

2018

GLADSTONE PARK

Senior School Handbook



Knowledge is Power

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Introduction

VCE

The Victorian Certificate of Education (VCE) is a two-year certificate administered by the Victorian Curriculum and Assessment Authority (VCAA). This certificate is a main requirement for entry into tertiary courses and some employers require it for selection purposes.

Generally, subjects are offered in four Units (1, 2, 3 and 4). Units 3 & 4 of all subjects must be taken as a sequence. That is, students cannot enrol in Unit 4 unless they have also enrolled in Unit 3 of any subject. Most students enrol in Units 1 and 2 in Year 11 then Units 3 and 4 in Year 12. Each Unit runs for 20 weeks (a school semester or two terms). Most students at GPSC complete 22 to 24 Units over two years (Years 11 and 12).

To be awarded the VCE and receive an ATAR (Australian Tertiary Admission Rank), a student must satisfactorily complete at least 16 Units, including;

- 3 Units of English (including a 3/4 English, English as an Additional Language (EAL) or Literature sequence)
- Unit's 3 and 4 in 3 subjects other than English

It is each student's responsibility to ensure that the course he or she selects will enable him or her to meet these VCAA Requirements.

The awarding of satisfactory completion for Units is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the Unit.

Achievement of an outcome means:

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

If all outcomes are achieved, the student receives "S" (Satisfactory) for the Unit. If any of the outcomes are not achieved, the student receives "N" (not satisfactory) for the Unit.

A student will not satisfactorily complete an outcome if:

- Their work is not of the required standard
- The student fails to meet a deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated or there has been a substantive breach of rules.
- A student has completed all work but there has been a substantive breach of the attendance requirement.

Example of typical VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	<i>English</i> <i>Unit 1 & 2</i>	<i>"Choice 1"</i> <i>Unit 1 & 2</i>	<i>"Choice 2"</i> <i>Unit 1 & 2</i>	<i>"Choice 3"</i> <i>Unit 1 & 2</i>	<i>"Choice 4"</i> <i>Unit 1 & 2</i>	<i>"Choice 5"</i> <i>Unit 1 & 2</i>
Year 12	<i>English</i> <i>Unit 3 & 4</i>	<i>"Choice 1"</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 3"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 3 & 4</i>	

Example of accelerated VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>"Choice 1"</i> <i>Unit 1 & 2</i>
Year 11	<i>English</i> <i>Unit 1 & 2</i>	<i>"Choice 2"</i> <i>Unit 1 & 2</i>	<i>"Choice 3"</i> <i>Unit 1 & 2</i>	<i>"Choice 4"</i> <i>Unit 1 & 2</i>	<i>"Choice 5"</i> <i>Unit 1 & 2</i>	<i>"Choice 1"</i> <i>Unit 3 & 4</i>
Year 12	<i>English</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 3"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 3 & 4</i>	<i>"Choice 5"</i> <i>Unit 3 & 4</i>	

Example of typical SEAL VCE program

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 subject</i>	<i>Year 10 Enrichment English</i>	<i>"Choice 1"</i> <i>Unit 1 & 2</i>	<i>"Choice 2"</i> <i>Unit 1 & 2</i>
Year 11	<i>"Choice 1"</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>English</i> <i>Unit 1 & 2</i>	<i>"Choice 4"</i> <i>Unit 1 & 2</i>	<i>"Choice 5"</i> <i>Unit 1 & 2</i>	<i>"Choice 6"</i> <i>Unit 1 & 2</i>
Year 12	<i>English</i> <i>Unit 3 & 4</i>	<i>"Choice 2"</i> <i>Unit 3 & 4</i>	<i>"Choice 3"</i> <i>Unit 3 & 4</i>	<i>"Choice 4"</i> <i>Unit 3 & 4</i>	<i>"Choice 5"</i> <i>Unit 3 & 4</i>	

It is important to note that accelerating a subject does not mean you will necessarily reduce your year 12 subject load.

Sample Year 10 - VCE Programs for Student Use

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10						
Year 11						
Year 12						

Sample Year 10 - VCE Programs for student Use

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 10						
Year 11						
Year 12						

VCE and VCAL – What’s the difference?

<u>VCE</u> - Victorian Certificate of Education	<u>VCAL</u> - Victorian Certificate of Applied Learning
A two year certificate.	Foundation, Intermediate or Senior certificates awarded as each level is completed.
Certificate awarded when requirements of VCE are met, usually at the end of two years.	Certificate awarded when requirements of VCAL are met, typically within 18 months.
A main requirement for entry into University or TAFE courses. Some employers also require it for selection purposes.	Best suited to students seeking employment, vocational training, traineeships, apprenticeships or TAFE courses.
All Units have a theoretical component. Some subjects have a large practical component.	All Units have large practical components and require students to demonstrate this through evidence.
Courses consist of VCE Units and can include VETiS Units.	Courses consist of VCAL and VETiS Units at school and/or TAFE. Students can elect to undertake some VCE Units.
Semester long Units of work where set outcomes must be completed by the end of the semester.	Semester long Units of work where set outcomes must be completed by the end of the semester.
All students studying a Unit must meet the same outcomes.	All students studying a Unit must meet the same outcomes.
Assessment is based on tasks completed in class and exams.	Assessment is based on evidence collected through a wide range of activities, including work placement, TAFE coursework and classroom activities.
Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 & 4 in at least 3 other subjects.	Students must complete a minimum of 10 credits, which include Literacy, Numeracy, Personal Development and credit gained through VETiS or VCE studies.
Students attend school for six periods per day, five days a week.	Students attend school for six periods per day, five days a week, including an approved Work Placement and TAFE attendance.

- VCAL and VCE students are subject to the same discipline and welfare policies, uniform policies and attendance requirements. All students are enrolled in, and their progress reported on, the same computer system (VASS). Both VCE and VCAL are overseen by VCAA.
- VCAL and VCE students are offered the same opportunity to participate in all College programs including graduation ceremonies, formals, sport and other extra-curricular activities. VCAL students may be able to gain credits toward their certificate by playing an active leadership role in College activities.

Assessment

At Units 1 & 2 assessment tasks are graded from A+ to UG (ungraded). However, only S or N is reported to VCAA. In Units 3 & 4 assessment tasks are scored numerically. VCAA uses school-determined scores and exam scores to produce a study score. Study scores are used to calculate a student's ATAR (Australian Tertiary Admission Rank) which is used by Tertiary providers when offering student places.

Authentication

Teachers are required to authenticate all student work. This means that the teacher must be convinced that work submitted by students is genuinely their own. Teachers authenticate student work by using methods such as monitoring class activities, consulting with the student, viewing work completed in class, setting a test, requiring an oral explanation of work and keeping records of a student's ability and work history.

If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

In order to avoid authentication issues, the VCAA provides the following rules, which students must observe when preparing work for assessment at both Years 11 and 12.

1. It is the student's responsibility to ensure that teachers are able to authenticate their work.
2. Students must acknowledge all resources used, including text and source material, the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

4. Students must not submit the same piece of work for assessment more than once.

5. A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.

6. A student must not knowingly assist another student in a breach of rules

Students who knowingly assist other students in a breach of rules may be penalised and maybe required to meet with the Authentication Panel as part of the investigation.

Students must keep all drafts, notes, preparatory work, photocopied references, records of interviews, etc. so that they can prove authenticity if asked to do so.

School Assessed Coursework undertaken outside class time.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion.

This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

Information for Students

At the commencement of each Unit students will be given:

1. A detailed outline, which includes the outcomes and assessment and tasks for the Unit.
2. A list of important dates including submission dates and the dates of assessment tasks or coursework.

Special Provision

A student is eligible to apply 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 circumstances
- An impairment or disability, including learning disorders.

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit.

Students 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 believe they have grounds for special provision must apply to the Senior School Program Manager as soon as the need for special provision becomes apparent.

Special provision cannot be applied retrospectively.

All applications for special provision must be accompanied by evidence of the adverse effect of the condition on the student's ability to demonstrate achievement.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment.

Special Examination Arrangement applications are made to the VCAA through Senior School by the Program Manager and must be endorsed by the Principal. Such applications will be considered by the VCAA in accordance with its policies.

Students who believe they have grounds for special examination arrangements like rest breaks, the need to take medication or other considerations for sitting for a long period of time, must notify the Senior School Program Manager as soon as possible.

Derived Exam Scores

Students whose performance in an exam is affected by illness or other personal circumstances may apply to VCAA for a Derived Exam Score (DES) to be calculated. Students cannot receive a DES for long-term or chronic illnesses or circumstances. Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the examination period has affected their performance on the exam or stopped them from attending.

Students need to apply for Derived Exam Score, via the Program Manager, for exams as soon as possible.

Examinations must be attended because the VCAA does not reschedule exams.

Attendance

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign "N" for one or more outcomes and thus the Unit.

The College Council has ruled that an "N" can be given for a Unit if a student's attendance for that Unit falls below 90%, thus preventing the student from 'satisfactorily completing' the Unit. Approved absences (illness, etc.) are not included in this figure. However, total absences, both approved and unapproved must not be more than 20%. Absences must be verified within two weeks of the absence. Decisions to give an 'N' mark are not subject to appeal to VCAA.

School Guidelines

Extended Holidays & Attendance

Family holidays are not approved absences for the purposes of meeting the VCE and VCAL attendance requirements. Parents are asked to consider this in relation to planning holidays outside the regular school holiday periods. The school will not provide make-up opportunities for missed assessments due to family holidays. These periods of absence will contribute to the total unapproved absence count for Units being studied. Any missed assessments will lead to a lower grade and the possibility that the student may receive an "N" for the unit.

Observing religious holidays

Students will be provided with one day to observe religious holidays. In the event that the holiday extends for more than one day, the student can nominate only one day of their observance. Any missed SAC or SAT deadline will be approved for this purpose at the discretion of the Senior School Principal.

Assessment

In addition to observing VCAA rules, students must also observe the rules of their school.

Students who miss an assessment period for a legitimate reason will be given the opportunity to complete the assessment task during a make-up session. Students must be prepared to sit the missed assessment task on the day of their return to school. Make up sessions are generally held out of school hours.

Students who are too ill to attend school must have a medical certificate issued for the day of the missed assessment. Students must be well prepared for the assessment in order to achieve their best result.

A statutory declaration is not an appropriate replacement for a medical certificate. If students are away for any reason other than a medical reason they should contact Senior School ASAP.

Students who miss an assessment period without a legitimate reason will not be given the opportunity to complete the task. This may impact the students ability to meet an outcome, and their eligibility to be awarded an "S" for the unit.

It is possible that the student may be able to demonstrate the outcomes through regular class work.

The Senior School Program Manager, Year Level Coordinators and relevant Assistant Principal will determine what constitutes a legitimate reason.

When assessment tasks are completed out of class, students must hand work to the teacher in their normal class on the published due date. It is NOT acceptable to hand in or email the work after school or the next morning, to put work in a teacher's pigeon-hole, drop box or on their desk or to submit it to another teacher unless students have been instructed to do so.

Grading of assessments

All coursework and tasks submitted for a grade are subject to authentication rules.

Resubmission of Tasks and coursework

Students will not be given the opportunity to resubmit work that did not meet the required standard.

Fees for Practical Subjects

Enrolments in practical subjects that include a levy will not be confirmed until payment is made in full for the entire school year, and any remaining fees from the previous year are paid. This payment must be made on or just after the course confirmation day.

Holiday Homework

Students can expect homework to be set for each holiday period including the summer break. The college expects all students to submit the holiday homework on the first day of each term. In the event the student does not submit the work or does not submit work to the required standard, the student can expect

- A Saturday detention for all unit 3 and 4 subjects
- An after school catch up for each subject for all unit 1 and 2 subjects

These catch ups and detentions are generally issued within the first two weeks of each term to ensure students are in the best possible position to meet coursework requirements.

Computers

While encouraging the use of computers, the college is not able to make computer facilities available to all students at all times. Computer/printer breakdown or mishap is not an acceptable excuse for late submission or non-submission of assessment tasks.

Allocating subjects

The process of finalising subjects for students has become increasingly complex. Some of the factors that have to be considered are:

- Staffing – both the number of staff and the availability of staff with particular specialist qualifications.
- Rooms – many programs require the use of specialist rooms. Students can only achieve desired outcomes if they have access to spaces and equipment in line with the course design.
- Student preference, which is a high priority in deciding which subjects run.

Acceleration

Eligible students may study a VCE subject as an accelerated subject. This means that a Year 10 student could study a Unit 1 & 2 (Year 11) subject and a Year 11 student could study a Unit 3 & 4 (Year 12) subject.

To be eligible for acceleration as a Year 10 student:

The student must be achieving at a B average across all subjects on their Year 9 semester 1 report, including the subject(s) relevant to their intended accelerated subject.

To be eligible for acceleration as a Year 11 student:

The student must be achieving at a B average across all subjects on their Year 10 semester 1 report, including the Unit 1 and 2 subject that will become their Unit 3 and 4 accelerated subject in year 12. We encourage students who meet the criteria to take on this challenge. It is an opportunity to develop an understanding of the demands and the processes and procedures involved in a VCE subject and can also be a mechanism to maximise a student's ATAR.

The relevant sub-school will have the responsibility for approving a student's accelerated studies in consultation with the relevant KLA leader and subject teacher.

Not all subjects are available for acceleration. The following subjects are not available for acceleration:

- Physics
- Chemistry
- Maths Methods
- Specialist Maths
- English
- Italian

Australian Tertiary Admissions Rank (ATAR)

Students' Year 12 results are calculated to establish a rank order of students which is called the ATAR. The ATAR is considered by Tertiary Institutions when choosing course participants. The ATAR score is calculated on the study score of the top 4 subjects, including English, plus a percentage of the 5th and 6th subjects. It is a student's responsibility to ensure they meet Tertiary Entrance requirements.

What VCE students should expect

Students undertaking Unit 1 & 2 subjects should expect their workload to increase significantly. Deadlines are not negotiable and students must take responsibility to catch up on work missed due to illness. Students undertaking Unit 3 & 4 subjects should expect a further increase in their workload. Students will find that the amount of homework expected of them will increase considerably. It is a student's responsibility to complete all assessment tasks, manage workload and meet deadlines to enable the successful completion of their VCE.

Part-time work

VCE is a full time study load and cannot be completed well if too much time is given to outside commitments. Financial considerations are certainly important and some students have very good organisational skills, however the hours of work should not exceed 6-8 hours a week.

To Enrol in VCE a student MUST

- Complete and return the signed Subject Selection Sheet from *WebChoices* by the due date.
- Engage in the year 10 subject selection counselling.
- Attend the VCE Course Confirmation Day.
- Year 10 students undertaking Unit 1 & 2 will be advised of this in time to collect relevant information so they can attend VCE Orientation for that subject.
- Sign the VCAA and GPSC declaration.
- Attend VCE orientation classes.
- Complete holiday homework set for all selected subjects.

Year 11 and 12 Orientation

All students enrolled in VCE (including any Year 10 students accelerating) are required to attend VCE orientation. These classes are scheduled for units 1 – 4 after course confirmation.

Externally Assessed Subjects

Students officially enrolled in VCE Units outside the school must inform the Senior School Program Manager so they can be officially enrolled with VCAA. Students who enrol in subjects outside the college will still be expected to enrol in 12 Units at the College in Year 11 and 10 Units at the College in Year 12.

How to select a course of study

At Gladstone Park Secondary College our policy is:

- Year 11 students undertake a total of 6 VCE subjects (12 Units) at the College including English or Literature or both.
- Year 12 students undertake 5 VCE subjects (10 Units) at the college including English or Literature or both.
- Year 10 and 11 students may select one (or, in some circumstances more) accelerated subjects depending on teacher recommendation and availability.

Apart from the English/Literature requirement, students are free to choose their own courses, keeping in mind the VCAA rules, their career aspirations, their interests and their capabilities.

Students should research possible careers with assistance and feedback from the College Careers Centre. Appointments to speak with the careers team are available during private study, or at recess, lunch or after school.

Folio and Performance Subjects

Some VCE subjects have large-scale folio or performance tasks as part of their assessment. These tasks require students to invest significant amounts of time over an extended period, and often multiple subjects have these tasks due at the same time. Students should consider this when choosing their subjects, and any student wishing to enrol in more than one "Folio" or "Performance" subject must seek Sub-School approval first.

No VCE student will be allowed to do more than two folio or performance subjects.

2018 Folio and Performance subjects are: VCD (Visual Communication & Design), Studio Art (Art), Studio Art (Photography), Systems Engineering, Product Design & Technology, (Textiles) and Product Design & Technology (Wood), Media, Drama, Music Performance and Computing (Information Technology) .

Year 10 students are provided with the VICTER Guide, which outlines pre-requisites subjects for relevant University and TAFE courses. In some circumstances a student may change a Unit 1 & 2 sequence at the end of first Semester. This is dependent on timetable constraints and availability, and must be done via application with the approval of the Sub School.

It should be noted by students and parents that teachers can only give advice; the ultimate responsibility for course choices lies with students and their parents.

How to choose the "right" subjects

- Choose subjects that you are "good" at and "enjoy".
- Check the VICTER (or Herald-Sun equivalent) for all prerequisites that are relevant to any courses you may be interested in.
- Go to the University and TAFE Open Days in August.
- Speak with teachers of the subjects that interest you to find out more.

Don't choose a subject because;

- You have heard it is "easy"
- You have heard it is "marked up"
- Your friend has chosen it
- You like the teacher who might teach it

Choosing a subject for the wrong reasons will usually result in a less than satisfactory VCE result for the student.

Subject / Career Options

Business – commerce, business studies, financial planning courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Legal Studies <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Accounting <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	Legal Studies <i>Unit 3 & 4</i>	Maths Methods <i>Unit 3 & 4</i>	Accounting <i>Unit 3 & 4</i>	

Hospitality – hotel management, food preparation, tourism courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	VETiS Business <i>Unit 1 & 2</i>	Food Studies <i>Unit 1 & 2</i>	Health & Human <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	VETiS Business <i>Unit 3 & 4</i>	Food Studies <i>Unit 3 & 4</i>	Health & Human <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	

Creative Arts – fine arts, graphic design, media studies, merchandising courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Visual Comm. <i>Unit 1 & 2</i>	Studio Art <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>	Business Management <i>Unit 1 & 2</i>	Student choice <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Visual Comm. <i>Unit 3 & 4</i>	Studio Art <i>Unit 3 & 4</i>	Further Maths <i>Unit 3 & 4</i>	Business Management <i>Unit 3 & 4</i>	

* The above tables are a guide only, not prerequisites.

Humanities – humanities, social science, education, community services courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Literature <i>Unit 1 & 2</i>	History <i>Unit 1 & 2</i>	Legal Studies <i>Unit 1 & 2</i>	Health & Human <i>Unit 1 & 2</i>	Further Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Literature <i>Unit 3 & 4</i>	History <i>Unit 3 & 4</i>	Legal Studies <i>Unit 3 & 4</i>	Further Maths <i>Unit 3 & 4</i>	

Health Sciences – allied health, engineering, information technology courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Physics <i>Unit 1 & 2</i>	Chemistry <i>Unit 1 & 2</i>	Specialist Maths <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Computing <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Physics <i>Unit 3 & 4</i>	Chemistry <i>Unit 3 & 4</i>	Maths Methods <i>Unit 3 & 4</i>	Specialist Maths <i>Unit 3 & 4</i>	

Exercise Science – physiotherapy, sport science, physical education, human movement, health science courses

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Year 11	English <i>Unit 1 & 2</i>	Physical Education <i>Unit 1 & 2</i>	Chemistry <i>Unit 1 & 2</i>	Maths Methods <i>Unit 1 & 2</i>	Biology <i>Unit 1 & 2</i>	Specialist Maths <i>Unit 1 & 2</i>
Year 12	English <i>Unit 3 & 4</i>	Physical Education <i>Unit 3 & 4</i>	Chemistry <i>Unit 3 & 4</i>	Maths methods <i>Unit 3 & 4</i>	Biology <i>Unit 3 & 4</i>	

* The above tables are a guide only, not prerequisites.

Vocational Education and Training (VETiS)

- VETiS subjects are optional for VCE and compulsory for VCAL students at Intermediate and Senior levels.
- Students who complete a VETiS course obtain a nationally recognised vocational qualification in that field, usually a Certificate II or III depending on the course chosen. Each VETiS course is offered at both year 11 and 12.
- Students wishing to obtain a Certificate must study units 1 and 2.
- VCE students will only be offered the opportunity to select VETiS subjects that are offered with the school, that is,
 - Business
 - Creative and Digital Media
 - Sport and Recreation

Advantages of undertaking VETiS

- Students gain their VCE together with a vocational certificate from a Tertiary institution.
- VETiS subjects contribute to the ATAR score.
- Most VETiS courses incorporate a work placement which equip students with work readiness skills in an adult environment.
- Students experience an occupation first hand and discover if they are suited before making a permanent career commitment.
- Undertaking a VETiS program gives a student the opportunity to create a pathway into a particular industry while still at Secondary College.

Factors to consider before choosing VETiS

- Only VCAL students can access externally delivered VETiS programs.
- School based assessments have a heavier reliance on skills gained than knowledge.
- VETiS requires excellent time management and personal responsibility.
- Students may be required to undertake Structured Workplace Learning during school holidays but any SWL approved during school hours will be an approved school absence.

Business

The VET Business program aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments. Students enrolled in the program work towards the completion of a Certificate II in Business

Creative and Digital Media

Creative and Digital Media provides knowledge and skills that will enhance employment prospects within the multimedia industry. Students will be introduced to Flash animation, digital video and audio editing, image manipulation techniques and web design. This course provides generic multimedia skills that are valuable in any career and a valid pathway into graphic arts.

Sport and Recreation

Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills will be developed through theory and practical sessions and a knowledge of key areas of the sport and recreation industry.

VCE Unit 3 & 4 pre-requisites

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher and are therefore recommended to study units 1 and 2 before attempting unit 3.

<u>Unit 1 & 2</u>		<u>Unit 3 & 4</u>	<u>Unit 1 & 2</u>		<u>Unit 3 & 4</u>
Science					
Physics	=====	Physics	VETIS		
			Business Admin.	=====	Business Admin.
Biology	=====	Biology			
Chemistry	=====	Chemistry	Creative and Digital Media	~~~~~	Creative and Digital Media
Languages					
English Literature	~~~~~	Literature	Accounting	~~~~~	Accounting
Italian	=====	Italian			
Mathematics					
Foundation Maths		N/A			
Maths – Further	=====	Maths – Further			
Maths - Methods	=====	Maths – Methods			
Maths - Specialist	=====	Maths – Specialist			

Legend

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Essential prior Unit 1 & 2 study

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***Recommended prior Unit 1 & 2 study***



## Accounting

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements.

### Unit 1 – Establishing and Operating a Service Business

Going into Business - A potential small business owner needs to make many decisions before commencing the operations of the business.

Recording Financial Data and Reporting Accounting Information - Students are required to use both manual and ICT methods in the recording and reporting process.

### Unit 2 – Accounting for a Trading Business

Recording Financial Data and Reporting Accounting Information.

ICT in Accounting - Information and communications technology is an essential tool in the operation of a small business.

Evaluation of Business Performance - The performance of a business needs to be measured and evaluated regularly.

#### Associated subjects

- Business Management
- Economics

### Unit 3 – Recording and Reporting for a Trading Business

Recording Financial Data - Recording financial data for a single activity sole trader.

Balance Day Adjustments and Reporting and Interpreting Accounting Information - The preparation of financial reports.

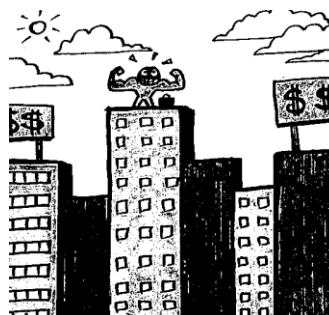
### Unit 4 – Control and Analysis of Business Performance

Extension of Recording and Reporting - The collecting, measuring, processing and communication of financial data and accounting information.

Financial Planning and Decision Making - The preparation of budgeted accounting reports.

#### Associated career areas

- Business owner
- *Accountant*
- *Business Manager*
- *Finance*
- *Bookkeeper*



## Art - Studio Art

Studio Arts encourages students to develop their potential as artists and presents a guided process to assist their understanding and development of art-making. Students develop and apply a design process and produce a folio of artworks. Students can choose to work across Textiles, Painting, Drawing and Sculptural techniques.

### Unit 1 – Artistic inspiration and techniques

- Developing art ideas - focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art.
- Materials and Techniques - explores a range of materials and techniques. Investigate the way various visual effects and aesthetic qualities can be achieved.
- Interpretation of ideas and use of materials and techniques - focuses on the way artists from different times and cultures interpreted ideas and inspiration and used materials and techniques.

### Unit 2 – Design exploration and concepts

- Design Exploration - focuses on developing artworks through an individual design process based on visual research and inquiry.
- Ideas and styles in artworks - artworks by artists and/or groups of artists from different times and cultures are analysed.

**Fee of \$30 per student**

***“Art - Studio Art” is considered a folio subject for selection purposes.***

***Students may only choose one (1) Studio Art subject***

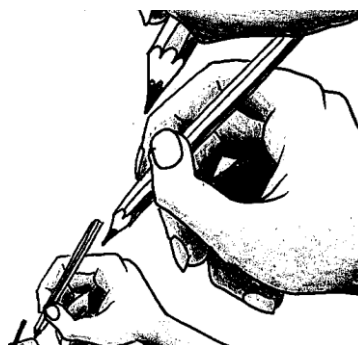
### Unit 3 – Studio production and professional art practices

- Exploration Proposal - focuses on the development of an exploration proposal that creates a framework for the individual design process.
- Design process is developed in sufficient breadth and depth to support the student to produce a range of creative potential directions.

### Unit 4 – Studio production and art industry contexts

- Folio of artworks - focuses on the production of a cohesive folio of finished artworks developed from the directions identified in Unit 3.
- Focus, reflection and evaluation - requires students to reflect on their folio and produce an evaluation of the finished artworks.

**# Fee of \$30 per student**



## Biology

**Biology explores the nature of life including**

### Units 1 and 2

- How do things stay alive at a basic cell level
- Importance of genetics and DNA

### Units 3 and 4

- Interactions of molecules including bio-chemical pathways
- Investigate how species are related and how change change's a population's gene pool.

#### Year 10 links

The Next Generation

#### Is this subject available for acceleration?

Yes

#### Level of maths advisable

Further Maths at a minimum

#### Key content

- Cells and body systems
- Enzymes and molecules for life
- Body coordination (nervous and endocrine systems)
- Genetics
- DNA technology
- Immunity
- Evolution (including human evolution)

#### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

#### Assessments

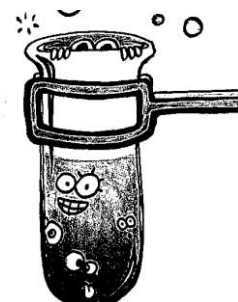
- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

#### Associated subjects

- Chemistry
- Physics
- Psychology
- Health
- PE

#### Further study available

- Bachelor of Science
- Bachelor/Diploma of Biological Sciences
- Bachelor/Diploma of Nursing
- Diploma dietician



## Business - VETiS

The VET Business program aims to provide students with the knowledge and practical skills necessary to work efficiently and effectively in a wide range of business/office environments. Students enrolled in the program work towards the completion of a nationally recognised qualification – Certificate II in Business.

### Unit 1 & 2

- Contribute to health and safety of self and others.
- Communicate in the workplace.
- Work effectively with others.
- Produce simple word processed documents.
- Organise and complete daily work activities and development.
- Deliver a service to customers.
- Work effectively in a business environment.
- Use business technology.
- Communicate electronically.
- Participate in environmentally sustainable work practices.
- Process and maintain workplace information.
- Handle mail.
- Contribute to workplace innovation.

***Students qualify for a Certificate II in Business on the completion of units 1 and 2 (year 11).***

**A \$135 charge is attached to this subject**

### Unit 3 & 4

- Organise personal work priorities and development.
- Organise workplace information.
- Design and produce business documents.
- Deliver and monitor a service to customers.
- Recommend products and services.

#### **Associated subjects**

- Business Management
- Accounting

#### **Associated career areas**

- Administrative/Office Assistant
- Receptionist
- Secretary
- Information Officer
- Customer Service Officer

***Units 3 and 4 are a VCE sequence with a study score and add to the ATAR***

**A \$135 charge is attached to this subject**

*This is a VETiS (VET in Schools) subject.*



## Business Management

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VCE Business Management examines the ways businesses manage resources to achieve objectives. VCE Business Management 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. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

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### Unit 1 – Planning a business

**The Business Idea** –New business ideas are formed through a range of sources.

**The External Environment** - Consists of all elements outside a business that may act as pressures or forces on the operations of a business.

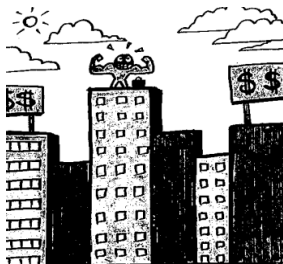
**The Internal Environment** - The owner will generally have more control over the activities, functions and pressures that occur within a business.

### Unit 2 – Establishing a Business

**Legal requirements and Financial considerations** - It is essential to deal with legal and financial matters when establishing a business.

**Marketing a Business** - Establishing a strong customer base for a business is an important component of success.

**Staffing a Business** - Staff are one of the business's greatest assets and are an important consideration when establishing a business.



### Unit 3 – Managing a Business

**Business Foundations** - The key characteristics of businesses and their stakeholders.

**Managing Employees** - Essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved

**Operations Management** - The production of goods and services is the core objective of businesses.

### Unit 4 – Transforming a Business

**Reviewing Performance – The Need for Change** - Managers regularly review and evaluate business performance.

**Implementing Change** - It is important for managers to know where they want a business to be positioned for the future.

### Associated career areas

- Business Manager
- Accountant
- Marketing & Research
- Finance Manager
- Financial Services
- Property and Real Estate

### Associated subjects

- Accounting
- Business Administration (VETiS)

# Chemistry

Chemistry explores the nature matter and chemical processes

## Units 1 and 2

- Diversity of materials
- Water as a unique molecule

## Units 3 and 4

- Chemical processes
- Organic compounds

### Year 10 links

Chemical Patterns and Reactions

### Is this subject available for acceleration?

No

### Level of maths advisable

Further Maths at a minimum, Maths Methods preferred

### Key content

- Atomic structure and the Periodic Table
- Bonding
- Quantifying atoms and compounds
- Organic chemistry
- Water properties
- Acids and Bases
- Fuels for energy
- Chemical reactions

### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

### Assessments

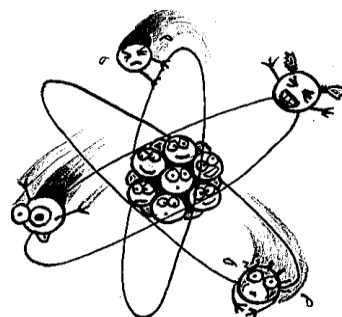
- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

### Associated subjects

- Biology
- Physics
- Psychology
- Maths

### Further study available

- Bachelor of Science
- Bachelor of Biomedicine
- Bachelor of Medicine
- Bachelor of Engineering



## Creative and Digital Media - VETiS

Creative Digital Media provides knowledge and skills that will enhance employment prospects within the multimedia industry. Students will be introduced to Flash animation, digital video and audio editing, image manipulation techniques and web design. This course provides generic multimedia skills that are valuable in any career and a valid pathway into graphic arts.

### Unit 1 & 2

- Follow health, safety and security procedures, creating, manipulating and incorporating 2D graphics and producing and manipulating images.
- Apply critical thinking techniques.
- Develop and Apply Creative arts.
- Industry knowledge.
- Participate in OHS processes.
- Work effectively with others.
- Work effectively in the screen and media industries.
- Produce and prepare photo images.
- Apply sound design techniques

***A \$128 charge is attached to this subject.***

### Associated career areas

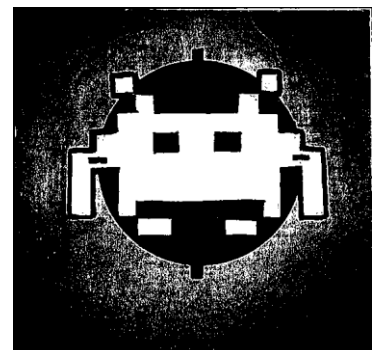
- Graphic Designer
- Media Producer
- Multimedia Developer
- Games Developer
- Webpage Designer
- Videographer
- Photographer

### Unit 3 & 4

- Incorporates specialist units including web page development, video editing, production of 2D digital animations and scripting interactive environments.
- Maintain interactive content.
- Collect and organise content for broadcast or publication.
- Develop and extend critical and creative thinking skills.
- Follow a design process.

***A \$128 charge is attached to this subject.***

*This is a VETiS (VET in Schools) subject.*



## Drama

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. Dramatic elements are essential features of every performance. Actors manipulate dramatic elements to shape and enhance meaning.

### Unit 1 – Dramatic Storytelling

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

### Unit 2 – Non-naturalistic Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

**“Drama” is considered a performance subject for selection purposes.**

### Associated Career areas

- Media Producer/Presenter
- Industrial Designer
- Actor/Dancer/Entertainer
- Director/Stage Manager

### Unit 3 – Devised Non Naturalistic ensemble performance

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### Unit 4 – Non Naturalistic Solo Performance

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance.





VCE Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

### Unit 1 – The Behaviour of Consumers and Business

#### Thinking like an Economist

Economics has an effect on everyone, irrespective of background.

#### Decision Making in Markets

The Australian economy uses the market-based system to allocate resources.

### Unit 2 – Contemporary Economic Issues

#### Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability

The meaning and importance of economic growth and its effect on material and non-material living standards.

#### Economic Efficiency and Equity

Economists frequently talk about the importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

#### Economic Efficiency and Equity

The importance of efficient allocation of resources and how fairly income and opportunity are distributed between individuals and groups within society.

#### Associated subjects

- Maths
- Business Management
- Accounting

### Unit 3 – Australia's Economic Prosperity

#### An introduction to Microeconomics

The Market System, Resource Allocation and Government Intervention.

#### Domestic Macroeconomic Goals

The Australian Government's has domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment.

#### Australia and the World Economy.

### Unit 4 – Managing the Economy

**Aggregate Demand Policies** and Domestic Economic Stability.

#### Aggregate Supply Policies.

#### Associated career areas

- *Economist*
- *Accountant*
- *Auditor*
- *Actuary*



## English

The English language is central to how we understand and appreciate the world, and participate in society. The study of English encourages the development of critical and imaginative thinking, aesthetic appreciation and creativity. The study of texts focuses on creating, analysing, understanding and interpreting texts, and moving to reflection and critical analysis.

### Unit 1

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.
- Present a persuasive point of view in oral form.

### Unit 2

- Compare ideas, issues and themes presented in two texts.
- Present a persuasive point of view in written form.
- Analyse and discuss the use of argument and persuasive language in texts.

### Associated career areas

- Author
- Barrister
- Law clerk
- Librarian
- Speech therapist

### Unit 3

- Identify and discuss key aspects of a set text through an analytical essay.
- Creatively respond to a set text taking account of decisions made in the writing process.
- Analyse and discuss the use of argument and persuasive language in texts.

### Unit 4

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and theme.
- Present a persuasive point of view in oral form with a written statement of intention.



## English Literature

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The pen is mightier than the sword! The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study of literature encourages independent and critical thinking in students.

It is recommended that students interested in Literature complete English Units 1 and 2 as well as Literature Units 1 and 2 to ensure a sound development of skills before moving on to Literature Units 3 and 4.

### Unit 1

- Analyse the ways both print and non-print texts have been created and how they present the ideas and experiences of the characters.
- Analyse and respond creatively to the ways in which the set texts explore the ideas of individuals and groups.

### Unit 2

- Explore the relationships between the text, readers and their social and cultural contexts.
- Compare the similarities and differences between a text and its adaptation.

### Unit 3

- Adaptations and Transformations - discuss how the meaning of a written text is kept or altered when the text is changed or adapted in some way, for example, in performance.
- Creative responses to texts – respond creatively to a text and comment on the connections between texts.

### Unit 4

- Literary Perspectives – produce an interpretation of a text using different literary perspectives.
- Close Analysis – analyse features and develop and justify interpretations of texts.



## Food Studies

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VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. The study complements and supports further training and employment opportunities in the fields of home economics, food science and technology, nutrition and dietetics, food manufacturing and hospitality.

### Unit 1 – Food origins

#### *Area of Study 1: Food around the world*

- This area focuses on food from historical and cultural perspectives. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural based agriculture, to today's urban living and global trade in food.

#### *Area of Study 2: Food in Australia*

- Students look at Australian Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

### Unit 2 – Food makers

#### *Area of Study 1: The Food Industries*

- They investigate the various food industries and identify current and future challenges and opportunities. Students have the opportunity to create new products with a focus on the design process.

#### *Area of Study 2: Food in the Home*

- Students look at food in the home and small-scale production. Student's practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

**A \$210 materials charge is attached to this subject.**

### Unit 3 – Food in daily life

#### *Area of study 1: The Science of Food*

- This area focuses on the science of food. Investigating the physiology of eating, microbiology of digesting, and the absorption and utilisation of macronutrients. Students will also look at food intolerances, allergies and the microbiology of food contamination

#### *Area of Study 2: Food Choice, health and wellbeing*

- Students focus on food choice, health and wellbeing. They will have the opportunity to develop a repertoire of healthy meals suitable to children and families.

### Unit 4 – Food issues, challenges and futures

#### *Area of Study 1: Environment and ethics*

- Students will look at the environment and ethics. Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety and the use of agricultural resources.

#### *Area of Study 2: Navigating food information*

- This area focuses on navigating food information. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students will have the opportunity to create recipes that reflect the Australian Dietary Guidelines.

**A \$160 materials charge is attached to this subject.**

## Geography

Geography develops knowledge and skills that enable understanding of the complex interactions of the world from a spatial perspective. Learn to participate effectively as global citizens in the sustainable use and management of the world's resources.

### Unit 1: Hazards and disasters

- Students will investigate two contrasting types of hazards and the responses to them.
- Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.
- This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

### Unit 2: Tourism

- Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.
- They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.
- A study of tourism at local, regional and global scales emphasises the interconnection within and between places.

#### Associated career areas

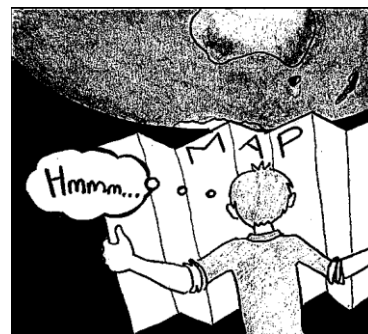
- Air Hostess
- Civil Engineering
- Ecologist
- Marine Biologist
- Pilot

### Unit 3: Changing the land

- Students focus on investigations of geographical change: change to land cover and change to land use.
- Students investigate three major processes that are changing land cover in many regions of the world:

#### • Unit 4: Human population – trends and issues

- Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.
- Students study population dynamics before undertaking an investigation into significant population trends arising throughout the world. They examine the dynamics of populations and their economic, social, political and environmental impacts.



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## Global Politics

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VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

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### **Unit 1 Ideas, actors and power**

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system.

### **Unit 2 Global Connections**

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation

### **Unit 3 Global Actors**

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

### **Unit 4 Global Challenges**

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

## Health and Human Development

Throughout this study, students investigate health and human development in Australian and global communities. The factors that influence both health and human development in a variety of population groups are examined.

### Unit 1 - Understanding Health and Wellbeing

In this unit you will:

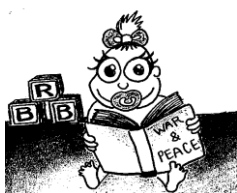
- Learn about indicators that are used to measure health.
- Look at a range of factors that influence health and use these to explain differences in the health of population groups within Australia.
- Explore food and nutrition and their importance for good health and wellbeing
- Identify major health issues affecting Australia's youth and reflect on the causes of health inequalities
- Learn about how governments and organisations develop and implement youth health programs

### Unit 2 – Managing health and development

In this unit you will:

- Investigate physical and social changes that occur in the transition from youth to adulthood
- Consider the characteristics of respectful relationships
- Investigate factors that contribute to health and development during the prenatal, infancy and early childhood lifespan stages
- Learn how to access Australia's health system and how it promotes health and wellbeing

Students selecting Unit 1 and/or 2 Health and Human Development have the opportunity to participate in the “Baby Think it Over” parenting simulation designed to help understand the demands of caring for an infant.



### Unit 3 – Australia's Health in a Globalised World

In this unit you will:

- Learn about the health of Australians
- Look at different approaches to public health
- Investigate the role of Australia's health system and its role in promoting health
- Investigate a successful health promotion campaign

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

In this unit you will:

- look at similarities and differences in major causes of illness in low, middle and high income countries
- investigate a range of factors that contribute to health inequalities
- consider the global reach of product marketing
- investigate global trends in health and wellbeing
- Learn about the United Nation's Sustainable Development Goals and the work of the World Health Organisation
- Investigate the role of government and non-government organisations in providing foreign aid.

### Associated career areas

- Fitness instructor
- Nurse
- Medical technician
- Paramedic
- Child Care Worker
- Massage Therapist

## History

History deepens our knowledge of humanity and introduces us to a variety of human experiences and values. It enables us to see the world through the eyes of others and enriches our appreciation of the nature of change.

- History students are experts at **tracking trends**. They know how people, strategies, and time-stamped statistics work (or don't work).
- When presented with a whole bunch of information, History students are trained to be able to quickly **judge** what is relevant, and why it is relevant. Throw history students a hodgepodge of random information, and they'll turn it into a concise, focused, and coherent package
- History students are **aware** that the world changes *constantly*, so those solutions (and their attitudes) will likely stay flexible.

### Unit 1 – Twentieth Century History 1918-1939

- Explore the events, ideologies and movements in the period after World War I, the rise of the Nazi Party in Germany, the personality of Adolf Hitler, and the policies that led to conflict and the holocaust.
- Explore the social life and cultural expression of the 1920's and 30's, and their relationship to the technological, political and economic changes of the period. Students explore forms of cultural expression from the period in Germany, and relate these to the events and cultural expression that emerged from the Holocaust.

### Unit 2 – Twentieth Century History 1945-2000

- Evaluate the causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups and actions, and the reasons for the end of the sustained period of ideological conflict. Students evaluate the Vietnam War.
- The causes and nature of challenge and change in relation to campaigns of terrorist groups such as Black September, Irish Republican Army, Hezbollah and Al Qaeda, and conflicts such as the Arab-Israeli dispute and the Irish troubles.

### Associated careers

- Journalist
- Lawyer
- Criminologist

### Unit 3 – American Revolution 1754 - 1789

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the start of the French and Indian War in 1754 to the Declaration of Independence in 1776.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the Declaration of Independence in 1776 to the Inauguration of George Washington in 1789.

### Unit 4 – Russian Revolution 1896 - 1927

- Evaluate the role of ideas, leaders, movements and events in the development of revolution from the coronation of Tsar Nicholas in 1896 to the Bolshevik Revolution of October 1917.
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society from the initial decrees of November 1917 to the end of the New Economic Policy and the rise of Stalin in 1927





## Information Technology (Computing)

Information Technology (Computing) encompasses how information systems are used to interact, create, and exchange structured information, write programs and develop solutions. IT focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

### Unit 1 – Computing I

- Focus on the interpretation and application of data to create a digital solution that graphically represents a useful understanding of the data presented.
- Examines the design and technical aspects of a secure wireless and mobile network.
- Collaborate, design and develop a website on a contemporary issue that meets audience needs.

### Unit 2 – Computing II

- Design and develop a solution using a programming or scripting language to create working software modules.
- Manipulate data to create information that is clear, usable, attractive and simple using a visualisation tool.
- Create a solution using database management software and explain the advantages and disadvantages of this process.

***Students may elect to undertake one or both of these Unit 3 and 4 sequences. If there are not adequate numbers to run both sequences, then Software Development will run.***

Associated career areas

- Software engineer
- Electronics Engineer
- Network Administrator
- Games developer

***“Information Technology (Computing)” is considered a folio subject for selection purposes.***

### Unit 3 – Informatics I

- Examine, design and develop a relational database system that stores and manipulates data that meets the needs of the users.
- Acquire, prepare, manipulate and interpret complex data that confirms or refutes an existing or emerging trend.

### Unit 4 – Informatics II

- Design, develop and evaluate a multimodal online solution and assess the effectiveness of the project plan in managing the process.
- Compare the effectiveness of two organisations in managing the storage and disposal of data and recommend improvements.

***“or”***

### Unit 3 – Software Development

- Interpret designs and apply a range of functions and techniques using a programming language.
- Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

### Unit 4 – Software Development

- Create a solution using a programming language that fulfils requirements and assesses the effectiveness of the project.
- Analyse the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its data source.

## Italian

Students have the opportunity to continue their studies of Italian language and culture through topics that focus on the strands of writing, reading, speaking and listening.

Topics from Units 1 – 4 are taken from three broad themes:  
The individual, the Italian speaking community and the changing world.

### Unit 1

- Italian language and culture is explored and used in a variety of tasks including different writing styles, rehearsed and improvised dialogues and comprehension based on listening and reading.
- Topics may include: Immigration, Festivals and Health & Wellbeing.
- Assessment is based on: Four outcomes (one for each strand) and a written exam.

### Unit 2

- Continued focus on all four strands with topics which may include work, travel and leisure pursuits
- Assessment is based on 4 outcomes (one for each strand) and a written exam.

*Units 1 & 2 are not recommended for students who have not completed Italian at Year 10.*

### Unit 3

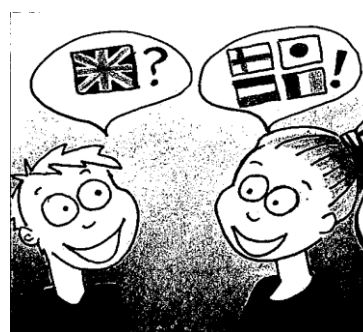
- Italian language and culture is further developed and practised.
- Topics may include Technology, Social Networks and the New Wave of Migration.
- Assessment is based on three outcomes (three of the four strands).

### Unit 4

- Consolidation of all elements of Italian language learning. Topics may include the Arts, Cinema and Literature with one of these topics forming the basis for the detailed study.
- Assessment is based on three outcomes (three of the four strands), a written exam and a 15 minute external oral exam.

### Associated career areas

- Customs Officer
- Diplomat
- Import/Export Clerk
- Speech Pathologist
- Interpreter



VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the rights and for individuals regarding the law.

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### Unit 1 – Guilt and Liability

**Legal Foundations** – Criminal and Civil laws aim to achieve social cohesion and protect the rights of individuals.

**The presumption of innocence** – A principle of law that guarantees an accused the presumption of innocence until proven guilty beyond reasonable doubt.

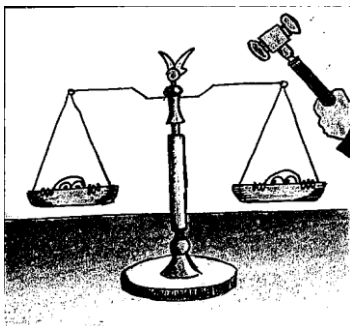
**Civil Liability** – Protecting the rights of individuals, groups and organisations through areas of negligence, defamation, nuisance and contracts.

### Unit 2: Sanctions, remedies and rights

**Sanctions** – Approaches to sentencing and different types of sanctions once an accused is found guilty of an offence.

**Remedies** – Resolving civil disputes and the institutions available to resolve these disputes.

**Rights** – How individual rights are protected in Australia through the Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law.



### Unit 3: Rights and Justice

**The Victorian Criminal Justice system** – Used to determine whether an accused is guilty beyond reasonable doubt of an offence they have been charged with; and to impose sanctions where guilt has been found or pleaded.

**The Victorian Civil Justice System** – Used to determine factors of civil claims, while evaluating the institutions and methods used to resolve civil disputes. To also determine the effectiveness of the civil justice system to achieve the principles of justice.

### Unit 4: The people and the Law

**The people and the Australian Constitution** – The Australian Constitution establishes the Parliamentary system and provides mechanisms to ensure that Parliament does not make laws beyond its powers.

**The people, the parliament and the Courts** – Parliament is the supreme law making body and the courts complement the role of parliament in making laws; through the doctrine of precedent and through statutory interpretation.

### Associated Career areas

Lawyers (Barrister/Solicitor)  
Sports Lawyer  
Police Officer  
Paralegal

### Recommended Subjects

Politics  
Literature

## Foundation Mathematics

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Foundation Mathematics has a strong emphasis on the use of mathematics in ever day life. This subject is ideal for those that **are not** intending to do undertake Unit 3 or 4 studies in Mathematics.

### Units 1 and 2

- Basic number operations that involve fractions, decimals, percentages and money
- Measurement – perimeter, area and volume
- Two dimensional shapes and angles
- Statistics including graphs, mean, median and mode

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#### Previous Years' Links

Year 10 Further Mathematics

Year 9 Mathematics

#### Is this subject available for acceleration

Yes. Students in year 9 may be recommended by their teachers to complete Units 1 and 2 Foundation Mathematics at Year 10

#### Key Skills

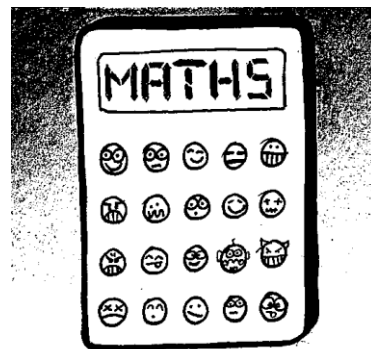
- Use technology effectively to solve equations
- Use formulas to calculate length, area, surface area and volume
- Interpret information in maps and tables
- To collect and organise data into appropriate graphs

#### Assessments

- Tests after each topic
- SACs that encompass investigations and projects

In general, there is no progression to Units 3 and 4 in maths. If you wish to study Maths in year 12, you are advised to consider Further Maths.

**There is a compulsory materials charge of \$20**



## Further Mathematics

Further Mathematics has a strong emphasis on calculation, interpretation and analysis

### Units 1 and 2

- It covers the following topics: Data Analysis, Financial Mathematics, Matrices, Recursion, Networks, Algebra, Measurement and Linear Graphs
- Can be taken alone or in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Further Mathematics Units 3 and 4

### Units 3 and 4

- The Core (unit 3) comprises of Data Analysis and Recursion and Financial Modelling
- Unit 4 comprises of a selection of 2 modules from either Matrices, Networks, Geometry and Measurement and Graphs and Relations

#### Year 10 Links

Year 10 Further Mathematics

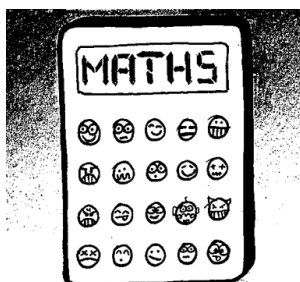
Year 10 Mathematical Methods

#### Is this subject available for acceleration

Yes

#### Key Skills

- construct and interpret graphical displays of data
- use a scatterplot to describe an observed association between two numerical variables
- solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities
- gain an understanding of the different types of matrices, matrix operations and transition matrices
- define and represent undirected and directed networks



#### Assessments

##### Units 1 & 2

Tests

Investigation/Modelling Tasks

Problem Solving tasks

Written examinations

##### Units 3 & 4:

Unit 3 contributes to 20% of the study score via an Application tasks and a Modelling task

Unit 4 contributes to 14% of the study score via modelling tasks

End of Year VCAA exams contribute to 66% of the study score

***CAS Calculator is required for this subject***

#### Associated Subjects

Biology

Economics

Accounting

Psychology

This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.

## Mathematical Methods

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Mathematical Methods consists of the following areas of study: Functions and Graphs, Algebra, Calculus, and Probability and Statistics.

### Units 1 and 2

- Can be taken alone or in conjunction with Year 11 Further Mathematics or Year 11 Specialist Math Units 1 and 2
- Designed for students who are intending to continue with VCE Mathematical Methods Units 3 and 4

### Units 3 and 4

- Can be taken alone or in conjunction with Year 12 Further Mathematics or Year 12 Specialist Math Units 3 and 4

Mathematical Methods Units 3 & 4 must be taken if doing Specialist Mathematics Units 3 & 4

#### Year 10 Links

Year 10 Mathematical Methods  
Year 10 Math Methods Prep

#### Is this subject available for acceleration

No

#### Key Skills

- Students will cover the graphical representation of polynomial and power functions
- Students will develop algebraic expression and represent functions, relations, equations and simultaneous equations
- Students should be able define constant and average rates of change
- Students will consider events as either impossible, certain, complementary, mutually exclusive, conditional and independent
- Students will cover simple functional relations, inverse functions and the solution of equations

#### Assessments

##### Units 1 & 2

Tests  
Investigation/Modelling Tasks  
Problem Solving tasks  
Written examinations

##### Units 3 & 4

Unit 3 contributes to 17% of the study score via an Application tasks  
Unit 4 contributes to 17% of the study score via modelling tasks /problem solving tasks  
End of Year VCAA exams contribute to 66% of the study score

***CAS Calculator is required for this subject***

#### Associated Subjects

Physics  
Chemistry  
Specialist Mathematics  
Further Mathematics  
Economics  
Systems Engineering

This is a prerequisite for some careers and you are strongly advised to seek guidance from Careers and your maths teacher when selecting the maths appropriate to your future career goals.

## Specialist Mathematics

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Specialist Mathematics consists of the following areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

### Units 1 and 2

- Must be taken in conjunction with Year 11 Mathematical Methods Units 1 and 2
- Designed for students who are intending to continue with VCE Specialist Mathematics Units 3 and 4

### Units 3 and 4

- Must be taken in conjunction with Mathematical Methods Units 3 & 4

#### Year 10 Links

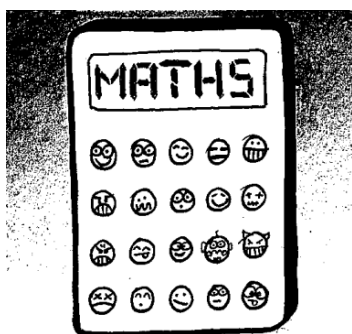
Year 10 Mathematical Methods  
Year 10 Math Methods Prep

#### Is this subject available for acceleration

No

#### Key Skills

- Gain an understanding of natural numbers and related proofs
- Represent plane vectors as directed lines segments involving position, displacement and velocity
- Interpret graphical representation of data
- Graph simple reciprocal functions including, sine, cosine and tangent
- Advanced calculus techniques for numeric differentiation and integration



#### Assessments

##### Units 1 & 2

Investigation/Modelling Tasks  
Problem Solving tasks  
Written examinations

##### Units 3 & 4

Unit 3 contributes to 17% of the study score via an Application tasks  
Unit 4 contributes to 17% of the study score via modelling tasks /problem solving tasks  
End of Year VCAA exams contribute to 66% of the study score

#### Associated Subjects

Physics  
Chemistry  
Mathematical Methods

#### Associated Career areas

- Medical Practitioner
- Meteorologist
- Engineering
- Finance
- Mathematician
- Computer Science

## Media

Media provides students the opportunity to develop knowledge of the media industry through a study of films, video games, television, print, radio, online media and photography. Students will take this knowledge of the media industry and produce their own media productions (including several short films), using school equipment (DSLR cameras, LED lights, microphones, audio recorders, tripods etc.).

### Year 10 Links

Year 10 Media

Year 10 Photography

Creative and Digital Media

### Is this subject available for acceleration

Yes

### Unit 1: Media Forms, Representations and Australian Stories

Look at the importance of the mass media and how it represents people, places and society from around the globe.

Students work in two or more media forms (producing a short film and photographic collage), through planning (folio), to production (shooting) to post-production (editing).

Explore the key features of the Australian media (film, television and print), including how media stories are produced.

### Unit 2: Narrative across Media Forms

Examine the creative styles of filmmakers and media producers across different media forms (film, television and/or photography).

Students create their own short film through the process of developing ideas, creating a written folio, production (filming) and post-production (editing).

Study the impact of new media technologies on society, including the emergence of the Internet, social media, smart phones, online streaming, online news/journalism and digital filmmaking/photography.

**There is a compulsory materials charge of \$20 per year for Units 1 & 2**

***“Media” is considered a folio subject for selection purposes.***

### Unit 3: Media Narratives and Pre-Production

- Explain and discuss how media narratives are made by directors across two films and/or television programs.
- Students develop practical/creative skills through short video exercises (test shooting, lighting, editing etc.).
- Students produce a media folio for a media production. This folio is the basis for their short film in Unit 4.

### Unit 4: Media Production and Issues in the Media

- Students produce a short film production based on their folio from Unit 3.
- Discuss, analyse and evaluate issues of influence and control between the media and audiences. This includes a look at media influence and how audiences use the media (film, television, print, video games, radio, photography and online media) to understand the world around them.

**There is a compulsory materials charge of \$25 per year for Units 3 & 4**

**Media is considered a folio subject for selection purposes.**

### Associated Career Areas

- Journalism
- Graphic or Web Design
- Film, Stage and Television Producer/Director
- Videographer/Photographer/Animator
- Advertising
- Public Relations
- Editor
- Games Developer
- Publishing
- Social Media Management



## Music Performance

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music learning requires students' active engagement in the practices of listening, performing and composing. An education in Music encourages the ability to coordinate both creative and critical thinking skills to achieve set goals.

This study enables students to:

- develop and practise musicianship
- perform, compose, arrange and improvise music from diverse styles and traditions
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- use electronic and digital technologies in making and sharing music and communicating ideas about music and
- participate in lifelong music learning and the musical life of their community.

***Students nominate whether they will specialise as a soloist or as part of a group throughout the course.***

### Unit 1 - Performance

Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

### Unit 2 - Performance

Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

Area of Study 4 - Organisation of Sound

***"Music Performance" is considered a performance subject for selection purposes.***

### Unit 3 - Performance

Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

### Unit 4 - Performance

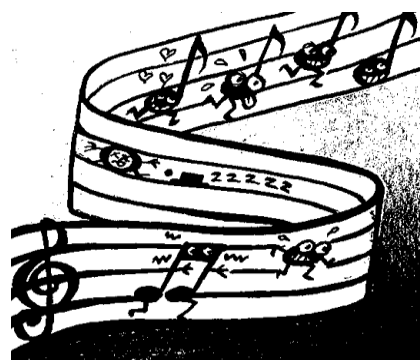
Area of Study 1 - Performance

Area of Study 2 - Preparing for Performance

Area of Study 3 - Music Language

### Associated Career areas

- Music Arranger
- Teacher
- Music Critic
- Music Composer
- Music Therapist



## Photography - Studio Art

Students create and build a dedicated photographic portfolio resulting in the creation of final pieces. They will apply theoretical knowledge regarding a range of photo media artists and use photographic equipment to explore and develop a range of techniques. Students also study the art industry by attending a series of gallery inspired excursions.

### Year 10 Links

Year 10 Media

Year 10 Photography

**Is this subject available for acceleration:** Yes

### Unit 1: Folio Projects & Techniques

- Students undertake a series of photographic projects throughout the unit based on teacher directed themes.
- Students will interpret these themes photographically conveying individual artistic influences and ideas.
- Students will also explore a variety of camera techniques in order to expand on their photographic skill set.
- Theory-based assessment comprises of written work surrounding artists from different time periods.

### Unit 2: Exploration of Individual theme & one artwork

- Students explore their own photographic theme. Students will collect artistic influences and develop individual ideas.
- Students will once again expand on their camera/Photoshop skills obtained in Unit 1.
- Theory-based assessment comprises written work surrounding the rights of artists.

***There is a compulsory materials charge of \$150 per year for Unit 1 & 2.***

### Associated Career areas

- Photographer/Videographer
- Photojournalist
- Commercial photography
- Photo Retoucher
- Advertising

### Unit 3: Folio Exploration & Art Practice

- Students plan and apply a studio process to explore and develop their individual ideas.
- Students develop and use an exploration proposal to define an area of creative exploration.
- Theory work includes an analysis surrounding artist's work from different historical and cultural periods.
- Students will also learn the skills to analyse artworks based on first glance observations.

### Unit 4: Folio of Finished Artworks & Art Industry (Compulsory Gallery Visit)

- Students refine and resolve their individual themes by creating and presenting photographic pieces.
- Students evaluate the relationships and cohesion between each piece.
- The theory work comprises of written work surrounding the visitation of galleries in order to further enhance their art industry knowledge.

**Students may only choose one (1) Studio Art subject**

**Studio Art - Photography is considered a folio subject for selection purposes.**

**There is a compulsory materials charge of \$190 per year for Unit 3 & 4.**

## Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

### Unit 1 - The Human Body in Motion

In this unit you will:

- Learn about the systems of the body and how they work together to produce movement.
- Learn how body systems adapt and adjust in response to physical activity
- Learn about legal and illegal means of improving performance

### Unit 2 - Physical activity, sport and society

In this unit you will:

- Investigate the role of physical activity, sport and society in developing and promoting healthy lifestyles across the lifespan
- Learn about contemporary issues associated with physical activity and sport

### Associated Career areas

- Fitness instructor
- Nurse
- Physiotherapist
- PE Teacher
- Paramedic
- Recreation Officer
- Massage Therapist

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

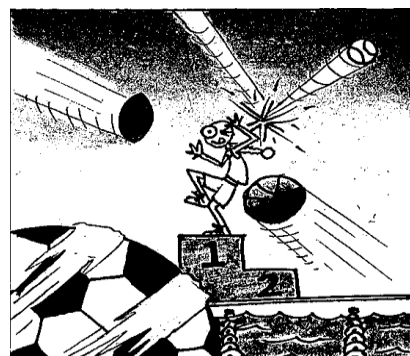
In this unit you will:

- Learn how biomechanical and skill acquisition principles can be used to improve movement skills used in physical activity and sport
- Learn how the systems of the body work together to produce energy for physical activity

### Unit 4 - Training to improve performance

In this unit you will:

- Use data from an activity analysis to determine the fitness requirements of selected physical activities.
- Design a training program using data collected from participating in fitness tests, implement and evaluate the training program



# Physics

Physics seeks to explore and understand the physical world

## Units 1 and 2

- Explaining the physical world
- What do experiments reveal about the physical world?

## Units 3 and 4

- Motion and Electricity
- Light and Matter

### Year 10 links

The World of Physics

### Is this subject available for acceleration?

No

### Level of maths advisable

Further Maths at a minimum, Maths Methods preferred

### Key content

- Thermodynamics
- Electricity
- Particle physics and the Big Bang Theory
- Motion
- Fields (Gravitational, Magnetic and Electric)
- Power generation
- Light

### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

### Assessments

- Practical work
- A report related to practical activities from a logbook.
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

### Associated subjects

- Biology
- Chemistry
- Maths

### Further study available

- Bachelor of Science
- Bachelor of Biomedicine
- Bachelor of Medicine
- Bachelor of Engineering



# Psychology

**Psychology is the scientific study of human behaviour**

## Units 1 and 2

- Behaviour and mental processes
- External influences of mental processes

## Units 3 and 4

- Experiences affecting behaviour and mental processes
- Wellbeing

### Is this subject available for acceleration?

Yes

### Level of maths advisable

Further Maths

### Key content

- Brain and nervous system function
- Psychological development
- Sensation and perception
- Social behaviour
- Stress
- Learning and memory

### Key skills

- Develop aims and questions, formulate hypotheses and make predictions
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models
- Draw evidence-based conclusions
- Communicate and explain scientific ideas

### Assessments

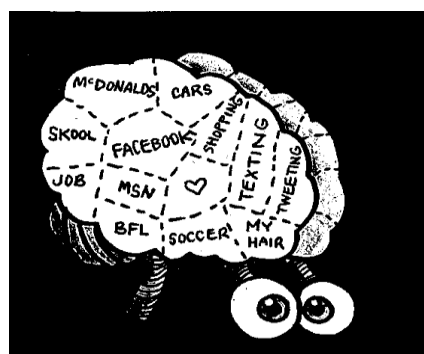
- Media analysis
- Scientific poster
- Tests (combination of multiple choice and short response questions)
- Research investigations

### Associated subjects

- Biology
- Chemistry
- Maths
- HHD

### Further study available

- Bachelor of Science (Psychology)
- Bachelor/Diploma of Biological Sciences
- Bachelor/Diploma of Nursing



## Sport and Recreation - VETiS

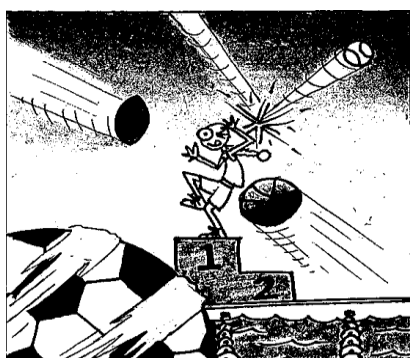
Certificate III in Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and community recreation. Leadership and organisational skills will be developed through theory and practical sessions and a knowledge of key areas of the sport and recreation industry developed throughout the course. This is largely a theory based course to develop the necessary skills, but students are expected to participate in practical activities for some of the units.

Students enrolled in the program work towards the completion of a nationally recognised qualification – **Certificate III in Sport and Recreation**.

### Unit 1 & 2

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide Quality Service
- Respond to Emergency Situations
- Develop and update officiating knowledge
- Conduct sport, fitness or recreation events

**A \$135 charge is attached to this subject.**



### Unit 3 & 4

- Participate in hazard identification, risk assessment and risk control
- Develop and update knowledge of coaching practices
- Conduct basic warm-up and cool down programs
- Plan and conduct programs
- Facilitate groups
- Educate user groups

#### Associated subjects

- Health and Human Development
- Physical Education

#### Associated career areas

- Fitness instructor
- Sports Coach
- PE Teacher
- Recreation Officer

***Units 3 and 4 are a VCE sequence with a study score and add to the ATAR***

**A \$135 charge is attached to this subject**

*This is a VETiS (VET in Schools) subject.*

# Systems Engineering

In this subject students develop an understanding of the Systems Engineering Process and the range of factors that influence the design, planning, production, evaluation and use of a system. Students develop skills in the safe use of tools, measuring equipment, materials, machines and processes to make mechanical and electronic systems.

## Unit 1 – Introduction to mechanical systems

- Describe and use basic engineering concepts, principles and components, and using the Systems Engineering Process, design and plan a mechanical system.
- Make, test and evaluate a mechanical system using selected relevant aspects of the Systems Engineering Process

## Unit 2 – Introduction to electro technology Systems

- Investigate, represent, describe and use basic electro technology and control engineering concepts, principles and components, and using the Systems Engineering Process, design and plan an electro technology system.
- Make, test and evaluate an electro technology system, using selected relevant aspects of the Systems Engineering Process

***Unit 1 & 2 compulsory materials charge of \$80 per year, payable in advance.***

***“Systems Engineering” is considered a folio subject for selection purposes.***

## Associated Career areas

- Metal Fitter/Machinist
- Safety Inspector
- Mechanical Engineer
- Engineering Manager
- Engineering Technician

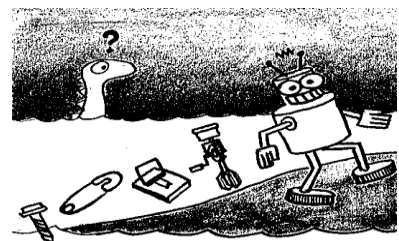
## Unit 3 – Integrated systems engineering and energy

- Investigate, analyse and use advanced mechanical-electro technology, integrated and control systems concepts, principles and components, and using the Systems Engineering process, design, plan and commence construction of an integrated and controlled system.
- Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

## Unit 4 – Systems control and new and emerging technologies

- Produce, test and diagnose an advanced mechanical-electro technology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

***Unit 3 & 4 compulsory materials charge of \$20 per year, payable in advance.***



## Textiles - Product Design and Technology

In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability

### Unit 1 – Product Design and Sustainability

- This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

### Unit 2 – Collaborative design

- Producing and evaluating a collaborative designed product. Design teams generate a design brief from a relevant scenario. Materials, techniques and processes are used to transform design options into products and work across garment construction, accessories and soft furnishings according to their interests.

***Unit 1 & 2 compulsory materials charge of \$35 per year, payable in advance.***

***Students may only choose one (1) Product Design and Technology subject.***

***“Textiles” is considered a folio subject for selection purposes.***

### Associated Career areas

- Wardrobe Supervisor
- Costume Maker/Designer
- Tailor
- Teacher
- Interior Designer

### Unit 3 – Applying the Design Process

- In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

### Unit 4 – Product Development and Evaluation

- In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

***Unit 3 & 4 compulsory materials charge of \$40 per year, payable in advance. Students will need to buy additional materials depending on their project***





## Visual Communication and Design

Visual Communication is a bridge between an idea and its intended audience. In the field of Design, visual communicators use text and/or image to communicate information. VCD students start with a design brief and go through a design process to develop a final presentation in response to the brief.

### Unit 1 – Introduction to Visual Communication design

- Drawing as a means of Communication - Create drawings for different purposes using a range of drawing methods, media and materials.
- Design elements and design principles - Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Visual communication design in context - Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

### Unit 2 – Applications of visual communication design

- Technical drawing in context - Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Type and imagery - Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

**Fee of \$30 per student**

***“VCD” is considered a folio subject for selection purposes.***



### Unit 3 – Design thinking and practice

- Analysis and practice in context – Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Design industry practice – Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Developing a brief and generating ideas - Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

### Unit 4 – Design development and presentation

- Development of design concepts - Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief
- Final presentations – Produce final visual communication presentations that satisfy the requirements of the brief.

**Fee of \$30 per student**

#### **Associated Career areas**

- Graphic / Industrial Designer
- Architect
- Digital Games Designer
- Web Design

## Wood - Product Design and Technology

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In this subject students assume the role of a designer-maker. They will acquire and apply knowledge of factors that influence design. Students will safely use a range of materials, tools, equipment and machines to transform these materials into useful products, while understanding the importance of environmental sustainability

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### Unit 1 – Product re-design and sustainability

- Redesign a bedside cabinet with the intention of improving the aesthetics, functionality or quality, including consideration of sustainability.
- Evaluate material, tools, equipment and processes to make the re-designed cabinet, and compare the finished product with the original design.

### Unit 2 – Collaborative design

- Designing within a team - Design and plan a product, product range or a group product in response to a design brief based on a common theme.
- Producing and evaluating a collaboratively designed product - Safely make the product and evaluate it individually and as a member of a team against the design brief.

***Unit 1 & 2 compulsory materials charge of \$80 per year, payable in advance.***

***Students may only choose one (1) Product Design and Technology subject***

***“Wood - Product Design and Technology” is considered a folio subject for selection purposes.***

### Associated Career areas

- Builder
- Shop Fitter
- Industrial Designer
- Drafter
- Cabinet Maker

### Unit 3 – Applying the Product design process

- The designer, client and/or end-user in product development - Explain the roles of the designer, client and end-user and explain how the design process leads to product design development.
- Product development in industry - Analyse influences on the design, development and manufacture of products within industrial settings.
- Designing for others - Present a folio that documents the Product design process, and commence production of the designed product.

### Unit 4 – Product development and evaluation

- Product analysis and comparison - analyse and evaluate similar commercial products.
- Product manufacture - Safely applies a range of production skills and processes to make the product designed in Unit 3, manage time and resources effectively and efficiently.

***Unit 3 & 4 compulsory materials charge of \$80 per year, payable in advance.***

## YEAR 11 VCE 2018 SUBJECT CHOICES PLAN

**YEAR 11 STUDENTS MUST ENROL IN A TOTAL OF 6 SUBJECTS; THIS INCLUDES UNIT 1 & 2 AS WELL AS ANY 3 & 4 SUBJECTS. ALL STUDENTS MUST STUDY AT LEAST 2 UNITS OF ENGLISH OR ENGLISH LITERATURE.**

**Any plans to accelerate will require a B average and the relevant sub school approval.**

| <b>Learning Area</b>                 | <b>Subjects</b>                                                                                                                                      | <b>Preferences<br/>(1-8, including Unit 3-4)</b> |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>ENGLISH</b>                       | English 1 & 2                                                                                                                                        |                                                  |
|                                      | English Literature 1&2                                                                                                                               |                                                  |
|                                      | EAL 1&2                                                                                                                                              |                                                  |
| <b>LANGUAGE</b>                      | Italian 1&2                                                                                                                                          |                                                  |
| <b>SCIENCE</b>                       | Physics 1 & 2                                                                                                                                        |                                                  |
|                                      | Chemistry 1& 2                                                                                                                                       |                                                  |
|                                      | Biology 1 & 2                                                                                                                                        |                                                  |
|                                      | Psychology 1 & 2                                                                                                                                     |                                                  |
| <b>ARTS/DIGITAL MEDIA</b>            | Studio Arts : Art 1&2 <b>OR</b> Studio Arts : Photography 1&2<br><b>Circle one option only</b>                                                       |                                                  |
|                                      | Visual Communication & Design 1 & 2                                                                                                                  |                                                  |
|                                      | Drama 1&2                                                                                                                                            |                                                  |
|                                      | Music Performance 1 & 2                                                                                                                              |                                                  |
|                                      | Media 1 & 2                                                                                                                                          |                                                  |
| <b>VETIS</b>                         | VETiS Business 1&2                                                                                                                                   |                                                  |
|                                      | VETiS Creative and Digital Media 1&2                                                                                                                 |                                                  |
|                                      | VETiS Sport and Recreation 1 & 2                                                                                                                     |                                                  |
| <b>TECHNOLOGY</b>                    | Product Design & Tech. <b>OR</b> Product Design & Tech.<br>-Textiles 1&2                                  -Wood 1&2<br><b>Circle one option only</b> |                                                  |
|                                      | Systems Engineering 1 & 2                                                                                                                            |                                                  |
| <b>FOOD STUDIES</b>                  | Food Studies 1 & 2                                                                                                                                   |                                                  |
| <b>INFORMATION TECHNOLOGY</b>        | Information Technology (Computing) 1& 2                                                                                                              |                                                  |
| <b>COMMERCE</b>                      | Accounting 1 & 2                                                                                                                                     |                                                  |
|                                      | Business management 1 &2                                                                                                                             |                                                  |
|                                      | Economics 1&2                                                                                                                                        |                                                  |
|                                      | Legal Studies 1 &2                                                                                                                                   |                                                  |
| <b>HUMANITIES</b>                    | Australian and Global Politics                                                                                                                       |                                                  |
|                                      | Geography 1 & 2                                                                                                                                      |                                                  |
|                                      | History 1 & 2                                                                                                                                        |                                                  |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | Physical Education 1 & 2                                                                                                                             |                                                  |
|                                      | Health & Human Development 1 &2                                                                                                                      |                                                  |
| <b>MATHEMATICS</b>                   | Foundation mathematics 1 &2                                                                                                                          |                                                  |
|                                      | Further Mathematics 1 &2                                                                                                                             |                                                  |
|                                      | Maths Methods 1 & 2                                                                                                                                  |                                                  |
|                                      | Specialist Maths 1&2                                                                                                                                 |                                                  |

## UNIT 3 & 4 VCE SUBJECTS – FOR STUDENTS WHO HAVE ALREADY COMPLETED UNIT 1-2 SUBJECTS ONLY

These units are offered to Year 11 students who have **already** demonstrated a commitment and ability to meet the demands of a subject at Unit 1 & 2 level with a B average and Sub School approval.

| Area of Study                        | Subject                                                                                  | Preference |
|--------------------------------------|------------------------------------------------------------------------------------------|------------|
| <b>ENGLISH</b>                       | VCE English Literature Unit 3 & 4                                                        |            |
| <b>SCIENCE</b>                       | VCE Biology Unit 3 & 4                                                                   |            |
|                                      | VCE Psychology Unit 3 & 4                                                                |            |
| <b>ARTS/DIGITAL MEDIA</b>            | VCE Studio Art (ART) 3 & 4 <b>OR</b> VCE Studio Art (PHOTOGRAPHY) 3 & 4 (Circle ONLY 1)  |            |
|                                      | VCD Unit 3 & 4                                                                           |            |
|                                      | Music Performance Unit 3 & 4                                                             |            |
|                                      | Media Unit 3 & 4                                                                         |            |
|                                      | Systems and Engineering Unit 3 & 4                                                       |            |
|                                      | Product Design & Technology (Textiles) 3 & 4 <b>OR</b> (Wood) Unit 3 & 4 (Circle ONLY 1) |            |
| <b>FOOD STUDIES</b>                  | Food Studies Unit 3 & 4                                                                  |            |
| <b>INFORMATION TECHNOLOGY</b>        | Information Technology Applications Unit 3 & 4                                           |            |
|                                      | Information Technology Programming Unit 3 & 4                                            |            |
| <b>COMMERCE</b>                      | Accounting Unit 3 & 4                                                                    |            |
|                                      | Business Management Unit 3 & 4                                                           |            |
|                                      | Economics Unit 3 & 4                                                                     |            |
|                                      | Legal Studies Unit 3 & 4                                                                 |            |
| <b>VETiS</b>                         | VETiS Business                                                                           |            |
|                                      | VETiS Creative and Digital Media                                                         |            |
| <b>HUMANITIES</b>                    | History Unit 3 & 4                                                                       |            |
|                                      | Geography Unit 3 & 4                                                                     |            |
|                                      | Global Politics                                                                          |            |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | VCE Health and Human Development Unit 3 & 4                                              |            |
|                                      | VCE Physical Education Unit 3 & 4                                                        |            |
| <b>MATHEMATICS</b>                   | VCE Maths Methods 3 & 4 (SEAL Students only)                                             |            |
|                                      | VCE Further mathematics 3 & 4                                                            |            |

### QUESTIONS TO ASK ABOUT MY SUBJECT CHOICES?

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