

**SUNBURY
COLLEGE**



**SUNBURY COLLEGE
VCE and VCAL COURSE GUIDE
2020**



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More Information: http://www.vcaa.vic.edu.au	

Front cover designed by Dakota Griffin-Westcott (VET Digital and Creative Media Student)



WELCOME TO VCE AND VCAL

Entering into years 11 and 12 is an important milestone for students. They begin to make more significant plans for life beyond school, undertaking a two year Victorian Certificate of Education (VCE) that prepares them for the demands of further education and training or undertaking a Victorian Certificate of Applied Learning (VCAL) that focuses on preparation for employment primarily in an apprenticeship or traineeship. It is the culmination of 12 years of education where academic knowledge is honed and children become young adults. Both pathways are not without their challenges, but they provides students with a fantastic opportunity to build a pathway for future success whether that desired pathway is employment, apprenticeship, TAFE or University. Sunbury College offers the opportunity to complete a VCE or VCAL program tailored to individual goals. The college has a rich tradition of supporting students in achieving academic success with a strong network that includes the Senior Leader, VCAL Coordinator, House Leaders and the Careers and Wellbeing teams. Academic success is fostered through programs like the weekly Homework Club, study skills program and the 'Big Day Out' at Melbourne University. Students also have access to a range of Vocational Education and Training pathways.

In selecting their VCE or VCAL pathway, students should take the time to reflect on career pathways that interest them. The nature of their intended career and any further education or training required beyond secondary school, will provide a guide as to what subjects to undertake as part of their chosen program. Included in this book is advice on pathways and typical courses of study suitable for specific career areas. In addition to this, students should also be aware of any pre-requisites for entry to tertiary courses when selecting subjects. University aspirants are encouraged to attend Open Days in August and visit relevant websites. Above all, students should seek advice on what course of study is the best fit for them. They should discuss their goals with their parents, teachers, the Senior Programs Leader and the Careers and Pathways Leader; all of whom are well positioned to provide advice and encouragement.

The senior years of schooling are an exciting time, a time in which our young people will forge a pathway for themselves beyond Sunbury College. Success will come only with hard work and determination. We look forward to supporting them as they take this journey.

VCE ENTRY REQUIREMENTS

The college has a promotion policy from Year 10 to VCE. The policy is designed to avoid the situation where students, not capable of meeting the demands of VCE, are put in a position that affects their general wellbeing. The College does take into account individual circumstances when applying this policy. The promotion policy requires that students meet the following **minimum success criteria** for promotion:

Average Work Habit Rating of 3.00 or above with demonstrated improvements in semester two ratings in conjunction with:

- A **minimum** Victorian Curriculum level of 9.5 across all subjects
- Demonstrated ability to satisfactorily complete all work tasks in core subjects and other units of study relevant to VCE choices, as shown in semester reports.
- Satisfactory performance in at least 4 Year 10 exams at half year and end of year.
- Minimum of 90% attendance in class. Note: the policy for VCE is 90% attendance.

The college will also take into consideration when looking at Promotion:

- Performance in Naplan and Student Learning Profile Test in Year 9

Students who are unable to meet the minimum criteria will be counselled in a meeting that also involves parents, about other options including: VCAL opportunities, three year VCE, TAFE or a repeat at year 10.

VCAL ENTRY REQUIREMENTS



Entry to the Year 12 Senior Certificate Level is based on performance in Year 11. Students must meet the following requirements for promotion interview:

- Be a current Year 11 student at Sunbury College
- Satisfactory completion of current VCAL program and ability to continue in a VET subject
- Participation in VCAL activities related to Personal Development and Work Related skills.
- Minimum Work Habit Rating of 3.00 in Semester 2 of the current year.
- A demonstrated commitment to improving their Literacy and Numeracy skills
- Minimum of 90% attendance in class.
- Completion of MIPS online to a high standard
- Organisation and participation in Structured Workplace Learning

To be considered for an interview for the Sunbury College Year 11 Intermediate VCAL program students must first submit a written application and meet the following entry requirements:

- Be a current year 10 student at Sunbury College
- Minimum Work Habit Rating of 3.00 in Semester 2 of the current year
- A demonstrated commitment to improving Work Habits rating in English and Maths
- Minimum of 90% attendance in class.
- Completion of MIPS online to a high standard
- Have a clear area of vocational interest and demonstrate commitment to pursuing that pathway

If selected to go through to the interview stage for consideration into the Sunbury College VCAL program, students must provide evidence of the following:

- An identified vocational pathway
- Keen interest in a VET program relevant to their career aspirations either through Work Experience at Year 10, investigation in career paths through MIPS Online, discussion with the Careers team.
- A demonstrated hands-on learning style
- A demonstrated ability to work positively with class mates and teachers in group activities
- A demonstrated history of working to potential
- Their positive contribution to the school community
- A commitment to personally organise work placement.

Positions in the VCAL program are limited, with the school decision being final.

THE TWO CERTIFICATES EXPLAINED

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a certificate which recognises the successful completion of a student's secondary education. This certificate is administered and governed by the rules of the Victorian Curriculum and Assessment Authority (VCAA). To obtain the VCE, students must satisfactorily complete a minimum of sixteen units of study, usually undertaken over two years. These units are semester long and may include VCE and VET programs. At Sunbury College we offer an extensive range of units as subjects taught at the College, in addition to the option of VET based subjects delivered at school and off-campus.

Successful Completion of VCE:

Students at Sunbury College normally study 12 units (6 subjects) at year 11 and 10 units (5 subjects) at year 12 – combining for a total of 22 units across the two years. Successful completion of the VCE requires satisfactory completion of a minimum of 16 units which must include:

- Three units from the English group, including both Units 3 and 4
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Study Score and ATAR:



At the completion of the VCE students will receive a study score for each subject calculated using the results from school assessed coursework, school assessed tasks and examination scores for each unit of study. The combined study scores from all subjects completed is used by VTAC to calculate the student's Australian Tertiary Admissions Rank (ATAR). The ATAR is primarily used for entrance into Tertiary Institutions [University].

To receive a study score students must receive 2 or more graded assessments in the study and be awarded an S for both units 3 and 4 in the same year. Study Scores and ATAR scores are calculated and distributed mid-December.

Assessment of your work in VCE - Satisfactory completion of Units:

Students will receive an 'S' (for 'satisfactorily completed') or 'N' (for 'not satisfactorily completed') for each unit depending on whether or not Learning Outcomes have been successfully met. Each unit has between 2 and 4 Learning Outcomes.

Satisfactory completion of an Outcome means:

- The work meets the required standard
- The work is submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules

Graded Assessment of tasks

Unit 1 & 2

Units 1 and 2 are school assessed. Students will receive grades as an assessment of their level of performance. However, they will not be included on the official statement of S/N results provided by the Victorian Curriculum and Assessment Authority.

Unit 3 & 4

In every Unit 3 and 4 study, one or more examinations will be given as part of the assessment in the study during the end of year examination period. VCE studies also have a system of graded assessment based on 'School Assessed Coursework' (SACs). Some folio based studies such as Visual Communication, Product Design, Computing and Studio Arts, will also have 'School Assessed Tasks' (SATs).

UNIT STRUCTURE

Each VCE unit is numbered 1, 2, 3 or 4. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 in the first year.

Units 1 and 2

Units 1 and 2 may be completed separately or as a sequence. It is expected that Unit 1 will usually be offered in the first semester and Unit 2 will be offered in the second semester.

Units 3 and 4 and eligibility for a Study Score

Units 3 and 4 of all studies must be done as a sequence with Unit 3 offered in the first semester and Unit 4 offered in the second semester. A student must enrol in Unit 3 and 4 sequences; a student may not enrol directly into Unit 3 only or Unit 4 only. A student who has previously received an N for either Unit 3 or Unit 4 may complete the sequence provided the enrolment into Units 3 and 4 is received by the final enrolment date.

Students may enter studies at Units 1, 2 or 3. In some studies, students are advised that they should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake preparation. This advice is given in the study design for each study. It has the status of advice only.



STANDARD VCE COURSE STRUCTURES AT SUNBURY COLLEGE		
Year Level	No. of Units Required	Must Include
Yr.11	12 per year [6 per Semester]	At least two Units of an English and 10 other Units
Yr.12	10 per year [5 per Semester]	At least two Units of an English and four other Unit 3-4 sequences [Yr.12 course will include one block of Private Study]

VARIATIONS TO VCE PROGRAMS

Students may vary the usual VCE program requirements if they:

- are returning to study (adult students)
- have transferred from interstate or overseas
- have results from VCAL
- are exchange students
- have previously been enrolled in the International Baccalaureate
- wish to complete VCE as a 3 year program

THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a Victorian school certificate that offers an alternate completion of secondary schooling to VCE. VCAL is offered at three certificate levels: Foundation, Intermediate and Senior. At Sunbury College VCAL will be offered for Year 11 at the Intermediate level and for Year 12 at the Senior level.

There are four curriculum strands within a VCAL certificate:

1. Literacy and Numeracy Skills – Studies related to literacy (English) and numeracy (Maths)
2. Industry Specific Skills - Vocational Education and Training (VET) units of competency (See below the section on VET courses).
3. Work Related Skills – This could be in the form of structured Workplace Learning, a School Based Apprenticeship, Part-time work or units or modules that help prepare you for work like interview skills etc.
4. Personal Development Skills unit - Students participate in community-based projects, voluntary work and/or structured activities that will help develop your self-confidence, teamwork skills and other skills important for life and work.

What must students do to receive a VCAL qualification?

A student is awarded a certificate when they gain credits for 10 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study. At Sunbury College, a unit of study can be:

- one VCAL unit
- 90 hours for VET modules or units of competence and/or Further Education (FE) modules.

Each unit of study must be justified against the purpose statement for one of the four VCAL curriculum strands.

A student's VCAL learning program must include:

- at least one literacy unit
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand (at the Intermediate and Senior level this must include a unit of study from a VET qualification)



- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the level or above, of which one must be literacy and one VCAL

HOW THE LEARNING PROGRAM AT SUNBURY COLLEGE MEETS THE REQUIREMENTS FOR THE VCAL CERTIFICATE

-Strand	Intermediate	Strand	Intermediate
Literacy Skills / Numeracy Skills	VCAL literacy Units 1 and 2: Reading, writing and oral communication skills VCAL Numeracy unit 1: Workplace maths, business records; arithmetical skills and concepts.	Work Related Skills	VCAL Work Related Skills Units 1 and 2: Investigation into OHS in work related contexts, communication skills and work place conditions and employee entitlements.
Industry Specific Skills	External VET certificate: (eg. Electro Technology or Building and Construction, Allied Health).	Personal Development Skills	Personal Development Skills unit 1 and 2: Participation in group projects; completion of personal achievements like first aid or fitness tests.

HOW VCAL MIGHT LOOK AT SUNBURY COLLEGE Year 11- Semester 1- Intermediate VCAL

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Personal Development	Literacy	VET EXTERNAL	Numeracy	INTEGRATED PROJECT
2	Literacy	Literacy		Numeracy	
3	Numeracy	Personal development		Work Related skills	
4	Numeracy	Numeracy		Work Related skills	
5	Literacy	Connect		Personal Development	
6	Personal Development	Work Related skills		Personal Development	
7		Work Related skills			



Year 11 Semester 2- Intermediate VCAL

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Personal Development	Literacy	VET: EXTERNAL	Numeracy	STRUCTURED WORKPLACE LEARNING
2	Literacy	Literacy		Numeracy	
3	Numeracy	Personal Development		Work Related skills	
4	Numeracy	Numeracy		Work Related skills	
5	Literacy	Connect		Personal Development	
6	Personal Development	Work Related skills		Personal Development	
7		Work Related skills			

Year 12 Senior VCAL (full year)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Personal Development	Work related skills	VET - EXTERNAL	Work related skills	STRUCTURED WORKPLACE LEARNING
2	Personal Development	Numeracy		Numeracy	
3	Numeracy	Literacy		Numeracy	
4	Numeracy	Literacy		Literacy	
5	Work related skills	Connect		Literacy	
6	Literacy	Personal Development		Personal Development	
7		Work related skills			

VOCATIONAL EDUCATION AND TRAINING [VET] COURSES EXPLAINED



VET Certificate courses provide students with specific training for work in a variety of industries and recognition of their competency to undertake work tasks. The courses are more practical in structure than traditional VCE curriculum. The courses offered by schools range from Certificate II to III level under the Australian Qualification Framework, are nationally recognised and often delivered under the auspices (guidance) of a Registered Training Organisation e.g. TAFE. Completion of parts or all of a certificate program can contribute towards the successful completion of the VCE or VCAL. The level of contribution varies according to the hours undertaken in the program. Some can contribute to a student's Australian Tertiary Admissions Rank (ATAR). Most courses require a student to undertake structured workplace learning with an employer. Students must be prepared to be flexible to meet the demands of courses.

WHY CHOOSE A VET COURSE?

Students elect to undertake a VET course for the following reasons:

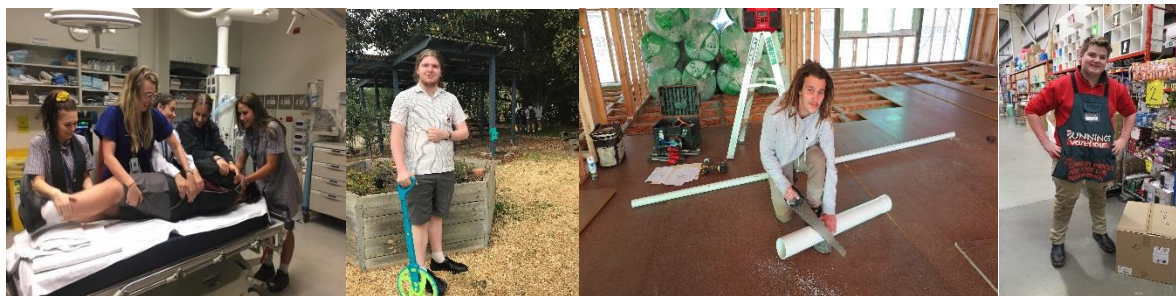
- They wish to obtain their senior school certificate but want to develop specific industry skills at the same time. VET courses contribute to the award of the VCE and provide industry based learning. The Creative and Digital Media, Music and Sport and Recreation courses offered by the College also contribute to the calculation of a student's ATAR.
- Students are able to explore work related interests without leaving school.
- For some students, the VET course builds on their casual work experiences.
- They are able to undertake a more practical style of learning that includes a structured workplace experience.
- Results from a VET course can contribute to a VCE program and the ATAR.
- They are able to obtain a dual qualification – a VET Certificate and a VCE award.
- Many students appreciate the opportunity to make links with other training providers while still at school.

VET COURSES OFFERED WITHIN THE COLLEGE AS PART OF NORMAL TIMETABLED CLASSES (Note: Students must complete the first year of the program to be able to access the second year of the program. Most programs commence at year 10.)

- Creative and Digital Media
- Sport and Recreation
- Music

VET COURSES OFFERED OUTSIDE THE COLLEGE THAT VCAL STUDENTS ATTEND AT TAFE (USUALLY ON A WEDNESDAY)

VCAL students attend a Registered Training Organisation e.g. TAFE (generally Kangan Batman TAFE and Victorian University), mostly on a Wednesday. Courses offered include: Allied Health, Aged Care, Animal Studies, Automotive, Beauty Services, Carpentry, Community Services, Electro-technology, Engineering, Equine, Hairdressing, Plumbing and Retail Cosmetics. Students must be able to independently travel to the Registered Training Organisation. These locations include: Broadmeadows, Sunshine and the city.



A requirement for all TAFE/VET courses is that the student undertakes a work placement relevant to their course. Students are required to organise their own work placement but can receive help from the Careers Department for letters requesting placements etc.

First year enrolment is only open to prospective Year 11 VCAL students.

TAFEs often have a requirement that students need to attend a full complement of classes to be deemed competent. Students involved in college sport and the Debutante Ball often need to be aware that missing too many classes for school activities may make them ineligible to pass. Students are also subject to the discipline rules of the individual TAFE colleges.

SCHOOL-BASED APPRENTICESHIPS

School Based Apprenticeships and Traineeships (SBATs) are a distinct pathway within Vocational Education and Training in Schools (VETiS). They are available to secondary school students over 15 years old and enrolled in the Victorian Certificate of Applied Learning (VCAL).

A SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a Training Plan signed by the school and formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification. A SBAT forms an integral part of the student's school learning program and study timetable and a minimum of one day of the normal school week (which may be averaged over three periods of four months duration in each year of the training contract) must be spent in employment and/or structured training as an apprentice or trainee. Schools will only endorse a Training Plan for a SBAT under these circumstances.

Endorsement of the Training Plan by the school will indicate that it is undertaking responsibility to enrol the student on Victorian Assessment Software System (VASS) so that credit for the training within the VCE or VCAL can be awarded to the student.

Like other VETiS offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school based apprentices and trainees move on to a full-time contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

SBAT students must undertake at least 7 hours of employment and 6 hours of training per week which may be averaged over three periods of four months in each year of the program. Training should be averaged over three periods of four months duration in each year of the training contract.

FURTHER INFORMATION

Further information can be gained from the: **Careers and Pathways Leader: W Pfitzner**



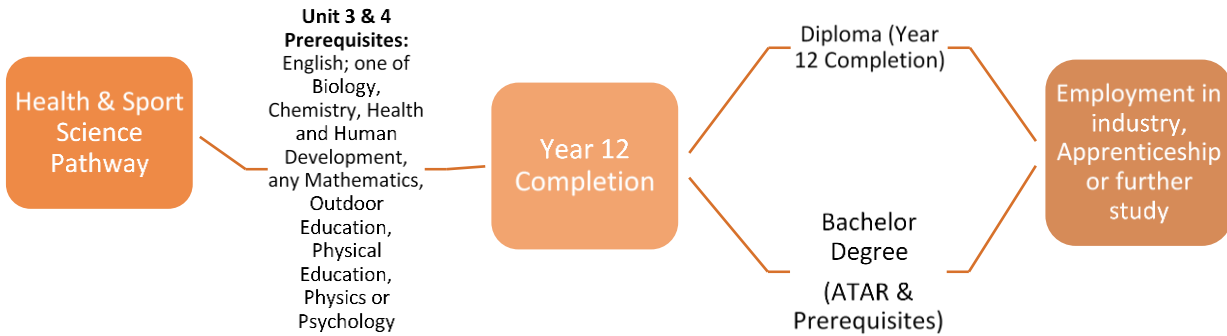
A WORD ON PATHWAYS... DESIGNING YOUR VCE PROGRAM

When selecting VCE subjects it is important to select a balanced course that reflects your strengths, interests and future educational or career objectives, without narrowing your options. The following is a list of some career fields and subjects that may be complementary to the field of interest. **Whatever your field of interest you need to ensure you have checked the prerequisite subjects with the Victorian Tertiary Admissions Centre (VTAC) for possible higher education courses. The website is: www.vtac.edu.au**

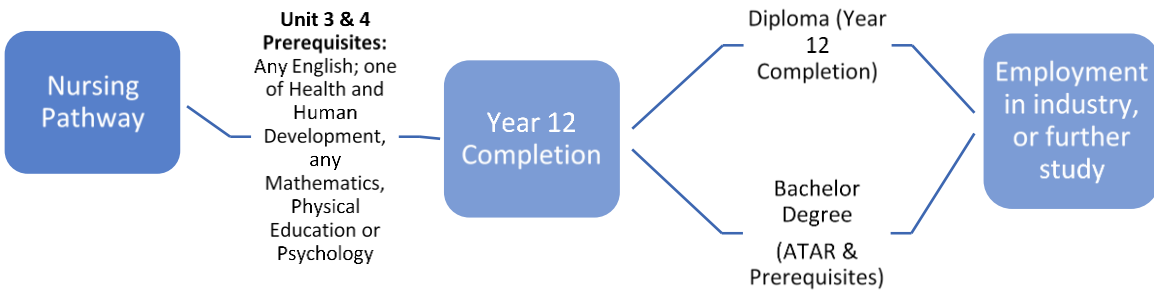
CAREER FIELD	COMPLEMENTARY SUBJECTS	CAREER FIELD	COMPLEMENTARY SUBJECTS
Architecture/ Building and related trades	English Accounting Business Management Computing Design and Technology Economics History Mathematics Media Studio Arts VET program – if available Visual Communication	Engineering and related trades	English Chemistry Computing Design and Technology English Language - Japanese Mathematical Methods Specialist Maths Physics
Arts – Humanities	English Literature Economics Geography History Legal Studies Language - Japanese Media Psychology	Health and Sport	Accounting Biology Chemistry Business Management English Food and Technology Health and Human Development Literature Mathematics Physical Education Psychology Sport and Recreation
Business Hospitality Tourism and related trades	Accounting Business Management Computing Economics English Food Technology Geography Legal Studies Language - Japanese Mathematics VET program – if available	Information Technology	Accounting Business Management Computing Creative and Digital Media Design and Technology Economics English Mathematics Media Physics Software Development
Arts and Design	Creative and Digital Media Design and Technology Drama Media Music VET Studio Arts Visual Communication	Law	Accounting Business Management Economics English History Legal Studies Literature Language - Japanese Mathematics
Education	English Geography History Literature Language - Japanese Mathematics Performing Arts Physical Education Psychology Any science	Science, Medicine and Environment	Biology Chemistry Computing English Geography Literature Mathematical Methods Physical Education Physics Psychology Specialist Maths



Health & Sport Science Pathway



Nursing Pathway



Art & Design Pathway



Education Pathway



SPECIAL PROVISION FOR YEARS 10 TO 12



Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their studies. The school's policy is a dynamic document that is in line with VCAA (Victorian Curriculum and Assessment Authority) Special Provision policy.

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

Individual students may need special provision in their learning program to assist them in achieving their learning goals, and in assessment to demonstrate their learning and achievement. For assessment, special provision is provided where reasonable, to allow students to access and complete tasks in a given time frame.

Types of Special Provision

Special Provision is available for Year 10-12 students for

- Classroom learning
 - Curriculum delivery maybe modified to allow for better access to learning for a student by for example using technological assistance or support from an learning aide
- School-based assessment
 - Where a school may vary the assessment arrangements for a student within the classroom or internal exams, such as rescheduling a task or allowing extra time for a task to be completed
- Special examination arrangements
 - Where the examination arrangement for an external examination in VCE Units 3 and 4 has been modified, though the exam itself stays the same. For example extra writing time or permission to use technology for the exam
- Derive examination Scores
 - Where a student's VCE Unit 3 and 4 external exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject due to a significant event or illness at the time the exam. VCAA may calculate a score based on other assessment the student has done.

Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders.

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events.

Applications must be in writing and supported by independent documentation in line with VCAA requirements.

When the school is making a decision on special provision for a student, it school will consider individual student's circumstances, teacher observations and professional evidence provided by a student and/or their family when determining what provisions are appropriate in line with VCAA guidelines.

While special provision may be granted for end of semester examinations, it may not be practical to have the same arrangements for assessment tasks throughout the semester.



Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students who are absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision.

Applying for Special Provision

The following process should be followed when applying for all types of Special Provision at Sunbury College:

1. Student and/or parent makes contact with the Senior Programs Leader to discuss the student's individual situation or condition.
2. Advice will be given on the particular type(s) of special provision that maybe related to the student's situation or condition with information given on the application process and documentation required.
3. Applications must be in writing and supported by independent documentation in line with VCAA requirements.
4. When the required documentation is submitted to the relevant Programs Leader a decision will be made by the school on the granting of special provision in line with VCAA special provision policy and school resources.

At all times the student's situation or condition will be handled with both privacy and respect. From the start of the application process the student will be supported by the school.



SUMMARY OF VCE, VCAL and VET SUBJECTS BY LEARNING AREA

CREATIVE AND PERFORMING ARTS	Drama Media Studies Music [VET] Studio Arts Visual Communication
ENGLISH	English Literature
HEALTH AND PHYSICAL EDUCATION	Health and Human Development Outdoor and Environmental Education Unit 3 & 4 Year 11 Physical Education Sport and Recreation [VET] Year 1 Year 10; Year 2 Year 11
HUMANITIES	Accounting Australian Politics Business [VET] Year 1 / Year 10; Year 2 / Year 11 Business Management Economics Geography History – Year 11 only History – Revolutions Year 12 only Legal Studies
TECHNOLOGY	Computing – Year 11 only Computing –Software Development Year 12 only Creative and Digital Media [VET] Food Studies Product Design and Technology – Textiles
MATHEMATICS	General Mathematics – Year 11 only Mathematical Methods Further Mathematics – Year 12 only Specialist Mathematics
LANGUAGES	Japanese
SCIENCE	Biology Chemistry Physics Psychology
VCAL SPECIFIC	Literacy Numeracy Personal Development Work Related Skills

For full details on each subject please go to the VCAA website. Students can read detailed information about subjects, topics studied and assessment.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



ESSENTIAL EDUCATIONAL ITEMS

YEAR 11 ESSENTIAL EDUCATIONAL ITEMS

This charge is used by the school to provide the following items to students: **\$252.00**

This is applied to enhance the educational experience of all Year 11 students and includes the provision of a diary, ID card, printing, the swimming and athletics carnivals. At Year 11 students select subjects to support their chosen pathway. The levy supports choices and access to high quality classroom resources. An extra levy for electives that have demands for consumables and high level of activity will ensure a high quality program.

Food Technology \$152.00 / Studio Art \$82.00 / Outdoor Education \$452.00

YEAR 12 ESSENTIAL EDUCATIONAL ITEMS

This charge is used by the school to provide the following items to students: **\$277.00**

This is applied to enhance the educational experience of all Year 12 students and includes the provision of a diary, ID card, printing, the swimming and athletics carnivals. This levy also includes a graduation folder. At Year 12 students select subjects to support their chosen pathway. The levy supports choices and access to high quality classroom resources. An extra levy for electives that have demands for consumables and high level of activity will ensure a high quality program.

Food Technology \$152.00 / Studio Art \$82.00 / Outdoor Education \$452.00

VOCATIONAL EDUCATION TRAINING (VET)

For senior students undertaking a VET subject, depending on the course selected, there may be a materials charge. The program is heavily supported by Government funding and all enrolment costs are covered. It is when there is a materials charge that a contribution may be charged.



DETAILED OUTLINES OF VCE SUBJECTS IN ALPHABETICAL ORDER

ACCOUNTING

[VCE]

Course overview



VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report, analyse and interpret financial information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Assessment

Unit 1 and 2

Assessment

Unit 3 and 4

School based coursework assessment, June and November Exam.

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent.

Expectations of students

- An interest in business and accounting.
- Willingness to participate in class discussion and sharing of ideas.
- Able to work independently when completing practical tasks and applying skills.

AUSTRALIAN POLITICS [VCE] SELECT ENTRY Units 3 and 4

Course overview



VCE Australian Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Australian Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics.

Unit 3: Evaluating Australian democracy

Unit 4: Australian public policy

Assessment

Unit 3 and 4

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent.

Expectations of students

- Exhibit an interest Australian politics
- Competent skills in reading and writing

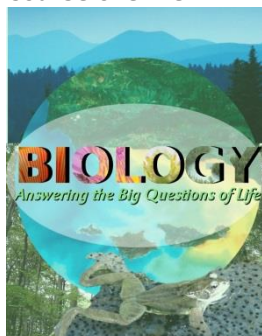
Select entry requirements

- minimum 3.7 work habit rating (for entry in Year 11)
- minimum 90% attendance
- willingness to undertake a subject interview
- submission of past assessment in any subject to demonstrate capacity to undertake course requirements



Further enquiries

S Shaw

BIOLOGY [VCE]**Course overview**

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice.

In VCE Biology inquiry methodologies can include laboratory experimentation, fieldwork which may also involve use of technologies and sampling techniques, microscopy, local and remote data logging simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations and bioethical standards associated with biological investigations is integral to the study of VCE Biology. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Over two years, students study:

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

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

Assessment**Unit 1 and 2**

- Tests
- Student Designed Investigations
- Practical Activities
- Field Work
- Response and Analysis Tasks

School based coursework assessment, June and November exams

Assessment**Unit 3 and 4**

- Practical Activities
- Presentations
- Analysis Tasks using second hand data
- Analytical report on a current Biological issue

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 20 per cent

End-of-year examination: 60 per cent

Expectations of**students**

- Interest in Science
- Willingness to work as part of a team
- Curiosity
- Solid literacy skills

Further Enquiries

A Daniell, N Shadbolt, K Baulch, K Reid



BUSINESS – Certificate II in Business with selected units of competency from Certificate III in Business [VET] Full Year Study (VETBUS)

Course overview

This program provides students with the opportunity to complete Certificate II Business (VET) in year 10 over two semesters. The course can then be continued in year 11 to receive a statement of attainment towards Certificate III. Students who complete both years of this two-year program in VET business will develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge. It is great practical training if you are interested in working in a business capacity.

Unit 1 & 2 Yr. 10 Certificate II in Business

Units of Competency:

- *Contribute to health and safety of self and others*
- *Communicate in the workplace*
- *Produce simple word processed documents*
- *Communicate electronically*
- *Process and maintain workplace information*
- *Work effectively in a business environment*
- *Participate in environmentally sustainable work practices*
- *Use business technology*

Year 2 of the program:

Units of Competency:

- *Apply knowledge of WHS legislation in the workplace*
- *Plus six elective units to be chosen from the training package by the classroom teacher.*

VCE Credit

Four units – two at the Unit 1, 2 level Completed in year 10 and a 3 and 4 Sequence if enough students wish to pursue in Year 11. A study score will be available for this subject in Unit 3 and 4 therefore VET Business can be counted in the student's best 4 subjects for the calculation of the ATAR Score.

Expectations of students

- Self-management
- Team work
- Communication – verbal and written skills
- Basic Numeracy skills

Related Careers

With additional training and experience, potential employment opportunities may include: *business manager, human resource officer, events management officer, office manager, business development officer, accounts clerk, officer, etc. in any industry including trade, finance, health, hairdressing and beauty, hospitality, sports and recreation.*

Further enquiries

I Hossain, S Shaw

BUSINESS MANAGEMENT [VCE]

Course overview

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Over two years students study:

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business

Assessment Unit 1 and 2

School based assessment, June and November examination



Assessment Unit 3 and 4	Unit 3 School-assessed Coursework: 25 per cent Unit 4 School-assessed Coursework: 25 per cent End-of-year examination: 50 per cent.
Expectations of students	<ul style="list-style-type: none"> - An interest in business - An interest and understanding in current issues and events. - Willingness to undertake practical research. - Willingness to participate in class discussion and sharing of ideas.
Further Enquiries	B McNamara, J Cheeseman

CHEMISTRY [VCE]

Course overview



Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider 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 materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

It is strongly recommended that students achieve a VELS ranking in Science and Maths of 10.00 or above to be able to successfully complete this subject. It is also recommended that students wishing to do Chemistry also study VCE Mathematical Methods.

Over two years students study:

Unit 1: How can the diversity of materials be explained?

Unit 2: What makes water such a unique chemical?

Unit 3: How can chemical processes be designed to optimise efficiency?

Unit 4: How are organic compounds categorised, analysed and used?

Assessment Unit 1 and 2

School-assessed Coursework includes:

- extended practical investigations
- analysis of second hand data

School based coursework assessment, June and November exams

Assessment Unit 3 and 4

School-assessed Coursework includes:

- extended practical investigations
- analysis of second hand data
- a practical write up for a synthesis reaction
- the research of newly emerging technologies such as nanotechnology

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 20 per cent

End-of-year examination: 60 per cent.

Expectations of students

- Strong Maths ability
- Interest in Chemical Sciences
- Able to work in teams
- Ability to undertake practical experiments and write reports

Further Enquiries

T Martin, S Davidson



COMPUTING – YEAR 11 [VCE]

Course overview

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems. At Unit 1 students study: Data and Graphic Solutions, Networks and Collaboration and Communication. In Unit 2 students study: Programming, Data Analysis and Visualisation and Data Management.

Assessment Unit 1 and 2

School based coursework assessment, June and November exams

Expectations of students

- Be ready to develop skills that would require you to obtain data from various sources
- Be ready to develop skills that would help you analyze data and process information
- Think creatively and outside the box
- Be able to work in teams and/or independently
- Organize and manage your time to complete your learning tasks on time

Further Enquiries

L Milkovic

COMPUTING – YEAR 12 SOFTWARE DEVELOPMENT [VCE]

Course overview

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students study: Programming Practice and Analysis and Design. At Unit 4 they study: Software Solutions and Interactions and Impact.

Assessment Unit 3 and 4

20% school coursework assessment, 30% school assessed task, 50% external November examination.

Expectations of students

- Remember that computers are dumb. In order to make them smart, you should be able to think logically, express your ideas precisely and analyze the errors patiently. One typo and the program will halt. The programmer must be precise and accurate to achieve any desired results.
- Be ready to experiment and take risks. The same ideas can be expressed many ways, but each with its own degree of complexity that often depends on its relation with everything else.
- Be able to preserve and to see the errors fixed
- Self-motivated and work independently
- Organize and manage your time to complete your folio

Further Enquiries

L Milkovic



CREATIVE AND DIGITAL MEDIA
[VET]

Course overview


**Students cannot enrol in this subject without having successfully completed Units 1 and 2 Creative and Digital Media.*

The VCE VET Creative and Digital Media program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the creative and digital media industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.
- develop skills in designing for a range of specific audiences and working with audio, photography, complex graphics, web design, motion graphics and 2D animation.

Competencies undertaken in the two year program are taken from the CUA31015 Certificate III in Screen and Media

Assessments, folios and the practical demonstration of the units of competency. Students receive 2 VCE units credit

**Assessment
Unit 1 and 2**
**Assessment
Unit 3 and 4**

School-assessed work and end-of-year external VCAA examination. The examination is completed on computer. The exam seeks to test student theory and practical skills.

The school assessed work includes two major projects: (for example) the creation of a digital portfolio of students work over the two years, design and creation of a product such as a digital character in Flash.

Students must develop visual design briefs for these projects.

School based work is assessed under the supervision of Collarts.

Successful students will be credited for two VCE units and receive Certificate III in Screen and Media from Collarts, along with a study score for their ATAR.

**Expectations of
students**

- Be self-motivated and work independently
- Creative thinkers
- Willingness to challenge yourself and extend your skills
- Ability to manage, organise and prioritise
- Ability to use a range of software and continually practices your skills
- Have a keen interest in Visual Arts, Digital Art and Visual Communication

Further Enquiries

L Milkovic

DRAMA [VCE]

Course overview


The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Students study over two years:.

Unit 1: Dramatic storytelling

Unit 2: Non-naturalistic Australian drama

Unit 3: Devised non-naturalistic ensemble performance

Unit 4: Non-naturalistic solo performance

**Assessment
Unit 1 and 2**

School based coursework assessment, June and November exams

**Assessment
Unit 3 and 4**

School-assessed Coursework: 40 per cent

End-of-year performance examination: 35 per cent

End-of-year written examination: 25 per cent.

**Expectations of students**

- Enjoy acting, performing and working collaboratively with other students.
- Recognise that this is a performance subject and that you must be willing to perform for a range of audiences.
- Wish to develop confidence in using your acting skills (voice, movement, imagination)
- Be prepared to attend compulsory excursions to professional theatre productions
- Be prepared to use your knowledge, research and playmaking skills in the development of your own performances (group and solo)
- Be willing to learn to discuss and analyse your own work and the work of others

Further Enquiries

J Seviar

ENGLISH [VCE]**Course overview**

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures.

Other texts are selected for analysis, comparison and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to compare and analyse texts, moving from interpretation to reflection and critical analysis. English helps equip students for participation in a democratic society and the global community.

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

Assessment**Unit 1 and 2**

School based coursework assessment, June and November exams

Assessment**Unit 3 and 4**

Unit 3 School-assessed Coursework: 25 per cent
 Unit 4 School-assessed Coursework: 25 per cent
 End-of-year examination: 50 per cent.

Expectations of students

- Complete reading of set texts before the commencement of study.
- Contribute to class discussion
- Plan, write and deliver oral presentations in front of a selected audience.
- Ability to independently plan, consider ideas and write assessment tasks.
- Ability to write with a range of structures and styles.
- Ability to edit, draft and reflect on own work.

Further Enquiries

V Strangio and English teachers

FOOD STUDIES [VCE]**Course overview**

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Students study over two years:

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life



Unit 4: Food issues, challenges and futures

NOTE: There is a significant cost associated with this course for food materials (approx. \$150). Payment must be paid before materials can be supplied and full leather shoes must be worn in all classes.

School based coursework assessment, June and November exams

**Assessment
Unit 1 and 2**

**Assessment
Unit 3 and 4**

Unit 3 School-assessed Coursework: 30 per cent

Unit 4 School-assessed Coursework: 30 per cent

End-of-year examination: 40 per cent.

Expectations of students

- Enjoy cooking and have a willingness to learn new skills as well as build on skills already learnt.
- Have an open mind to the introduction of different/unusual foods and ingredients.
- Openly participate and actively contribute to teamwork.
- Learn to manage your time to complete long and short term projects.

Further Enquiries

K Walters, A Day

GEOGRAPHY [VCE]

Course overview



The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena. VCE Geography is designed around two key themes: interconnection and change. Human interaction with environments has had, and continues to have, significant consequences.

Fieldwork is a compulsory aspect of each unit and there are some costs for overnight camps.

Students study over two years:

Unit 1: Hazards and disasters

Unit 2: Tourism

Unit 3: Changing the land

Unit 4: Human population – trends and issues

**Assessment
Unit 1 and 2**

**Assessment
Unit 3 and 4**

School based coursework assessment, June and November exams

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent.

Expectations of students

- Exhibit an interest in Hazards/Disasters, Tourism, Population and Land Change
- Be prepared to engage in Spatial Technology
- Show an interest in mapping

Further Enquiries

N Loadman



HEALTH AND HUMAN DEVELOPMENT [VCE]

Course overview



Through the study of VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Over two years students study:

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context.

Assessment Unit 1 and 2 Assessment Unit 3 and 4

School based coursework assessment, June and November exams

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent.

Expectations of students

- Interest in health related issues
- Sound literacy skills
- Willingness to contribute to discussions in class

Further Enquiries

K Hedin, B Kelly

HISTORY – Year 11 [VCE]

Course overview



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. After World War One the world was reshaped with new borders, movements, ideologies and power structures that had an impact for decades to come. New totalitarian governments, such as the Nazi Party in Germany, 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 the USA, the consumerism and material progress of the 1920s was tempered by the Great Depression. In all nations, writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted the change in the world around them. Despite hopes for international peace, the world was again overtaken by war in 1939.

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. This period was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War and related conflicts such as the Vietnam War. Students also explore the rise of social



movements that challenged existing values and traditions, such as the civil rights movement in the USA and the anti-apartheid movement in South Africa.

**Assessment
Unit 1 and 2**

School based coursework assessment, June and November exams

Expectations of students

- Interest in history
- Competent reading and writing skills
- Curiosity to help develop historical questions and find relevant answers through research and analysis
- Willingness to think independently and discuss ideas with others

Further Enquiries

S Heath

HISTORY – Year 12, REVOLUTIONS [VCE]

Course overview



In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Revolutions studied:

The American Revolution: 1754 – 1789

Students will analyse:

- The events that contributed to the outbreak of revolution, including the Boston Massacre and Boston Tea Party
- The role of key individuals, including Benjamin Franklin, George Washington and Thomas Jefferson
- The challenges to the new regime, including the War of Independence and the treatment of Native Americans and African Americans.



The French Revolution: 1774 to 1795

Students will examine:

- The contribution of popular movements in challenging the existing order, including the Réveillon Riots, the storming of the Bastille and the 'Great Fear'
- The role of key individuals including Marie Antoinette and Louis XVI
- The use of capital punishment and the policy of 'terror until peace' in 1793-94

**Assessment
Unit 3 and 4**

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent.

**Expectations of
students**

- Interest in history
- Sound Historical research skills
- Understanding of politics and current affairs
- Competent skills in English

Further Enquiries

S Shaw



LANGUAGES - JAPANESE [VCE]

Course overview

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in the study design. *Hiragana* and *Katakana* syllabaries and a prescribed number of *Kanji* (Chinese characters) will be studied.

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. It also provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

There are three prescribed themes:

- The individual
- The Japanese-speaking communities
- The changing world

Assessment Unit 1 and 2

School based coursework assessment, June and November exams

Assessment Unit 3 and 4

Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent

Expectations of students

- Ability to write and speak at the expected Year 10 level
- To be open to new cultural experiences
- To work effectively as a team
- To practise speaking skills regularly
- Confident oral communication in Japanese

Further Enquiries

C Shepherd

LEGAL STUDIES [VCE]

Course overview

VCE Legal Studies examines the institutions and principles, which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Over two years students study:

Unit 1: Guilt and Liability

- Legal Foundations
- The Presumption of Innocence
- Civil Liability

Unit 2: Sanctions, Remedies and Rights

- Sanctions
- Remedies
- Rights



Unit 3: Rights and Justice

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

Unit 4: The People and the Law

- The People and the Australian Constitution
- The People, the Parliament and the Courts

**Assessment
Unit 1 and 2**

School based coursework assessment
Satisfactory completion of S-Tasks prior to each School Assessed Coursework task
June and November exams

**Assessment
Unit 3 and 4**

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent.

**Expectations of
students**

- An interest in law, government and politics.
- An interest and understanding in current socio-economic legal and political issues and events.
- Willingness to undertake practical research.
- Willingness to participate in class discussion, debate and sharing of ideas.

Further Enquiries

M Lowry

LITERATURE [VCE] OFFERED AT UNIT 1 and 2 2020**Course overview**

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

**Assessment
Unit 1 and 2**

School based coursework assessment, June and November exams

**Assessment
Unit 3 and 4**

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent.

**Expectations of
students**

- Initiative to read and explore support material.
- Passion and love for reading and writing.
- High level analysis and comprehension.
- Receptiveness to advice and feedback.
- Complete reading of set texts before the commencement of study.
- Contribute to class discussion
- Plan, write and deliver oral presentations in front of a selected audience.
- Ability to independently plan, consider ideas and write assessment tasks.
- Ability to write with a range of structures and styles.
- Ability to edit, draft and reflect on own work.

Further Enquiries

B Shallies

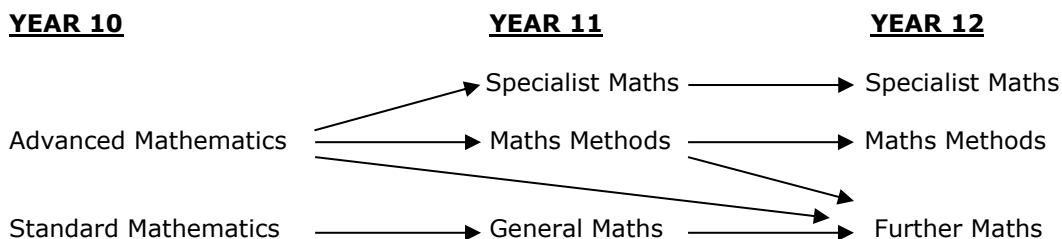


VCE MATHS COURSE SELECTION GUIDE

SPECIFIC MATHEMATICS ADVICE FOR STUDENTS GOING INTO YEAR 11

WHICH YEAR 10 MATHS LEADS INTO YEAR 11 AND 12 MATHS SUBJECTS?

The choices for VCE Maths are listed below in order of **decreasing difficulty**.



Studying General Maths, Maths Methods, or Specialist Maths in Year 11 VCE requires students to have a CAS Calculator. These calculators, can be retained from year 10, cost around \$200 and are also used in Year 12.

SPECIFIC REQUIREMENTS FOR ENTRY TO VCE MATHS SUBJECTS

ENTRY TO GENERAL MATHS YEAR 11

If a student wants to do General Maths at Year 11 (and then possibly Year 12 Further Maths), they should meet the following recommendations:

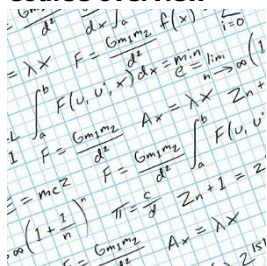
- The student should have done Mathematics at Year 10 and achieve the expected Victorian Curriculum standard of 9.5 and have an S (satisfactory) for both Semester 1 and Semester 2.
- It is not recommended that any student attempt Year 11 General Maths if they were graded below the expected standard in Maths at Year 10 because they will not be adequately prepared to succeed.

ENTRY TO MATHS METHODS AND SPECIALIST MATHS YEAR 11

- Students wishing to undertake a Maths Methods Unit 1 will sit an Entrance Exam in Year 10 to determine their eligibility for VCE Maths Methods. This will also determine their eligibility for Specialist Maths if they wish to do this subject at Year 11.
- The Entrance exam will be undertaken by all Year 10 Advanced Mathematics students as well as any other Year 10 maths student wishing to undertake VCE Maths Methods
- The Entrance exam will be held in Term 2 Week 11.
- The results from the entrance exam (after cross marking) will be made available to students during **Term 3 week 1** prior to the subject selection due date.
- Any student successful on the Entrance exam (greater than 50%) but not currently undertaking Year 10 Advanced Mathematics may be moved across to Advanced Mathematics after consultation with their parents for the remainder of the year.



MATHEMATICS: GENERAL MATHEMATICS – Year 11 [VCE]

Course overview**Please refer to specific maths requirements on page 9.**

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. This course is designed for those wishing to attempt Further Mathematics at Units 3 and 4.

Topics covered are chosen from the following areas of study: Statistics, Arithmetic, Functions and Graphs, Algebra, Difference Equations, Networks, Financial Maths and Matrices.

Prerequisites: This course is available to students who have completed Year 10. Maths with an average score of 50% or better and an S (satisfactory) in both Semester 1 and 2.

NOTE: CAS CALCULATOR IS COMPULSORY. APPROX. COST \$200.**Assessment
Unit 1 and 2**

School based coursework assessment in the form of tests and application tasks.

**Expectations of
students**

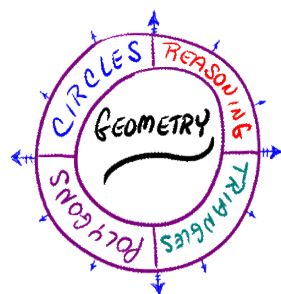
June and November exams

- The student should have done Mathematics at Year 10 and achieve the expected Victorian Curriculum standard of 9.5 and passed their tests and exams, and also achieved an S (satisfactory) for Semester 1 and 2 in Year 10.
- Willingness to undertake practice exercises to confirm learning
- Ability to perform under test conditions
- Interest in problem solving
- Sound calculator skills.

Further Enquiries

T Martin

MATHEMATICS: FURTHER MATHEMATICS YEAR 12 [VCE]

Course overview**Please refer to specific maths requirements on page 9.**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

NOTE: A CAS CALCULATOR IS COMPULSORY. APPROX. COST \$200.**Assessment
Unit 3 and 4**

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 14 per cent

Units 3 and 4 Examination 1: 33 per cent

Units 3 and 4 Examination 2: 33 per cent

Cost

- Willingness to undertake practice exercises to confirm learning
- Ability to perform under test conditions
- Interest in problem solving
- Sound CAS calculator skills.

Further Enquiries

S Birchnell


MATHEMATICS: MATHEMATICAL METHODS [VCE]
Course overview

$$\begin{aligned} \textcircled{a} \quad e^{xy} &= \tan y \\ e^{xy} \left(x \frac{dy}{dx} + y \right) &= \sec^2 y \cdot \frac{dy}{dx} \\ x e^{xy} \frac{dy}{dx} + y e^{xy} &= \sec^2 y \frac{dy}{dx} \\ y e^{xy} &= \frac{dy}{dx} (\sec^2 y - x e^{xy}) \\ \frac{y e^{xy}}{\sec^2 y - x e^{xy}} &= \frac{dy}{dx} \end{aligned}$$

Please refer to specific maths requirements on page 9.

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. This course provides the student with background knowledge and skills that are needed for further studies in areas such as economics, commerce, medicine, sciences, engineering and many others.

Units 1 and 2 also provide the necessary background for students wishing to study Specialist Mathematics units 3 and 4 in conjunction with Mathematical Methods 3 and 4.

Units 1 and 2 cover topics from the following areas of study: Functions and Graphs, Algebra, Calculus, Probability and Statistics. Units 3 and 4 cover topics from the following areas of study: Circular functions, Calculus, Algebra, Statistics and Probability. Prerequisites: This course is available to students who have successfully completed Mathematical Methods Units 1 and 2.

Prerequisites: This course is available to students who have completed Year 10 Advanced Mathematics with an average of 70% or better and an S (satisfactory) for both Semester 1 and 2 in Yr 10.

NOTE: A CAS CALCULATOR IS COMPULSORY. APPROX. COST \$200.
Assessment Unit 1 and 2

School based coursework assessment, June and November exams

Assessment Unit 3 and 4

Unit 3 School-assessed Coursework: 17 per cent
Unit 4 School-assessed Coursework: 17 per cent
Units 3 and 4 Examination 1: 22 per cent
Units 3 and 4 Examination 2: 44 per cent

Expectations of students

- Students wishing to undertake a Maths Methods Unit 1 will sit an Entrance Exam in Year 10 to determine their eligibility for VCE Maths Methods.
- Willingness to undertake practice exercises to confirm learning
- Ability to perform under test conditions
- Interest in problem solving
- Sound CAS calculator skills.

Further Enquiries

R Strawhorn, S Birchnell.

MATHEMATICS: SPECIALIST MATHEMATICS [VCE]
Course overview

$$\begin{aligned} \frac{1}{\sqrt{u}} \cdot y &= u^2 + 3\sqrt{u} - 1 \quad u = x^2 + 1 \quad \frac{dy}{dx} = \dots \\ \frac{1}{\sqrt{u}} \cdot y &= (x^2 + 3\sqrt{x^2 + 1}) \cdot (2x) = (2x^3 + 2x) \\ \frac{3}{\sqrt{u}} \cdot y &= (2x^3 + 2 + \frac{3}{2\sqrt{x^2 + 1}}) \cdot 4x \\ \frac{3}{\sqrt{u}} \cdot y &= (1 + \frac{2}{x}) \cdot x^2 = ((1 + \frac{2}{x})^2) \cdot (1 + \frac{2}{x}) \cdot \frac{1}{\sqrt{u}} \\ \frac{3}{\sqrt{u}} \cdot y &= \frac{1}{\sqrt{u}} \lim_{x \rightarrow a} \sqrt{f(x)} = \sqrt{\lim_{x \rightarrow a} f(x)} \\ A \lim_{x \rightarrow a} b^{f(x)} &= b^c \quad b = \text{const}, \lim_{x \rightarrow a} f(x) = c \\ \lim_{x \rightarrow a} \log_c f(x) &= \log_c [\lim_{x \rightarrow a} f(x)], \quad c = \text{const} \quad \lim_{x \rightarrow a} \end{aligned}$$

Note: Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 1, 2, 3 and 4. Please refer to specific maths requirements on page 9.

This program traditionally attracts a small numbers at Units 3 and 4. However as part of an agreement for shared provision, where possible, to ensure students can access programs locally, students will be able to access the program at Sunbury Downs College in a situation where there is not enough numbers to form a stand alone class.

Specialist Mathematics Units 1 and 2 provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Topics to be covered consist of material from the following areas of study: Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry Measurement & Trigonometry, Graphs of Linear and Non-Linear relations and Statistics.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. This level assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2



topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4.

Topics to be covered consist of material from the following areas of study: Complex Numbers, Coordinate Geometry, Algebra, Calculus, Probability and Statistics, Vectors and Mechanics.

Assessment School based coursework assessment, June and November exams

Unit 1 & 2

Assessment

Unit 3 and 4

Unit 3 School-assessed Coursework: 17 per cent

Unit 4 School-assessed Coursework: 17 per cent

Units 3 and 4 Examination 1: 22 per cent

Units 3 and 4 Examination 2: 44 per cent

Expectations of students

- Students wishing to undertake a Specialist Maths Unit 1 will sit an Entrance Exam in Year 10 to determine their eligibility for VCE Specialist Maths.
- Willingness to undertake practice exercises to confirm learning
- Ability to perform under test conditions
- Interest in problem solving
- Sound CAS calculator skills.

Further Enquires K Gregory, R Strawhorn

MEDIA [VCE]

Course overview



Media is dynamic in today's society working on a personal, local, national and global level. Media teaches, informs, entertains and shapes audience's perception of their lives and the world in which they live. VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider the way media stories and narratives are constructed by producers and institutions as well as read and understood by audiences over time. They examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products. This aspect of the study is integrated with both individual and collaborative development, design and production of media narratives, representations and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

Assessment Unit 1 and 2:

School based coursework assessment, June and November exams

Assessment Unit 3 and 4:

Unit 3 School-assessed Coursework: 10 per cent

Unit 4 School-assessed Coursework: 10 per cent

School-assessed Task: 40 per cent

End-of-year examination: 40 per cent.

Expectations of students

- Enjoy film, print and digital production, media analysis and working collaboratively with others.
- Have an interest in the media and various roles involved in creating media products.
- Be prepared to view and break down the technical elements involved in making media products.
- Be prepared to focus on the five stages of production: development, pre-production, production and post production & distribution.
- Be prepared to learn new skills involved in media technologies and processes.
- Be prepared to complete your filming outside of class time.

Further Enquiries N Fella



MUSIC [VET]

Course Overview**CUA30915 Certificate III in Music Industry**

Year 1 (unit 1 and 2) is open to year 10 and year 11 students.

Year 2 (unit 3 and 4) is open to year 11 and year 12 students.

You must complete year 1 to enrol in year 2.

Music Performance Specialisation: This subject provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 include composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Students learn valuable industry skills and learn how to rehearse effectively in a band and as a soloist.

Expectations of Students

- Play an instrument or sing.
- Recognise that this is a performance subject and that you must be willing to perform for a range of audiences.
- Be willing to learn to discuss and analyse your own work and the work of others.
- Work respectfully with other members of the class in ensembles.
- Wish to develop your music industry knowledge.
- Wish to develop your music technology skills such as recording and live performance set up.

Related Careers

Performer, Manager, Publicist, Technical Production

Further Enquiries

C Brown

OUTDOOR AND ENVIRONMENTAL EDUCATION [VCE]

Course overview

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans. Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

NOTE: Significant costs associated with this course (around \$450). These must be paid to be able to participate.



Assessment Unit 2	School based coursework assessment, end of semester exam
Assessment Unit 3 and 4	Unit 3 School-assessed Coursework: 25 per cent Unit 4 School-assessed Coursework: 25 per cent End-of-year examination: 50 per cent.
Expectations of students	<ul style="list-style-type: none"> - Interest in developing skills in outdoor education pursuits - Ability to work as part of a team - Interest in Personal Fitness and improving fitness levels.
Related Careers	This course offers an insight into careers in recreation and outdoor education including, teaching, outdoor education leadership, recreation management, tourism and adventure sports.
Further enquiries	N Matricardi

PHYSICAL EDUCATION [VCE]

Course overview



VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Over two years students study:

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport and society
- Unit 3: Movement skills and energy for physical activity
- Unit 4: Training to improve performance

Assessment Unit 1 and 2 Assessment Unit 3 and 4

School based coursework assessment, end of semester exam

School-assessed work and end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examinations: 50 per cent

Expectations of students

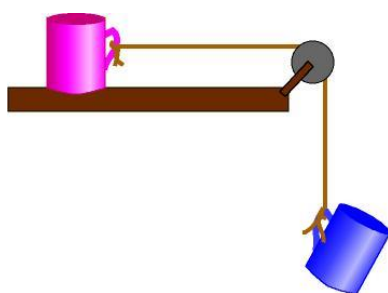
- Interest in anatomy, physiology and biomechanics
- Willingness to contribute to class discussion
- Ability to work in teams
- Commitment to regular review of knowledge using Edrolo

Further Enquiries

J Lane, J Gray, L Sfyris Qoon, H Simpson

PHYSICS [VCE]

Course overview



Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand



how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews.

It is strongly recommended that students achieve a level of 10.00 or above in Science and Maths at Year 10 to be able to successfully complete this subject.

Over two years students study:

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

Assessment

Unit 1 and 2

Assessment

Unit 3 and 4

Expectations of students

School based coursework assessment, end of semester exam

Unit 3 School-assessed Coursework: 21 per cent

Unit 4 School-assessed Coursework: 19 per cent •

End-of-year examination: 60 per cent.

- Strong mathematical skills – study of Maths Methods
- Willingness to work in teams for experiments
- Ability to complete written reports on experiments
- Willingness to revise skills regularly
- Interest in the study of physics

Further Enquiries

A Daniell, A McPartlan

PRODUCT DESIGN AND TECHNOLOGY – TEXTILES [VCE]

Course overview



Product design is part of people's responses to changing needs to improve quality of life by designing and creating artifacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation. In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe, manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development. More sustainable approaches are therefore at the forefront throughout the product lifecycle.

Over two years students study:

Unit 1: Product re-design and sustainability

Unit 2: Collaborative design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation



Assessment Unit 1 and 2	School based coursework assessment, June and November exams
Assessment Unit 3 and 4	Unit 3 School-assessed Coursework: 12 per cent Unit 4 School-assessed Coursework: 8 per cent School-assessed Task: 50 per cent End-of-year examination: 30 per cent.
Expectations of students	<ul style="list-style-type: none"> - Have an interest in working with materials, tools equipment and machines to design and produce your own innovative and creative solutions. - A willingness to work through the design process in the role of designer/maker to solve design problems. - Be prepared to present your work to an audience. - Enjoy working as part of a team to achieve goals. - Learn to manage your time and available resources to complete design briefs. - Be prepared to learn about the social, economic and environmental issues that challenge designers to be more sustainable. - Be committed to the planning and running of 'ShowOff'.
Further Enquiries	L Wills

PSYCHOLOGY [VCE]

Course overview

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society.

Over two years students study:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is wellbeing developed and maintained?

It is strongly recommended that students achieve a VELS in Science and English of 10.00 to be able to successfully complete this subject.

Assessment Unit 1 and 2	School based coursework assessment, June and November exams
Assessment Unit 3 and 4	Unit 3 School-assessed Coursework: 16 per cent Unit 4 School-assessed Coursework: 24 per cent



End-of-year examination: 60 per cent.

Expectations of students

- Minimum attendance of 80%
- Completion of all folio tasks as preparation for SACs and exams
- Maintenance of a glossary of key psychology terms
- Willingness to participate in class discussions

Further Enquiries

N Hutchesson, C Crawford, C Borg

SPORT AND RECREATION - Certificate III in Sport and Recreation (Fitness Instructing) SIS30510 [VET]

Course overview



This is a Vocational Education and Training (VET) two year subject (counting as 4 VCE units of study). **This certificate** provides students with the skills and knowledge to work in the Sport and Recreation industry.

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. Possible job titles include: recreation officer, activity operation officer, sport and recreation attendant, community activities officer, leisure services officer.

The VCE Sport and Recreation program provides students with the opportunity to undertake sport activity studies that enable them to become multi-skilled, thereby enhancing entry to employment and further training across many sectors in the sport and recreation industry. The course requires students to undertake a number of core competencies, stream competencies plus a range of electives which are intended to enhance student skills and knowledge in more specialised areas of sporting activity.

In Units 1 and 2, students will complete a range of electives to create a program of their choice, including sport specific activities, conducting events, or fitness programs.

Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, develop and update knowledge of coaching practices, facilitate groups and educate user groups.

To undertake Year 2 of this course, current Year 10 students must have completed Year 1 in 2019.

NOTE: There are significant charges for this course. All students have to pay an annual materials fee of \$100 to participate in this program. This cost is directly related to certificate completion including resource booklets and training in First Aid.

There may be other costs incurred for excursions and gym sessions.

**Assessment Unit 1 & 2
Assessment Unit 3 and 4**

Competency based assessment as per National Training Guidelines.

This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.


Expectations of students

- Be able to successfully identify and organize personal work priorities and development opportunities.
- Identify and adhere to work health and safety policies.
- Respond to emergency situations and provide first aid.
- Understand how social media can be used for collaboration and engagement.
- Plan, prepare and execute Sport and Recreation sessions in the community.
- Develop and implement fitness programs for both individual and group sessions.
- Identify and understand different fitness abilities and limitations for individuals.
- Plan and execute group fitness sessions and manage any arising conflicts.
- Safely plan and execute group warm up and cool downs.
- Use a variety of resources to deliver public education in the Sport and Recreation Industry.

Further Enquiries

L Sfryis Qoon, W Pfitzner

STUDIO ARTS – [VCE]
Course overview


VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Approx cost: \$150.

**Assessment
Unit 1 and 2
Assessment
Unit 3 and 4**

School based coursework assessment, June and November exams

Unit 3 School-assessed Coursework: 5 per cent
 Unit 4 School-assessed Coursework: 5 per cent
 Units 3 and 4 School-assessed Task: 60 per cent
 End-of-year examination: 30 per cent.

Expectations of students

- Desire to develop confidence in using a range of materials and media including photography
- Possess an interest in understanding the role of artists in society and the range of skills and techniques they employ
- Be prepared to use your knowledge in the development of your own creative artworks
- Be aware of the preservation and presentation of artworks
- Be prepared to think about and document the intent and processes involved in making artwork
- Willingness to learn to discuss and analyse your own work and the work of others

Further Enquiries

R Parker, A Sturgeon, C O'Grady



VISUAL COMMUNICATION and DESIGN [VCE]

Course overview

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking. Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students explore manual and digital methods to develop and refine presentations. Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

**Assessment
Unit 1 and 2**

School based coursework assessment, June and November exams

**Assessment
Unit 3 and 4**

Unit 3 School-assessed Coursework: 20 per cent
 Unit 4 School-assessed Coursework: 5 per cent
 School-assessed Task: 40 per cent
 End-of-year examination: 35 per cent.

**Expectations of
students**

- Desire to learn and build upon your drawing skills
- Have an interest in designing and also exploring the work of professional designers
- Enjoy creatively solving problems , to think outside the box
- A willingness to explore a range of methods and media including ICT
- Willingness to learn to manage your time to complete long and short term briefs
- Willingness to learn about the ethical, cultural and legal responsibilities face by designers

Further Enquiries

A Sturgeon, J Gaut, C O'Grady

