.

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

# 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.

### 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.

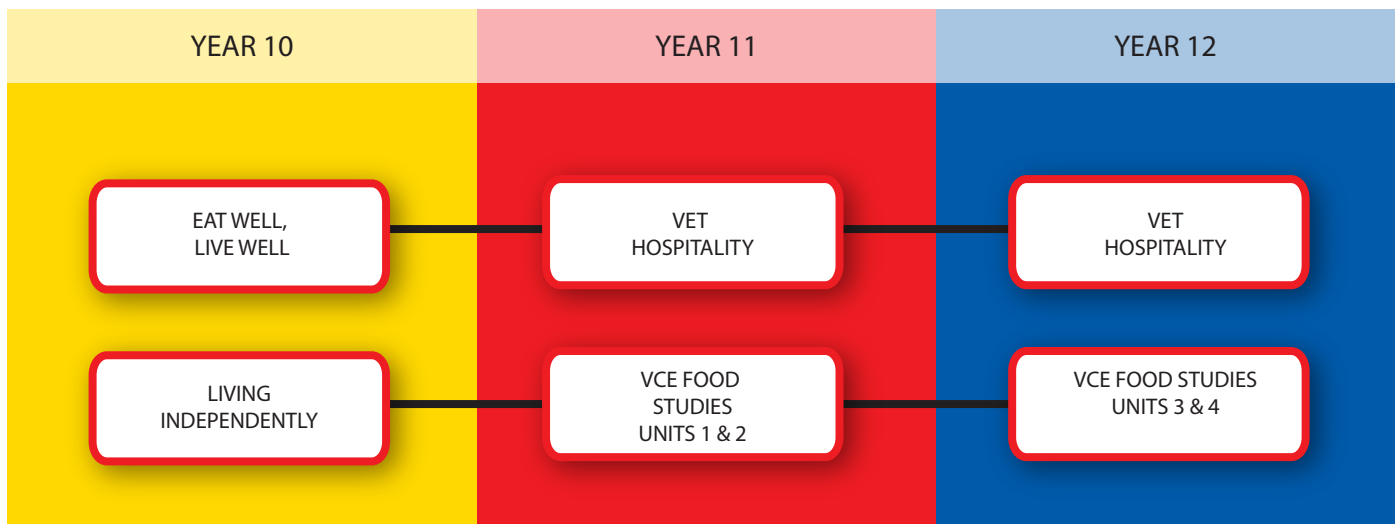
1. Designing for end users.
2. Product development in industry.
3. Designing for others.

### 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.*







## FOOD TECHNOLOGY - EAT WELL, LIVE WELL

### YEAR 10

Students produce, analyse and evaluate a variety of foods, and research the health impacts of different foods. Students consider special dietary needs and ways to improve their own diet. They learn the importance of healthy eating with consideration to the specific nutrients required across the life span that support optimal growth, development and maintenance of good health.

**PATHWAYS:** VET Hospitality, VCE Food Studies Units 1 & 2, VCE Health & Human Development Units 1 & 2

## FOOD TECHNOLOGY - LIVING INDEPENDENTLY

### YEAR 10

Students learn how to source, prepare and purchase nutritious and delicious affordable meals. They investigate how to grow and use food as well as learning how to use seasonal fruit and vegetables. Students look at budgeting for both meals and living expenses, with an opportunity to develop their skills and knowledge in writing resumes and job applications for success in their chosen career path.

**PATHWAYS:** VET Hospitality, VCE Food Studies Units 1 & 2, VCE Product Design Technology Units 1 & 2





# FOOD TECHNOLOGY

## FOOD STUDIES

### YEAR 11

#### **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. Students explore how humanity has historically sourced its food, examining the progression from hunter-gatherer to rural based agriculture, to today's urban living and global trade in food. Then students focus on Australia, looking at Australian indigenous food prior to European settlement and how food patterns have changed through the influence of immigration and food industries. They consider the influence of technology and globalisation on food patterns.

#### **Unit 2: Food Makers**

In this unit students investigate food systems in contemporary Australia. They focus on commercial food production industries, then look at food production in domestic and small-scale settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. Students design new food products and adapt recipes to suit particular needs and circumstances.

### YEAR 12

#### **Unit 3: Food in Daily Life**

This unit investigates the many roles and influences of food. Students focus on the science of food, including digestion and absorption of nutrients, and analyse scientific evidence behind the Australian Dietary Guidelines. Then students focus on influences on food choice, including social impacts. They investigate behavioural principles in establishing healthy dietary patterns.

#### **Unit 4: Food Issues, Challenges and Futures**

Students examine individual responses to food information and consider the relationship between food security, food sovereignty and food citizenship. Students study food issues, challenges and futures in Australia including environmental issues of food production including farming practices, resource management, innovations and technologies.



# VCE Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

The VCE VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units (across Year 11 and 12), including a minimum of:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)

- 2 VCE VM Numeracy or VCE Mathematics units (most students will complete 4 units)
- 2 VCE VM Work Related Skills units (most students will complete 4 units)
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must also complete a minimum of three other Unit 3–4 sequences as part of their program.

Each 90hrs of VET (Vocational Education & Training) completion gives a credit of one unit.

Work Placement and the submission of the Workplace Learning Record (WLR) gives a credit of one unit.

# VET PROGRAMS 2024

In 2024 students wishing to study a VET program 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: Year 10 students will only be permitted to study a VET program at either Stawell or Ararat sites.

## Stawell Secondary College

Certificate II in Automotive Studies (Pre-vocational)

Certificate II in Agriculture

Certificate II in Salon Assistant

## Ararat Secondary College

Certificate II in Health Support Services

Certificate II in Cookery

## Marian College - Ararat

Certificate III in Early Childhood Education & Care

Certificate III in Community Services

Certificate II in Building & Construction

## Horsham/Longerenong

Certificate II in Dance

Certificate II in Electrotechnology

Certificate II in Furniture Making Pathways

Certificate II in Music Industry

Certificate II in Plumbing - Pre Apprenticeship

Certificate III in Screen & Media

Certificate III in Sport & Recreation

Certificate II in Engineering Studies

Certificate II in Enabling Technologies

ALL students completing the VCE Vocational Major pathway 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.



## 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.

### **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/VCE Vocational Major) 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.

### **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 VCE Vocational Major pathway.

## 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). Structured Workplace Learning is not the same as Work Experience. Students studying VCE Vocational Major 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;
- demonstrate the mastery of specific skills and competencies related to accredited VET programs
- develop an awareness of appropriate attitudes and behaviours for paid work;
- improve communication skills and self-esteem.



# ASSESSMENT & REPORTING

## YEAR 10

### UNITS OF LEARNING & ASSESSMENT

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Each subject will require students to complete between two to four units of learning. Students will be assessed on their understanding and skill development within each unit of learning through a variety of assessment tasks. These assessment tasks may include such things as written exercises, practical work, folio work, task sheets and presentations. Parents will be notified if students have not completed or unsatisfactorily completed any of these assessment tasks, and students will be able to redeem their assessments at a later date. Students will receive their results from their subject teacher and be given feedback on how they can improve in future assessments.

### HOMEWORK

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Homework is defined as learning activities related to school curriculum, which teachers expect students to complete in their own time. Homework is an essential ingredient for ongoing success at school. Parents should be aware that students are expected to undertake homework, which will be on a regular basis and should include ongoing revision of previous classwork. The amount of homework required will depend on each subject; however, on average a Year 10 student could expect at least 3.5 hours per week.

### CONTINUOUS REPORTING

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## YEAR 10 & 11

Stawell Secondary College uses continuous reporting for all our students. This provides students with meaningful and timely feedback on their understanding and skill development within the unit of learning. Written feedback is provided throughout the semester after each unit of learning and posted through our online portal. At the end of the semester, assessment feedback in the form of comments and grades will be collated to form the summative semester report and printed copies will be available to parents and caregivers.

## YEAR 12

Stawell Secondary College uses continuous reporting for all our students. This provides students with meaningful and regular feedback on their progress in developing the required key skills and understanding of key knowledge. Written feedback is provided every 6 – 7 weeks and may include specific feedback on students' performance on assessment tasks. These comments are posted through our online portal. At the end of the Semester 1, assessment feedback in the form of comments and grades will be collated to form the summative semester report and printed copies will be available to parents and caregivers.

# NOTES







Department of Education & Training  
CRICOS Provider Code: 00861K