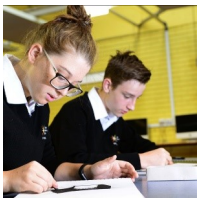
Scoresby Secondary College

Inspiring brilliance

Year 11 and 12 Handbook 2019

VCE



VET

VCAL

Scoresby Secondary College Cavell Street, Scoresby

www.scoresbysc.vic.edu.au

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Senior Leadership Team 2018

Principal:	Mrs Gail Major
Assistant Principal:	Mr Chris Knight
Head of Senior School:	Ms Ellen Sawyer
Year 10 Coordinator:	Mr Tom Santos
Year 11 Coordinator:	Mrs Sylvia Wood
Year 12 Coordinator:	Ms Vicki Manioudakis
Head of Curriculum & Pedagogy:	Mr Murray Cronin
Careers Advisor:	Ms Bronwyn Haines
VCAL Coordinator:	Ms Simone Hargrave
VASS Administrator:	Mr Andrew Young
Learning Area Leader—English:	Mr Murray Cronin
Learning Area Leader—LOTE (French & Chinese) and Humanities:	Ms Su-nhi Kim
Learning Area Leader—Mathematics:	Ms Michelle De Boer
Learning Area Leader—Science:	Mr John Healy
Learning Area Leader—The Arts & Technology:	Ms Erin O'Sullivan
Learning Area Leader—Health & Physical Education:	Mrs Emma Morris

*The 2019 Senior School Team will be confirmed in Term 4.

Common Acronyms

ATAR	Australia Tertiary Admission Rank
DES	Derived Examination Score
DET	Department of Education and Training
EAL	English as an Additional Language
GAT	General Achievement Test
MIPS	Managed Individual Pathways
RTO	Registered Training Organisation
SAC	School Assessed Coursework
SAT	School Assessed Task
TAFE	Technical and Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre
VICTER	Victorian Tertiary Entrance Requirement

A Message from the Head of Senior School

Welcome to Year 11 or Year 12 in 2019. Over the next few weeks you will be making some important decisions about your learning program for next year and, to some extent, for future years. It is important that you read this guide, attend the information night, and seek further information from the suggested staff.

In Year 10, students have undertaken core subjects and selected electives; however, at Year 11 and 12 students have greater choice and will need to be well prepared and informed to make decisions.

As students enter into this next phase of their school life, they will be expected to take greater responsibility for their own learning. This starts now as they consider the certificate (VCE or VCAL) they would like to enrol in, as well as which subjects or VET course would be most appropriate for them. The options available will provide opportunities for students to explore areas of interest, and possibly provide the foundation for course/subject selection in later years.

It is for these reasons that students must make wise choices, based on carefully considered information and advice from adults who are looking after their best interests. Don't, for example, choose subjects purely on the basis that your friends have chosen them – apart from the risk of not enjoying the work or not succeeding in those subjects, there is no guarantee that you will be placed in the same classes anyway! Year 11 and 12 provides an opportunity for students to tailor their course and develop a deeper understanding in specific areas of interest.

The 2019 timetable will be created from the selections that students make; it is for this reason that subject changes may **not** be possible unless there are exceptional circumstances. It is important that students take every opportunity to talk over their choices with parents/guardians, teachers, careers advisor and coordinators who want to advise and support individuals through this process.

Students' personal and social development is also of great importance at this time and hopefully extra-curricular activities, such as sporting events, productions and leadership and other activities will engage students whilst at school.

I hope you enjoy taking this next step forward and facing the challenges ahead as you continue your education at Scoresby Secondary College.

Ms Ellen Sawyer

Head of Senior School

General Information

Students at Scoresby Secondary College have the choice of two Educational Certificates—Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) in Years 11 and 12. Where applicable, course details in this handbook include the **Materials Cost**, receipt of which is required to confirm the student's placement. This charge is for the provision of materials and other specialist services (e.g. guest speakers, materials, venue hire, etc.) associated with the course.

In addition to the information contained in this handbook, students are informed that minimum attendance requirements apply to all courses offered, regardless of the choice of Certificates. Attendance requirements are expectations established by the Victorian Curriculum and Assessment Authority who administer the Certificates. At Scoresby Secondary College, attendance requirements are minimum 90% attendance.

Students and parents should note that the courses featured in this publication are offered to the students of Scoresby Secondary College. The final selection of which subjects will be included in the timetable will be determined after initial responses from students have been received.

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and reporting of both the VCE and VCAL.

Tertiary Entrance

The Tertiary Entrance Requirements change annually and students need to check that details are appropriate to the year they will seek entry to tertiary courses. Students should check the 2020 Tertiary Entrance Requirements published in the daily papers in July/August 2018 and/or make an appointment with the careers advisor.

Australian Qualification Framework: Qualification by Sector of Accreditation		
Schools Sector	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary (VCE / VCAL)	Vocational Graduate Diploma	Doctoral Degree
Certificate of Education	Vocational Graduate Certificate	Masters Degree
	Advanced Diploma	Graduate Diploma
	Diploma	Graduate Certificate
	Certificate IV	Bachelor Degree
	Certificate III	Associate Degree
	Certificate II	Advanced Diploma
	Certificate II	

General Information

Tutors

When students are in their senior years, many parents/guardians hire tutors to assist in work related to the VCE. While tutors can assist students in their learning, parents/guardians should be very cautious in the type of tutor they hire. The role of a tutor is to assist the student in the learning process.

Students Driving to School

Students are discouraged from driving to school as there is no student parking on school grounds. Students have to park in the street and obey local parking restrictions.

Students who do drive to school are not permitted to leave the grounds to go to their car until they are going to leave (it is not to be like a second locker) nor will they be allowed to drive off and return; as with all other students they are expected to remain on the grounds until they leave for the day.

Under the *Victorian Government School Reference Guide* it is stipulated that:

Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times.

This has particular relevance in regard to sporting events but also in relation to other events such as those outside school.

There are expectations that drivers will behave responsibly as well as within the law particularly in the vicinity of the school – Students will be disciplined for unsafe or inappropriate behaviour: much as they would be under other circumstances.

Year 11 & 12 Course Guidelines

Over the next three pages, students and parents/guardians can gain an understanding of the differences between VCE and VCAL. There is also information regarding VET. VET can be an option for students undertaking VCE, however it is a requirement that all students undertaking VCAL also undertake a VET certificate.

Victorian Certificate of Education (VCE)

VCE studies are made up of semester length units, representing approximately 100 hours of work. Studies offer a sequence of four units, with one unit designed to be studied in each of the four semesters over two years. Students at Scoresby Secondary College usually study twelve units in Year 11 (made up of Unit 1 and 2 subjects; some students may be able to undertake Unit 3 and 4 subject while in Year 11) and ten units in Year 12 (made up of Unit 3 and 4 subjects). Over the two VCE years, students **will aim** to complete a total of 22 units from a range of studies.

Units 3 and 4 must be studied as a sequence (students can't complete Unit 3 of a subject and then change into another subject for Unit 4) and have external assessments (VCAA exams), while Units 1 and 2 subjects are assessed internally by the College. All studies are designed in such a way that Units 3 and 4 sequences can theoretically commence without prerequisites. However, a sound study background in a particular area will assist with all VCE units.

Staff will offer advice to students throughout Year 11 about subject choices for Units 3 and 4, in accordance with their results in Units 1 and 2.

To be awarded the VCE Certificate:

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- At least three units of English, two of which must be a Unit 3 and 4 sequence.
- Three sequences of Units 3 and 4 studies, other than English. This can include VCE VET Unit 3 and 4 sequences.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be fulfilled for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

Assessment of VCE Units 3 and 4

All studies have both school (internal) assessment and (external) examination(s).

School Assessed Coursework (SAC)

School Assessed Coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess students' understanding of the unit's learning outcomes.

School Assessed Tasks (SAT)

A small number of studies have School Assessed Tasks. These assessment tasks are part of the regular teaching and learning program. They must be completed mainly in class time. They are to be completed in a limited timeframe. These are extended assessment items that usually require a folio presentation.

In 2019, Food Studies, Media, Product and Design Technology, Studio Arts, and Visual Communication and Design have school assessed tasks.

Determining and reporting grades

Students' scores will be determined from the assessment criteria specified by the Victorian Curriculum and Assessment Authority.
To ensure that schools' assessments are comparable throughout the state, schools' scores for SACs and SATs are moderated using the General Achievement Test (GAT), and, if necessary, their assessments will be reviewed by the Victorian Curriculum and Assessment Authority (VCAA).

Year 11 & 12 Course Guidelines

Victorian Certificate of Education (VCE) continued

Students and their parents/guardians should be aware that if a student fails to demonstrate the outcome requirements for a task on the first attempt, the student may be allowed to attempt a redemption task. **If the task is one which is graded, the original grade cannot be altered, only the N (not satisfactory) can be changed to an S (satisfactory) if the student achieved the stated outcomes on the second attempt.**

Examinations

In 2019 all externally assessed written examinations will be conducted towards the end of October and during November. Performance/oral examinations are held in October. Grades for all examinations are determined by VCAA. Final grades for Units 3 and 4 are issued in December.

Study Scores

In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study; including attempting the Exam.

Students' overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

Calculating the Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated by adding together the study score in English plus the three next best study scores (the 'primary four') and then adding 10% of the score obtained for a maximum of two other studies in Units 3 and 4.

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

See page 11 for more details about studying VCE in 2019

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a rigorous, hands-on certificate for students in Years 11 and 12 with high expectations on meeting competent employability skills.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 11 or 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. At Scoresby Secondary College students select accredited curriculum components from Vocational Education and Training (VET) qualifications and VCAL units. There are four compulsory strands in VCAL:

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

See page 60 for more details about studying VCAL in 2019

Year 11 & 12 Course Guidelines

Vocational Education and Training (VET)

VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE or VCAL and a nationally VET qualification.

VET programs:

- are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- may contribute towards the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
- functions within the National Training Framework.

VET offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- undertake applied learning in an adult learning environment
- gain a nationally recognised qualification or recognition of prior learning for credits towards units of competency for a qualification that contributes to the satisfactory completion of the VCE or VCAL
- develop skills that will equip them for the workforce.

VET in the VCE or the VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

As Scoresby Secondary College, students undertaking the VCE may select a VET as part of their certificate; however students undertaking the VCAL are required to undertake a VET program as part of the certificate.

Selected VCE VET programs offer scored assessment for Units 3 and 4.

See page 61 for more details about studying VET in 2019

Planning a Course

There is no simple answer to the question: "Which studies should I do next year?" Students need to consider a range of matters to be able to make an informed and balanced decision. The following questions may help students in their thinking:

- What subjects do I like doing?
- What things am I good at and what interests do I have outside school?
- What are the career directions that interest me and what courses or training do I need to do to enter these fields?
- What are the pre-requisites or other entry requirements for the required training?
- Are my aspirations realistic based on my academic performance and ability?

When making their subject choices, students need to be realistic about how well they are able to apply themselves to their school work. Those who find it difficult to complete set tasks, concentrate in class, study and complete additional work in and out of school hours, need to realise that some units of work may be beyond their ability. Students are advised to seek information about potential subjects from their teachers and consider the advice given to them prior to finalising their course selection.

It is also recommended that students reflect on their MIPS sessions and consult with the Careers Advisor for further information.

Useful information

These guidelines contain general information about the Year 11 and 12 course selection process. Students intending to apply for a Year 11 or 12 course at Scoresby Secondary College together with their parents/guardians are recommended to use the information and advice contained in this booklet to assist them in deciding on an appropriate VCE or VCAL program.

In making the decisions about course selection, it is important that students consider their intended pathway and the associated requirements beyond secondary school. For this reason, some of the links below direct students to important information related to tertiary entrance requirements.

Students also have access to staff and other resources in the College, such as Mrs Haines (Careers Advisor) and the comprehensive materials in the Careers Room.

Other useful information may be found on the VCAA and Victorian Tertiary Admissions Committee (VTAC) websites. These can be accessed at:

http://www.vcaa.vic.edu.au — provides a wide range of information relating to VCE and VCE VET units.

http://www.vtac.edu.au — provides access to the VTAC library and information for students who are entering tertiary courses and study.

https://www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx — provides information on the VCE frequently asked questions.

Selecting VCE in 2019

Students must be very careful when making choices to ensure they are appropriate. Students and their parents/guardians should discuss possible choices **together** before making a final selection. Teachers and careers staff should also be consulted, especially when doubt exists as to the student's abilities, relevance of a course to career goals, content, assessment, or any other matters. Students should carefully consider their interests, abilities and any prerequisites for various courses in making their choices.

Students with a particular course in mind must check prerequisite subjects in the VICTER guide specific to the year they are planning on attending tertiary education.

The design of their course of study should consider units for both Years 11 and 12, as can be seen in the following examples:

Example 1:

Year 11 Semester 1	English Unit 1	Business Management Unit 1	General Maths Unit 1	Health & Human Development Unit 1	History Unit 1	Psychology Unit 1
Year 11 Semester 2	English Unit 2	Business Management Unit 2	General Maths Unit 2	Health & Human Development Unit 2	History Unit 2	Psychology Unit 2
Year 12 Semester 1	English Unit 3	Business Management Unit 3	Further Maths Unit 3	Health & Human Development Unit 3	History Unit 3	
Year 12 Semester 2	English Unit 4	Business Management Unit 4	Further Maths Unit 4	Health & Human Development Unit 4	History Unit 4	

Example 2:

Year 11 Semester 1	English Unit 1	Maths Methods (CAS) Unit 1	Chemistry Unit 1	Physics Unit 1	Physical Education Unit 1	VET Music Unit 1
Year 11 Semester 2	English Unit 2	Maths Methods (CAS) Unit 2	Chemistry Unit 2	Physics Unit 2	Physical Education Unit 2	VET Music Unit 2
Year 12 Semester 1	English Unit 3	Maths Methods (CAS) Unit 3	Chemistry Unit 3	Physics Unit 3	VET Music Unit 3	
Year 12 Semester 2	English Unit 4	Maths Methods (CAS) Unit 4	Chemistry Unit 4	Physics Unit 4	VET Music Unit 4	

A Three Year VCE option

While most students complete their VCE over two years, under exceptional circumstances, students are offered the opportunity to undertake their VCE over a three year period. Exceptional circumstances are defined as:

- serious medical or environmental factors supported by statements from relevant experts
- a proven commitment to a representative sport which requires significant training time during normal school hours
- a physical or learning disability/impairment which is ongoing and has, or is likely to have, a significant impact on a student's studies
- an interrupted learning program due to overseas study or parents' work commitments, or a hardship because of lack of basic English language skills.

In all of the above, applications to undertake a three year VCE must be accompanied by expert opinion. Students applying for a three year VCE course must seek approval from the Head of Senior School, Ms Ellen Sawyer.

VCE Requirements

It is recommended that entry into Year 12 depends upon satisfactory completion (S) of at least eight units at Unit 1 and 2 level.

Attendance

At Scoresby Secondary College **ALL** students in Years 11 and 12 are required to attend College **for a minimum of 90% of scheduled classes to complete the year or the semester unit satisfactorily**. Absences covered by medical certificates or appropriate professional evidence are not normally deducted. Lateness to class will be treated on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a valid medical certificate should be provided immediately on return to school before the student will be allowed to undertake coursework which has been missed. **In Year 12, medical certificates must be handed to the Head of Senior School (Ms Ellen Sawyer).** The College cannot accept medical certificates where a doctor is unable to confirm that a student was ill **on a particular day**.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Students need to attend regularly and may have their enrolment reviewed if attendance at the College is poor. Where a student has completed work but there has been a substantive breach of attendance rules meaning that work cannot be authenticated and the College therefore wishes to assign **N** to the unit, the College must assign **N** for one or more outcomes and thus the unit.

Absence on the day of a SAC

On the day of a School Assessed Coursework (SAC) task, each student is expected to attend every lesson on his/her timetable prior to the SAC. If a student arrives significantly late to their first class or misses any class without a satisfactory reason as outlined below, the student may receive a penalty.

If a student misses a timetabled class, the process they should follow to request that their absence be approved is one of

- the student obtains a medical certificate prior to the SAC and it explains why they were absent for only part of the day and that they are now fit to sit for the SAC
- the student missed the class prior to the SAC with extenuating circumstances that can be verified (eg. Sick Bay) and that did not allow the student to gain an advantage for study purposes
- the Head of Senior School or Year Level Coordinator is contacted prior to the SAC, outlining reasons for an absence/ lateness, allowing them to provide advice.

In all instances, <u>the onus is on the student</u> to contact the College prior to the SAC to advise of their situation unless there are extenuating circumstances. The Head of Senior School reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

VCE Requirements

Authentication of Students' Work

The Victorian Curriculum and Assessment Authority (VCAA) states that:

- Students must ensure that all unacknowledged work submitted for Coursework is genuinely their own.
- 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.
- A student must not receive undue assistance from any other person in the preparation and submission of work.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a breach of rules may be penalised.
- Students must sign the *Declaration of Authenticity* at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

If a suspected breach of the rules about authentication occurs:

- The parents/students concerned will be notified, and invited to appear before a panel. Parents cannot advocate on behalf of students.
- The student will be invited to present evidence to the panel in support of their case and given an opportunity to explain their position.
- The panel, after deliberation may impose the following penalties if a breach has been identified including:

⇒ reprimand a student

or

⇒ give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA

or

⇒ refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work

or

⇒ refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder

or

⇒ refuse to accept any of the work if the infringement is judged to merit such a decision, in which case an N will be awarded for the outcome.

Appeals

Students have a right of appeal to the VCAA against the decision of the Principal if a penalty has been imposed because of a breach of the VCAA rules set out above.

There is no appeal to the VCAA in the case of a school refusing to accept the late submission of work.

VCE General Information

General Achievement Test (GAT)

All students undertaking a Unit 3 and 4 study are required to sit for the General Achievement Test (GAT) which is set by the VCAA and undertaken during June . The score achieved by the students on their GAT is compared to the scores they achieve on their coursework. If the VCAA finds that there is a significant difference between the student's achievements on the two types of assessment, the work of the student may be reviewed for authenticity. The GAT may also be used in the Statistical Moderation process and for the calculation of a Derived Examination Score. It may also be used to calculate a student's study score if special provisions are required.

It is therefore in the students' best interests to do as well as they possibly can on the GAT.

Statistical Moderation

Statistical Moderation is a process applied by the Victorian Curriculum and Assessment Authority, to adjust the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external examination. Because the examination is done by all students across the State, it is the common standard against which all schools assessments can be compared.

Each VCE study includes one external examination and VCAA will use the examination scores in each study as the basis for statistical moderation of schools' assessments.

Special Provision

Arrangements are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Students are eligible for Special Provision for school based assessment if their ability to demonstrate achievement is adversely affected. Special Provision in Year 12 is determined by VCAA after application.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning, assessment programs and ability to demonstrate their capabilities are affected by illness, impairment or personal circumstances.

Note: Special Provision will not be given to a student who has been absent from school or study for prolonged periods. Where prolonged absence has occurred, it may be necessary to repeat the Unit.

A student who misreads an exam timetable will not be eligible to apply for Special Provision. Teacher absence and other teacher-related difficulties are not acceptable grounds for consideration.

Enhancement

Enhancement subjects are subjects which students complete a year ahead of normal, for example, a Year 12 subject completed by a Year 11 student. Selection of students to all enhancement subjects is rigorous. In order to enter an enhancement subject, students must have strong results in **all** subjects, and high grade in the subjects directly related to the enhancement subject.

Continuation in an enhancement subject is dependent on the student's results in this subject, all other subjects and their teacher's recommendation. They will have demonstrated outstanding achievement in the study and all other subjects.

Students wishing to complete an enhancement subject (other than Maths and English) should select it as one of their choices. The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Learning Area Leaders and the sub school management team before the final list is announced prior to the end of the year.

Final selection is determined with the Principal, Assistant Principal, Head of Senior School, or their delegate.

What studies are available to students?

In the table below, the numbers following the study names indicate the Unit levels and therefore the Year Level.
ie: **1, 2** - available only at Units 1 and 2 (Year 11 Level)

3/4 - available as a sequence at Units 3 and 4 (Year 12 Level)

1, 2, 3/4 - available at Units 1 and 2 and as a Unit 3 and 4 sequence (Years 11 and 12)

***Final subjects offered are dependent upon student demand.**

English

English 1, 2, 3/4

EAL 1, 2, 3/4

The Arts

Drama 1, 2, 3/4

Media 1, 2, 3/4

Studio Arts 1, 2, 3/4

Visual Communication and Design 1, 2, 3/4

Health and PE

Health and Human Development 1, 2, 3/4

Physical Education 1, 2, 3/4

Humanities

Business Management 1, 2, 3/4

History -
2oth Century 1, 2
The French & Chinese Revolutions 3/4

Legal Studies 1, 2, 3/4

Languages

French 1, 2, 3/4

Mathematics

General Maths 1, 2

Maths Methods (CAS) 1, 2, 3/4

Further Maths 3/4

Specialist Maths 3/4

Science

Biology 1, 2, 3/4

Chemistry 1, 2, 3/4

Physics 1, 2, 3/4

Psychology 1, 2, 3/4

Technology

Food Studies 1, 2, 3/4

Product Design & Technology 1,2, 3/4

VET

at Scoresby Sec College

Certificate III in Music 1, 2, 3/4

Certificate III in Sport & Recreation (Fitness) 1, 2, 3/4

Other VET options

For more information please discuss with the Careers Advisor Mrs Haines.

Gateways

A 'gateway' is not a pre-set combination of units, but a suggested package. Students should use the gateways sections as a guide to construct a VCE program in discussion with parents, teachers and Careers Advisor. Students are free to choose any combination of units and students do not have to choose one the gateways in the Handbook. The gateways provided are examples only. Students can move in or out of a gateway and change their VCE subjects at the end of the semester of year. Students are not locked into their choices.

Gateways are designed to assist students and parents to see connections between VCE and Employment, TAFE and University. They provide purpose, direction and coherence to a student's course.

For students considering Higher Education (University etc.) it is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from VTAC's website and/ or Careers Advisor. Prerequisite subjects for specific courses are not negotiable and should be met. Subjects listed in the 'Middle Band' section of VTAC publications will often give direction to desirable units of students should consider.
Once a career direction has been decided, students should work 'backwards' to decide which program and combination of units will lead to their chosen career.

This Handbook illustrates four of the most common industry areas and a general area:

- Allied Health and Human Services/Nursing
- Commerce/Business
- Graphic Design, Visual Arts, The Arts
- Physical Science/Engineering
- Generalist studies

Gateways

Allied Health and Human Services/Nursing

Compulsory Units	Suggested Units
English	Biology Chemistry General Mathematics Health and Human Development Mathematical Methods Physical Education Physics Psychology VET Sport and Recreation

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
• Limited opportunities for students seeking employment directly from VCE • Some traineeships and apprenticeships are available **See a careers advisor for details**	**Associate Diplomas, Advanced Certificates and Certificates in:** • Health sciences • Childcare • Social and community services • Occupational studies • Resource management • Hospitality • Residential and community services • Welfare	**Bachelor degrees in:** • Health Sciences • Nursing and Midwifery • Psychology • Health and Social Development • Medicine (at some institutions) • Sport • Exercise and Nutrition Sciences • Education	• Tertiary entry requirements • Prerequisites • Recommended units • Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

Commerce/Business

Compulsory Units	Suggested Units
English	Business Management Food Studies General Mathematics History Legal Studies LOTE – French Mathematics Methods Physical Education Psychology VET Music VET Sport and Recreation

This pathway may lead to:

Employment	**TAFE**	**University**	**Consult a Careers Advisor**
• Limited opportunities for students seeking employment directly from VCE • Some traineeships and apprenticeships are available **See a careers advisor for details**	**Associate Diplomas, Advanced Certificates and Certificates in:** • Information Technology • Marketing • Business Administration • Business (Accounting) • Accounting • Fitness • Events Management	**Bachelor degrees in:** • Commerce • Marketing • Accounting • Business Law & Taxation • Banking & Finance • Economics & Finance • Personal and Industrial Relations • Sports Management • Music Industry management	• Tertiary entry requirements • Prerequisites • Recommended units • Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

Graphic Design, Visual Arts, The Arts

Compulsory Units	Suggested Units
English	General Mathematics History LOTE – French Mathematical Methods Drama Media Product Design and Technology Psychology Studio Art VET Music Visual Communication

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
• Limited opportunities for students seeking employment directly from VCE • Some traineeships and apprenticeships are available **See a careers advisor for details**	**Associate Diplomas, Advanced Certificates and Certificates in:** • Architecture, Drafting • Vocational Arts Certificate • Advanced Certificate of Design and Art • Multimedia • Associate Diploma Applied Science • Fashion and Textiles	**Bachelor degrees in:** • Visual Arts • Visual Communications • Textile Design • Architecture • Multimedia • Industrial Design • Fashion Design	• Tertiary entry requirements • Prerequisites • Recommended units • Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

Physical Science/Engineering

Compulsory Units	Suggested Units
English	Physics Chemistry LOTE – French General Mathematics Mathematical Methods Biology Health and Human Development Product Design and Technology

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
• Limited opportunities for students seeking employment directly from VCE • Some traineeships and apprenticeships are available **See a careers advisor for details**	**Associate Diplomas, Advanced Certificates and Certificates in:** • Engineering • Applied Science • Electro Industry	**Bachelor degrees in:** • Engineering, Architecture • Medicines • Science (Applied, Physical, Agricultural, Chemical, Biological, Health, Veterinarian)	• Tertiary entry requirements • Prerequisites • Recommended units • Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

Gateways

General Studies

Compulsory Units	Suggested Units
English	Biology Chemistry Food Studies History Legal Studies Mathematics Methods General Mathematics Drama Media Product Design and Technology Psychology Studio Arts VET Sport and Recreation VET Music

This pathway may lead to:

Employment	TAFE	University	Consult a Careers Advisor
• Limited opportunities for students seeking employment directly from VCE • Some traineeships and apprenticeships are available **See a careers advisor for details**	**Associate Diplomas, Advanced Certificates and Certificates in:** • Legal Studies • Media Studies • Social & Community services • Humanities & Social Sciences • Professional Writing • Hospitality, Tourism, Events Management	**Bachelor degrees in any of the areas:** Arts, Humanities, Education, Social Science, Public Relations, Journalism, Philosophy, International Studies, Politics, Histories, Geography, Law	• Tertiary entry requirements • Prerequisites • Recommended units • Any special requirements

*Before selecting any unit, students are advised to check University or further education pre-requisites.

VCE Units offered at Scoresby Secondary College in 2019

English and English as an Additional Language

English encourages students to develop as critical, imaginative and creative thinkers. When we speak, listen, read and write well, we are better equipped to understand, critique and appreciate the world around us, including our Australian identity.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $25 for this course for unit 3&4

Unit 1:

Students read and respond to texts analytically and creatively. They analyse and compare the use of arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Assessment Tasks

- Text response essay
- Creative response
- Oral point of view presentation
- An analysis of the use of argument and persuasive languages in text/s
- Examination

Outcomes

1. Produce analytical and creative responses to texts.
2. Analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences.
3. Comprehend a spoken text (EAL only).

Unit 2:

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

Assessment Tasks

- Comparative text response essay
- A written point of view piece
- An analysis of the use of argument and persuasive language in text/s
- Examination

Outcomes

1. Compare the presentation of ideas, issues and themes in two texts.
2. Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

English and English as an Additional Language

English encourages students to develop as critical, imaginative and creative thinkers. When we speak, listen, read and write well, we are better equipped to understand, critique and appreciate the world around us, including our Australian identity.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $25 for this course for unit 3&4

Unit 3:

In this unit students read and respond to texts analytically and creatively. They analyse and compare the use of arguments and language in texts, that debate an issue.

Assessment Tasks

- Text response essay
- Creative response
- An analysis of the use of argument and persuasive language in text/s
- Examination (VCAA)

Outcomes

1. Produce an analytical interpretation and creative response to selected texts
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
3. Comprehend a spoken text (EAL only).

Unit 4:

In this unit students explore the meaningful connections of texts, comparing the presentation of ideas, issues and themes in texts.
They construct an oral presentation intended to position an audience about an issue currently debated in the media.

Assessment Tasks

- Comparative text response essay
- Oral point of view presentation
- Examination (VCAA)

Outcomes

1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

The Arts - Drama

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $25 for this course for unit 3&4

Unit 1: Introducing performance styles

Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Assessment Tasks

- Journal
- Written report/s
- Performance/s
- Examination

Outcomes

1. Devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
2. Perform a devised drama work/s to an audience.
3. Analyse the development and performance to an audience of their devised work.
4. Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Australian Identity

Students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. 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.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions.

Assessment Tasks

- Journal
- Performance/s
- Written report/s
- Examination

Outcomes

1. Devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
2. Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
3. Analyse the development, and performance to an audience, of their devised work.
4. Analyse and evaluate a performance of a drama work by Australian practitioners.

The Arts - Drama

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $25 for this course for unit 3&4

Unit 3: Devising and presenting ensemble performance

Students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways other drama practitioners work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. Students use play-making techniques to extract dramatic potential from the stimulus, and devise and develop characters, story and meaning in the ensemble performance.

Assessment Tasks

- Performance/s
- Responses to structured questions
- Written analysis
- Examination (VCAA)

Outcomes

1. Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
2. Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
3. Analyse and evaluate a professional drama performance.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment Tasks

- Performance/s
- Analysis of techniques used in performance
- Responses to structured questions
- Examination (VCAA)

Outcomes

1. Demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.
2. Create and develop a solo performance in response to a prescribed structure.
3. Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

The Arts - Media

The media is everywhere. We use it every day and it is such an important part of our lives. However, we generally don't think about how we learned to understand it and what its impact might be. Does the media influence us? Definitely! Is this influence a good thing or a bad thing? Both! Is it important to learn about how and why the media works as it does? Absolutely! How can we do it? Enrol in the challenging, thought provoking and entertaining VCE Media Studies course.

There is a **Materials Cost** of $65 for this course for unit 1&2

There is a **Materials Cost** of $70 for this course for unit 3&4

Unit 1: Media Forms, Representations and Australian Stories

Students develop an understanding of audiences and the core concepts underpinning the construction or representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products.

Assessment Tasks

- Analysis of representations
- Production Design plan
- Film Production
- Examination

Outcomes

1. Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
2. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
3. Analyse how the structural features of Australian fictional and non-fictional narratives in tow or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative Across Media Forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement consumption and reception.

Assessment Tasks

- Oral Presentation
- Production Design plan
- Film production
- Australian Media organisation analysis
- Examination

Outcomes

1. Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
2. Apply the media production process to create, develop and construct narratives.
3. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

The Arts - Media

The media is everywhere. We use it every day and it is such an important part of our lives. However, we generally don't think about how we learned to understand it and what its impact might be. Does the media influence us? Definitely! Is this influence a good thing or a bad thing? Both! Is it important to learn about how and why the media works as it does? Absolutely! How can we do it? Enrol in the challenging, thought provoking and entertaining VCE Media Studies course.

There is a **Materials Cost** of $65 for this course for unit 1&2

There is a **Materials Cost** of $70 for this course for unit 3&4

Unit 3: Media Narratives and Pre-production

Students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction in influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumptions and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Assessment Tasks

- Narrative and Ideology short and extended response
- Media production exercises
- Production design plan
- Examination (VCAA)

Outcomes

1. Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
2. Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production
3. Develop and document a media production design in a selected media form for a specified audience.

Unit 4: Media Production and Issues in the Media

Students focus on the production and post-production stages of the media production process, bringing the media production design created un Unit 3 of its realisation. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Assessment Tasks

- Analysis of media influence and agency of audiences
- Media production
- Examination (VCAA)

Outcomes

1. Produce, refine and resolve a media product designed in Unit 3.
2. Discuss issues of agency and control in the relationship between media and its audience.

The Arts - Studio Art

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

There is a **Materials Cost** of $80 for this course for unit 1&2

There is a **Materials Cost** of $85 for this course for unit 3&4

Unit 1: Studio inspiration and techniques

Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Assessment Areas:

- Researching and recording ideas
- Studio Practice
- Interpreting art ideas and use of materials and techniques
- Examination

Outcomes:

1. Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
3. Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2: Studio exploration and concepts

Focus on establishing and using a studio practice to produce artworks. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.

Assessment Tasks:

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks
- Examination

Outcomes:

1. Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
2. Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

The Arts - Studio Art

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

There is a **Materials Cost** of $80 for this course for unit 1&2

There is a **Materials Cost** of $85 for this course for unit 3&4

Unit 3: Studio practices and processes

Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

Assessment Tasks:

- Exploration proposal
- Studio Process
- Artists and studio practice
- Examination (VCAA)

Outcomes:

1. Prepare an exploration proposal that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
3. Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4: Studio practice and art industry contexts

Focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. Students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. This unit also investigates students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Assessment Tasks:

- Production and presentation of artworks
- Evaluation
- Art industry contexts
- Examination (VCAA)

Outcomes:

1. Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.
2. Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
3. Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

The Arts - Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Students employ a design process to generate and develop visual communications. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

There is a **Materials Cost** of $80 for this course for unit 1&2

There is a **Materials Cost** of $85 for this course for unit 3&4

Unit 1: Introduction to visual communication design

Students focus on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Assessment Tasks:

- Drawing as a means of communication
- Exploration of design elements and principles
- Visual communications in context
- Examination

Outcomes:

1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and principles to create visual communications that satisfy a stated purpose.
3. Describe how visual communications in a design field have been influenced by the past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication design within design fields

Students focus on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications. Students incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment Tasks:

- Technical drawing in context
- Type and images in context
- Applying the design process
- Examination

Outcomes:

1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Apply stages of the design process to create a visual communication appropriate to a given brief.

The Arts - Visual Communication Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Students employ a design process to generate and develop visual communications. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

There is a **Materials Cost** of $80 for this course for unit 1&2

There is a **Materials Cost** of $85 for this course for unit 3&4

Unit 3: Visual communication design practices

Students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. These are communication, product and environmental designs. Students investigate and experiment, research and analyse. They establish a brief and apply design thinking skills through the design process.

Assessment Tasks:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas
- Examination (VCAA)

Outcomes:

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
2. Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. Students investigate how the application of design elements and design principles creates different communication messages with their target audience. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessment Tasks:

- Development, refinement and evaluation
- Final presentations
- Examination (VCAA)

Outcomes:

1. Develop distinctly different concepts for each communication need and devise a pitch to present concepts to audience, evaluating the extent to which these concepts meet the requirements of the brief.
2. Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Health and Physical Education - Health and Human Development

Health and Human Development take a board and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts. They consider Australian and global contexts as they investigate variations in health status between populations and nations. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

There is a **Materials Cost** of $30 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: Understanding health and wellbeing

Students look at health and wellbeing as a concept with varied and evolving perspectives and definitions. Students investigate the World Health Organization's (WHO) definition and also explore other interpretations.

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay if influences on health and wellbeing and the indicators used to measure and evaluate health status.

Assessment Tasks:

- Case Study
- Written report
- Oral presentation
- Data Analysis
- Examination

Outcomes:

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development

Students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Student enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment Tasks:

- Research report
- Test
- Examination

Outcomes:

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Health and Physical Education - Health and Human Development

Health and Human Development take a board and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts. They consider Australian and global contexts as they investigate variations in health status between populations and nations. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

There is a **Materials Cost** of $30 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: Australia's health in a globalised world

Students look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the world Health Organization (WHO). Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Assessment Tasks:

- Case study / Data analysis
- Test
- Examination (VCAA)

Outcomes:

1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global context

Students examine health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

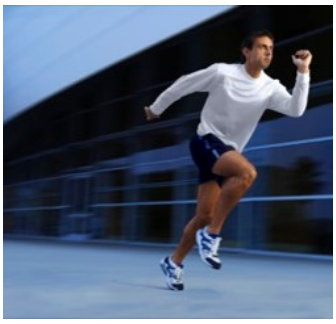
Assessment Tasks:

- Written Response
- Case Study / Data Analysis
- Examination (VCAA)

Outcomes:

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the Sustainable Development Goals (SDGs) and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Health and Physical Education - Physical Education



Physical Education explores the complex interrelationship between anatomical, biomechanical, physiological and skills acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: The human body in motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

Assessment Tasks:

- Written report
- Test
- Laboratory report
- Examination

Outcomes:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2: Physically activity, sport and society

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

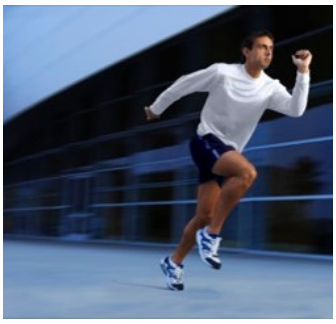
Assessment Tasks

- Written report
- Test
- Laboratory report
- Examination

Outcomes

1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting. Implement and promote programs designed to increase physical activity within a selected group.

Health and Physical Education - Physical Education



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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: Movement skills and energy for physical activity

Students are introduced to the biomechanical and skills acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contributions and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Student explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment Tasks:

- Written report
- Test
- Examination (VCAA)

Outcomes:

1. Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skills acquisition principles.
2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4: Training to improve performance

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skills frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Assessment Tasks:

- Written report
- Test
- Examination (VCAA)

Outcomes:

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Humanities - Business Management

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

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: Planning a business

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

Assessment Tasks:

- A business simulation exercise
- A business research report
- Case study analysis
- Examination

Outcomes:

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2: Establishing a business

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

Assessment Tasks:

- An interview and report on contact with a business
- Media analysis
- Case study analysis
- Examination

Outcomes:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Humanities - Business Management

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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: Managing a business

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

Assessment Tasks:

- Business foundations
- Managing employees
- The operations management
- Examination (VCAA)

Outcomes:

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

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

Assessment Tasks

- Reviewing performance—the need for change
- Implementing change
- Examination (VCAA)

Outcomes

1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Humanities - 20 Century

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

There is a **Materials Cost** of $25 for this course for unit 1&2

Unit 1:

World War I is seen by many as a turning point in history, causing many political, social, military and cultural changes, as well as leading to World War II only twenty years later. In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars, with emphasis on the Russian Revolution. Students will examine the emergence of Communism after the October 1917 Bolshevik Revolution, and the consequences for Russia's internal and international relations, including the rise of Stalin.

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Essay

Outcomes:

1. Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2:

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Post-World War II and 1945, the United Nations was intended to resolve issues of conflict; however, this is a period dominated by Cold War paranoia and scares. Investigation focuses on the study of the Vietnam War, both Australian and American involvement, and the role of protest movements in ultimately ending the conflict. Increasingly, groups turned to alternative methods to achieve change, namely terrorism. Students will investigate the use of terrorism in the second half of the 20th Century as a mechanism for achieving change.

Assessment Tasks

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Essay

Outcomes

1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. Explain the causes and nature of challenge and change in relation to two selected contexts (popular protest and terrorism) in the second half of the twentieth century and analyse the consequences for nations and people.

Humanities - History (French & Chinese Revolutions)

The turmoil and upheaval of revolutions have resulted in dramatic political and social changes that impact on the modern world. This study addresses the crises in the existing regimes that led to revolution and the role of popular movements, leaders events and ideas in bringing about radical change. Students examine the attempts to establish a new society and evaluate the degree to which the outcomes coincided with the original revolutionary goals, using a range of primary and secondary materials, in both written and visual forms.

Students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Students develop an understanding of the complexity and multiplicity of causes and consequences in a revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent of which the revolution brought change to the lives of people. Students evaluate historical interpretations about the causes and consequences of revolution and effects of change instigated by the new order.

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: The French Revolution of 1789

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Examination (VCAA)

Outcomes:

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Unit 4: The Chinese Revolution of 1949

Assessment Tasks:

- Analysis of primary sources
- Historical inquiry
- Evaluation of historical interpretations
- Examination (VCAA)

Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Humanities - Legal Studies

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

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case). Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: Guilt and liability

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

Assessment Tasks

- Tests
- Examination

Outcomes

1. Describe the main sources and types of law, and assess the effectiveness of laws.
2. Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
3. Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios. Students must be able to distinguish between the two offences of defamation and negligence and be able to describe the elements and defences of each crime.

Unit 2: Sanctions, remedies and rights

Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case to resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgements about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to protection of rights.

Assessment Tasks

- Test
- Report
- Examination

Outcomes

1. Explain the key concepts in determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
2. Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
3. Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Humanities - Legal Studies

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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: Rights and justice

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment Tasks

- Written Outcomes
- Essays
- Examination (VCAA)

Outcomes

1. Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice systems to achieve the principles of justice.
2. Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4: The people and the law

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Students apply legal reasoning and information to actual and/or hypothetical scenarios.

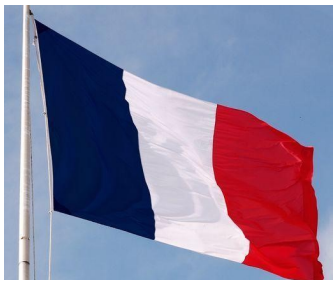
Assessment Tasks

- Written Outcomes
- Essays
- Examination (VCAA)

Outcomes

1. Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

Languages - French



This study develops students' ability to understand and use a language which is widely learned internationally. It provides students with access to the rich and varied culture of francophone communities around the world.

Studying LOTE contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge. Throughout Units 1 – 4 which are sequential, students are given the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas. Units comprise themes and topics, text types, kinds of writing, vocabulary and grammar. There are three prescribed themes: the individual, the French-speaking communities and the changing world. During Units 3 and 4 students are also required to undertake a detailed study.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1

Students establish and maintain a spoken or written exchange related to personal areas of experience. They listen to, read and obtain information from spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Assessment Tasks:

- Informal conversation or reply to personal letter/fax/ email
  a. Listen to spoken texts to obtain information to complete notes, charts or tables in French or English
  b. Read written texts to obtain information to complete notes, charts or tables in French or English
- Oral presentation or review or article
- Examination

Outcomes:

1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from spoken and written texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

Unit 2

Students participate in a spoken or written exchange related to making arrangements and completing transactions. They listen to, read, extract and use information and ideas from spoken and written texts. They also give expression to real or imaginary experience in spoken or written texts.

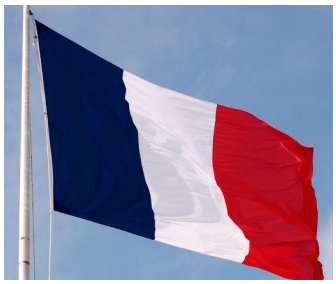
Assessment Tasks:

- Formal letter or fax or email or role-play or interview
  a. Listen to spoken texts and reorganise information & ideas in different text type
  b. Read written texts and reorganise information & ideas in different text type
- Journal entry or short story or personal account
- Examination

Outcomes:

1. Participate in a spoken or written exchange related to making arrangements and completing transactions
2. Listen to, read, and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in spoken or written form

Languages - French



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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3

Students express ideas through the production of original texts. They analyse and use information from spoken texts and they also exchange information, opinions and experiences.

Assessment Tasks:

- A 250 word personal or imaginative written piece
- A response to specific questions, messages or instructions, extracting and using the information requested
- A 3-4 minute role play, focusing on the resolution of an issue

Outcomes:

1. Express ideas through the production of original texts.
2. Analyses and use information from spoken texts
3. Exchange information, opinions and experiences

Unit 4

Students analyse and use information from written texts and they respond critically to spoken texts which reflect aspects of the language and culture of French-speaking communities.

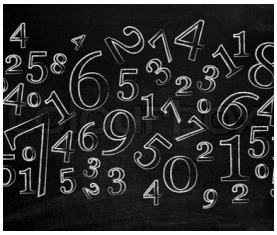
Assessment Tasks:

- A response to specific questions, messages or instructions, extracting and using information requested
  - a. A 250-300 word informative, persuasive or evaluative written response
  - b. A 3-4 minute interview on an issue related to texts
- Written examination (external)
- Oral examination (external)

Outcomes:

1. Analyse and use information from written texts
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities

Mathematics



It should be noted that it is not necessary for students to undertake Mathematics to obtain their VCE. However, all students are encouraged to consider undertaking a maths at VCE level. The selection of the appropriate Mathematics is a critical decision. Students should consult their current Maths teacher to obtain a recommendation for the appropriate maths.

A guide is the student's Victorian Curriculum level at the end of Semester 1 in Year 10:

- To be successful at General Mathematics a students should be achieving at level 9 or above
- To be successful at Mathematics Methods a students should be achieving at level 9.5 or above.

There is a **Materials Cost** of $25 for this course for unit 1&2 (all units)

There is a **Materials Cost** of $30 for this course for unit 3&4 (all units)

A CAS calculator is required to complete Units 1-4 in all Mathematic subjects in VCE. Approximant cost $200

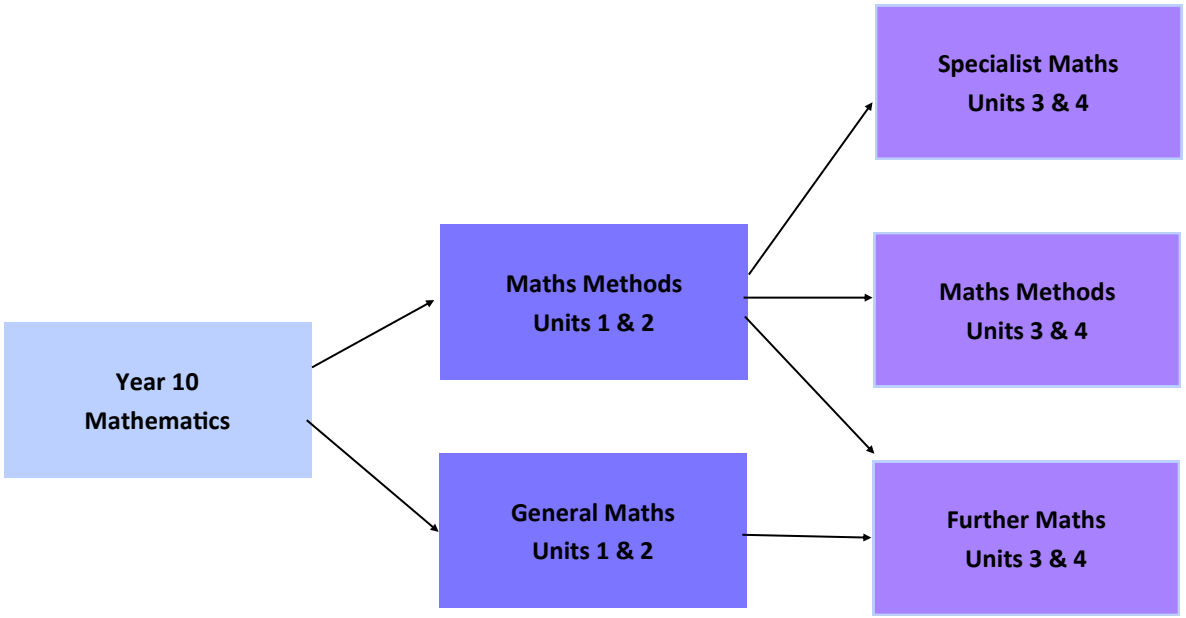
Assessment in all Mathematics Units consists of a selection of:

- Mid year and end of year examinations
- Topic tests
- Analysis/Modelling tasks
- Chapter book questions

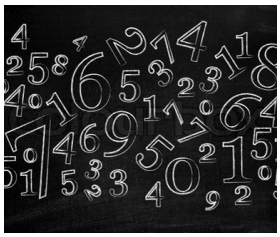
Outcomes in all Mathematics Units are based around the following:

- Understanding of key mathematical concepts and related skills
- Application of mathematical processes to non-routine contexts
- Use of technology to develop mathematical ideas

Progression through Maths:



Mathematics - General Mathematics (Units 1 & 2)



General Mathematics introduces students to the key skills required in Units 3 & 4 Further Mathematics. It is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. General Mathematics provides the knowledge for a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

There is a **Materials Cost** of $25 for this course for unit 1&2

Unit 1&2 Students will require a CAS calculator to complete this course (approximant cost $200)

Unit 1 & 2

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Assessment Tasks

- Chapter book questions
- Topic tests
- Analysis/Modelling tasks
- Examination

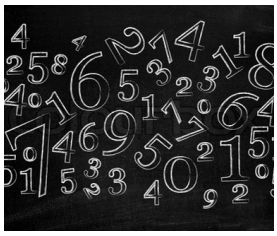
Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Note: General Maths Units 1 & 2 leads to Further Maths Units 3 & 4

This course will not prepare students for Year 12 Maths Methods or Specialist Maths.

Mathematics - Mathematical Methods (CAS)



A higher level course designed for students who will require Maths Methods and/or Specialist Maths in Year 12.

Areas of study include: Functions, Graphs, Algebra, Rates of Change, Calculus and Probability.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

A CAS calculator is required to complete Units 1-4. Approximant cost $200

Units 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

Assessment Tasks

- Chapter book questions
- Application/modelling and problem solving
- Topic Tests
- Examination

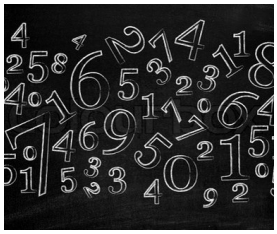
Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Maths Methods Units 1 & 2 leads to Maths Methods Units 3 & 4. Students may also elect to study Specialist Maths Units 3 & 4.

Alternatively, students may choose to study Further Maths Units 3 & 4

Mathematics - Mathematical Methods (CAS)



Maths Methods is a prerequisite for some tertiary courses. Some students elect to enrol in both Further Maths and Maths Methods. This course is calculus based mathematics.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Units 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered .

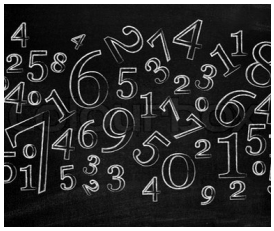
Assessment Tasks

- Topic Tests
- Chapter book questions
- Application/Modelling and problem solving Task
- Examination (VCAA) (Note: As well as SACs, students complete two examinations at the end of the year)

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Mathematics - Further Mathematics



Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

There is a **Materials Cost** of $30 for this course for unit 3&4

A CAS calculator is required to complete Units 3&4. Approximant cost $200

Units 3 & 4

Core:

Data analysis

- Review of representation, display and description of the distributions of categorical variables: data tables, two-way frequency tables and their associated segmented bar charts
- Review of representation, display and description of the distributions of numerical variables: dot plots, stem plots, histograms; the use of a log (base 10) scale to display data ranging over several orders of magnitude and their interpretation in powers of ten

Recursion and financial modelling

- Use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Applications – two modules from:

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

Assessment Tasks

- Tests
- Application Task
- Examination (VCAA) (Note: As well as SACs, students complete two examinations at the end of the year)

Outcomes

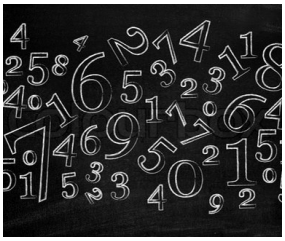
Unit 3

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Use mathematical 'Data Analysis' concepts and skills to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis.
3. Use technology to produce results and carry out analysis.

Unit 4

1. Define and explain key 'Applications' terms and concepts, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the 'Applications' area of study, and analyse and discuss these applications.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.

Mathematics - Specialist Mathematics



Specialist Maths is a prerequisite for some university courses. Specialist Maths must be taken in conjunction with Maths Methods.

There is a **Materials Cost** of $30 for this course for unit 3&4

A CAS calculator is required to complete Units 3&4. Approximant cost $200

Units 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

Assessment Tasks

- Topic Tests
- Chapter book questions
- Moddelling task
- Application/Problem solving task
- Examination (VCAA) (Note: As well as SACs, students complete two examinations at the end of the year)

Outcomes

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Science - Biology

Biology is a diverse and evolving scientific field that tries to understand and explore the nature of life, from simple micro-organisms to complex animals. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms have things in common. VCE Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure it continues from generation to generation. You will also consider emerging issues with the development and application of modern biotechnology.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: How do living things stay alive?

Students will be introduced to some of the challenges to an organism in sustaining life. You will examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. You will analyse types of adaptations that enhance the organism's survival in a particular environment.

Assessment Tasks

- Practical work folio of activities or investigations
- Tests
- Examination

Outcomes

1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit 2: How is continuity of life maintained?

Students will focus on cell reproduction and the transmission of biological information from generation to generation. You will learn that all cells are derived from pre-existing cells through the cell cycle and examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. By using chromosome theory and terminology from classical genetics, you will learn to explain the inheritance of characteristics and analyse patterns of inheritance. Genetic screening and its social and ethical issues are examined.

Assessment Tasks

- Practical work folio of activities or investigations
- Tests
- Examination

Outcomes

1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcome of genetic crosses and identify the implications of the uses of genetics screening and decision making relater to inheritance.
3. Investigate and communicate a scientifically substantiated response to a question related to an issue in genetics and/or reproductive science.

Science - Biology

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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms, whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. In Unit 3, you will investigate the workings of the cell from several perspectives.

Assessment Tasks

- Practical activities
- Report/Presentation
- Examination (VCAA)

Outcomes

1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

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

Students will consider the continual change and challenges to which life on Earth has been subjected. You will examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. You will also examine how recent technological developments in the fields of comparative genomics, molecular homology and bioinformatics, have resulted in evidence of change, through measurements of relatedness between species.

Assessment Tasks

- Practical activities
- Report/Presentation
- Examination (VCAA)

Outcomes

1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution. .
2. Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Science - Chemistry

Chemistry explores and explains the composition and properties of matter and the chemical processes that occur on Earth and beyond. Why are solids solid? Why is Carbon Dioxide a gas? VCE Chemistry examines the production and development of energy resources such as hydrocarbons and biofuels, how we monitor and treat water, the chemistry of food, and examines the development new materials. Chemistry is a hands-on subject and you will develop a number of practical skills to enable you to synthesise new chemicals or to conduct analytical tests using wet chemistry and instrumental analysis.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

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

The development and use of materials for specific purposes is an important human endeavour. In this unit you will investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using your knowledge of elements and atomic structure you will explore and explain the relationships between properties, structure and bonding within and between molecules and atoms.

Assessment Tasks

- Reports on practical activities
- Data analysis tasks
- Tests
- Research Investigation
- Examination

Outcomes

1. Explain the relation of the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. Investigate and explain the properties of carbon lattices and molecular substances by referring to their structures and bonding, systematically name organic compounds, and explain how polymers can be designed for a purpose.
3. Investigate one topic related to the development, use and/or modification of a selected material or chemical and effectively communicate your research.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth and is essential for life. In this unit you will explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Assessment Tasks

- Reports on practical activities
- Data analysis tasks
- Tests
- Extended Practical Investigation
- Examination

Outcomes

1. Explain the relation of the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from your collected data. This is an extensive laboratory task conducted over several lessons.

Science - Chemistry

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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

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

The global demand for energy and materials is increasing with world population growth. In this unit you will explore energy options and the chemical production of different materials. You will compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. You will predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Assessment Tasks

- A report on a laboratory investigation
- An analysis of data including generalisations and conclusions
- Examination (VCAA)

Outcomes

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit you will investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

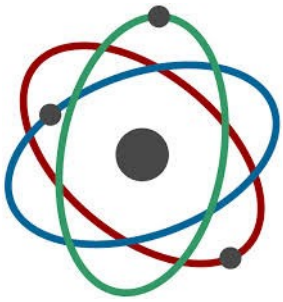
Assessment Tasks

- A response to a set of structured questions
- A response to a stimulus materials
- A structured scientific poster reporting on an extended practical investigation
- Examination (VCAA)

Outcomes

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Science - Physics



Physics tries to understand and explain the physical world. What is light? How can we predict the motion of objects like projectiles or planets in orbit? How can we produce electricity? It examines models and ideas used to make sense of the world and these are sometimes changed as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: What ideas explain the physical world?
Ideas in physics are dynamic. As physicists explore concepts, theories about the physical world evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit you will explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. You will consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. You will also explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Assessment Tasks

- A summary report of selected practical investigations
- A media response
- A report of a selected physics phenomenon
- Tests
- An explanation of the operation of a device
- Examination

Outcomes

1. Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Apply a basic circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Unit 2: What do experiments reveal about the physical world?
This unit explores the power of experiments in developing models and theories. You will investigate a variety of phenomena by making your own observations and generating questions, which in turn lead to experiments. In the core component of this unit you will investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

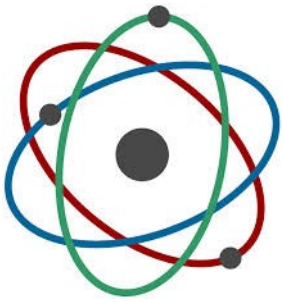
Assessment Tasks

- An annotated folio of practical activities
- Design, build, test and evaluate of a device
- Tests
- A modelling activity
- Practical Reports and Investigations
- Examination

Outcomes

1. Investigate, analyse and mathematically model motion of to investigate, analyse and mathematically model the motion of particles and bodies.
2. Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Science - Physics



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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 3: How do fields explain motion and electricity?

This unit explores the importance of energy in explaining and describing the physical world. This includes the production of electricity, the transmission of electricity over large distances and the design and operation of particle accelerators. You will explore the interactions, effects and applications of gravitational, electric and magnetic fields. You will use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

Assessment Tasks

- A report of physics phenomenon
- An explanation of the operation of a device of physical model
- A proposed solution to a scientific or technological problem
- A response to structured questions
- Test
- Examination (VCAA)

Outcomes

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of Special Relativity.

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

Light has fascinated and puzzled scientists for centuries. At times it appears to behave like a particle. At other times it appears to behave like a wave. A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, you will explore the use of wave and particle theories to model the properties of light and matter.

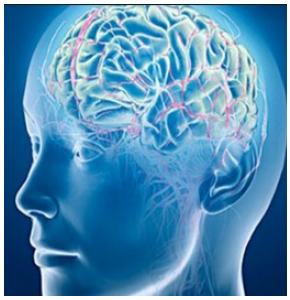
Assessment Tasks

- Annotations of at least two practical activities from a practical logbook
- A report of a student investigation (poster)
- Data Analysis
- Design, build, test and evaluation of a devices or physical model
- A response to structured questions
- A reflective learning journal or blog related to selected activities or in response to an issue
- Examination (VCAA)

Outcomes

1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Science - Psychology



Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. Students explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connections between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. This unit investigates the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Assessment Tasks:

- Can be in the form of: Research investigations, annotated folio of practical exercises, media response, oral presentations, tests, essays, debates, data analysis or evaluation of research.
- A Report of practical activities
- Tests
- Examination

Outcomes

1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/ or research techniques.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. This unit investigates how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

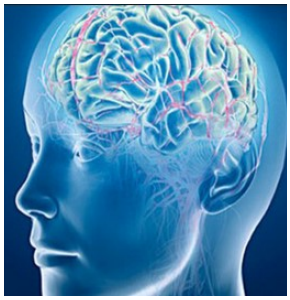
Assessment Tasks:

- Can be in the form of: Research investigations, annotated folio of practical exercises, media response, oral presentations, tests, essays, debates, data analysis or evaluation of research.
- A Report of practical activities
- Tests
- Examination

Outcomes

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Science - Psychology



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There is a **Materials Cost** of $25 for this course for unit 1&2

There is a **Materials Cost** of $30 for this course for unit 3&4

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

The nervous system influences behaviour and the way people experience the world. This unit examines both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. Students explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Assessment Tasks:

- Can be in the form of: Research investigations, annotated folio of practical exercises, media response, oral presentations, tests, essays, debates, data analysis or evaluation of research.
- A Report of practical activities
- Tests
- Examination (VCAA)

Outcomes:

1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. This unit examines the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. Students consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Assessment Tasks:

- Can be in the form of: Research investigations, annotated folio of practical exercises, media response, oral presentations, tests, essays, debates, data analysis or evaluation of research.
- A Report of practical activities
- Tests
- Examination (VCAA)

Outcomes

1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Technology - Food Studies

Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between Food Studies as they develop their skills in food preparation. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

There is a **Materials Cost** of $150 for this course for unit 1&2

There is a **Materials Cost** of $150 for this course for unit 3&4

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Assessment Tasks

- Records of Practical Activities
- Written report
- Examination

Outcomes:

1. Identify and explain factors in the development of global food supply.
2. Describe patterns of change in Australia's food industries and cultures and use foods indigenous to Australia and introduced through migration.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Assessment Tasks

- Design and develop food product in response to a need in the school community
- Design and design a food product in response to a need in a domestic situation
- Examination

Outcomes:

1. Describe Australia's food industries, analyse relationship between consumers and produces, discuss safe food supply and design a food product for commercial purposes.
2. Compare and evaluate food products made in different settings, explain the influences on food production at home and design and create a food product that could be used commercially.

Technology - Food Studies

Food Studies focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between Food Studies as they develop their skills in food preparation. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

There is a **Materials Cost** of $150 for this course for unit 1&2

There is a **Materials Cost** of $150 for this course for unit 3&4

Unit 3: Food in daily life

Students investigate the many roles and everyday influences of food. They explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. Students investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Assessment Tasks

- Records of a range of practical activities
- Written report
- Written test
- Examination (VCAA)

Outcomes:

1. Explain the processes of eating and digestions and absorption of nutrients, the causes and effects of food allergies, intolerances and contamination and apply the principles of good nutrition to the design of food products.
2. Explain and analyse factors affecting food choice, analyse factors shaping food values, beliefs and behaviours and create healthy meals for families.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment Tasks

- Records of practical activities
- Written report
- Examination (VCAA)

Outcomes:

1. Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
2. Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Product Design and Technology

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. Students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

There is a **Materials Cost** of $150 for this course for unit 1&2

There is a **Materials Cost** of $150 for this course for unit 3&4

Note: Additional costs may occur. Amount will be dependent upon student product designs.

Unit 1: Sustainable product redevelopment

Students focus on the analysis, modification and improvement of a product design with consideration of sustainability. Students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

Assessment Tasks

- Design portfolio and written report
- Records of Practical Activities & Product
- Examination

Outcomes:

1. Design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.
2. Select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2: Collaborative design

Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

Students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Assessment Tasks

- Design portfolio and written report
- Records of Practical Activities & Product
- Examination

Outcomes:

1. Design and plan a product or range of products collaboratively in response to a design brief.
2. Justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product/s against the design brief.

Product Design and Technology

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. Students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

There is a **Materials Cost** of $150 for this course for unit 1&2

There is a **Materials Cost** of $150 for this course for unit 3&4

Note: Additional costs may occur. Amount will be dependent upon student product designs.

Unit 3: Applying the product design process

Students engage in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s. Students examine different settings and look at the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

Assessment Tasks

- Design folio and written report
- Test on the design process
- Industry report
- Examination (VCAA)

Outcomes:

1. Investigate and define a design problem, and discuss how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products with industrial settings.
3. Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Unit 4: Product development and evaluation

Students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

Assessment Tasks

- SAT folio
- Product Analysis
- Examination (VCAA)

Outcomes:

1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Selecting VCAL in 2019

The Victorian Certificate of Applied Learning (VCAL) aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways for work and further education.

The VCAL has four curriculum areas, called strands. A student's VCAL learning program must include elements of each strand. These strands are:

STRAND 1 – Literacy and Numeracy Skills

The focus on literacy is on reading, writing and oracy skills which will assist you in your future career path. The focus of numeracy is on the critical awareness that builds bridges between mathematics and the real world. It is about gaining the knowledge and applying those skills in the future.

STRAND 2 – Industry Specific Skills

Your VCAL program must include components of nationally recognised VET programs. You are not required to focus on, or complete, any single VET certificate. You may choose to complete various modules from a range of VET certificates and gain experience in a range of vocational areas.

See the Careers Coordinator; Mrs Haines to discuss VET options.

STRAND 3 – Work Related Skills

In order to develop employability skills, VCAL gives you the choice of undertaking a structured work placement or a part-time apprenticeship/traineeship, part-time or volunteer work. You can also study units and modules that will help prepare you for work, for example work health and safety, developing resumes and job interview skills.

STRAND 4 – Personal Development Skills

As part of your VCAL program you will participate in projects and activities in your school and community that will help develop your teamwork, leadership, communication and other life skills that can be used in future employment.

VCAL Program

Students will typically spend Monday, Tuesday and Thursday undertaking learning activities at school completing Literacy, Numeracy, Work Related Skills and Personal Development Skills. The remaining two days of the week Wednesday and Friday are set aside to allow student to use one day to undertake their selected VET certificate (the location of where this will be completed will depend on where the certificate is offered), while the second day is set aside for work placement.

Students must have employment to undertake VCAL.

There is a **Materials Cost of $365.00** for this course per year level (ie: Units 1&2 OR Units 3&4). This cost does not include VET provider costs or VET materials.

Sample course:

Literacy	Numeracy	Industry Specific Skills	Work Related Skills	Personal Development Skills
VCAL Intermediate Literacy	**VCAL Intermediate Numeracy**	**VET** Units 1 and 2 Certificate III in Sport and Recreation	**VCAL Intermediate Work Related Skills**	**VCAL Intermediate Personal Development Skills**
VCAL Senior Literacy	**VCAL Senior Numeracy**	**VET** Units 3 and 4 Certificate III in Sport and Recreation	**VCAL Senior Work Related Skills**	**VCAL Senior Personal Development Skills**

Studying a VET subject in 2019

VET is also referred to as "VETis", which stands for "Vocational Education and Training in Schools". VET refers to enhanced senior school studies, which enables a secondary student to combine their VCE or VCAL studies with vocational training.

Vocational Education and Training (VET) is 'education and training for work' and part of a broader educational network in Australia that includes schools, universities and adult and community education. For detail on the national VET system, visit www.training.com.au.

Features of VET

- It is a two year program combining senior school studies and accredited vocational education and training
- Enables students to complete a nationally recognised vocational qualification (e.g. Certificate III in Music) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further vocational training TAFE study
- Focuses on students developing industry specific and workplace skills
- It is a vocationally oriented school program designed to meet the needs of students who favour practical learning environments.

How does VET work?

A VET in Schools program is usually made up of:

- **VET units of competency**: Delivered by a registered training organisation (e.g. TAFE), student's school or another school close by.
- **Structured Workplace Learning**: This involves an employer accepting a student on a one day a week basis or one week block.

  Structured workplace learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

Contribution to the VCE

With the exception of English there is no limit on the VET programs that may contribute to satisfactory completion of the VCE. VET may be fully incorporated into the VCE as VCE VET or Block Credit Programs. VCE VET Programs:

- Are fully recognized within the Units 1 – 4 structure of the VCE
- Have equal status with other VCE studies
- May offer scored assessment and provide a study score (selected programs only)
- With a study score, of the 16 units that make up the VCE, an unlimited number can be VET units
- All three sequences other than English, can be approved VCE VET Unit 3 and 4 sequences, with study scores
- VET programs contribute directly to the ATAR in the Primary 4 or as a 5th or 6th study increment.

Block credit VET Programs

Students who undertake VET programs not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE. VTAC may award students who receive a Units 3 & 4 sequence through Block Credit recognition a 10% increment towards their ATAR.

VET increases a student's learning potential

- Broadens VCE/VCAL options
- Develops student's capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Fosters positive feedback by enabling students to demonstrate specific skills and competency
- Matches student interests and career directions through the provision of strong pathways

VET gives National qualifications and skills

- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate or Statement of Attainment
- VET qualifications may articulate directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work.

VET prepares students for the workforce

- Multiplies post school opportunities
- Provides the opportunity to trial a career. Helps students explore possible areas of interest which promote further study and work choices
- Allows a student to develop strong links with industry and local community employers, i.e. students may be offered part time/casual work
- Improves employment prospects
- Helps students gain knowledge of employer's expectations and real working conditions
- Develops their capacity for co-operation, teamwork and leadership skill development
- Assists in transition from school to work.

What is the Mullum Cluster?

The Mullum Cluster is a co-operative group of 35 Government, Catholic and Independent schools operating in partnership. They are assisted by Independent Providers and by the Gateway and Outer Eastern Local and Employment Networks. The Cluster offers a broad range of VET programs in a school environment at a cost effective rate. The Mullum Cluster aims to bring the benefits of VET programs to as great a number of students as possible who reside in the Eastern corridor of Victoria. Since 2008 the Mullum Cluster has developed a strong, working relationship with the Inner Melbourne VET Cluster Inc.

Materials Charges VET

In addition to the College materials charges for VET programs, each of the programs has set charges. The charges are established by the relevant training organisation delivering the program upon enrolment.

Please speak to the Scoresby Secondary College Careers Coordinator for more information for external VET options.

VET Units offered at Scoresby Secondary College

Certificate III in Sport & Recreation (Fitness)

Course aims:

The VCE VET Sport and Recreation program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries. It also aims to enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Where and when the course is held:

- Units 1&2: Scoresby Secondary College Wednesday 1:30pm-5:00pm
- Units 3&4: Scoresby Secondary College Wednesday 1:30pm-5:00pm

Units of competency:

Year 1:

Sample competencies covered in the first year include:

- Organise personal work priorities and development
- Provide customer care
- Respond to emergency situations
- Apply first aid
- Use social media tools for collaboration and engagement
- Perform basic water rescues
- Develop and apply an awareness of specific populations to exercise delivery
- Coaching Principles and Practices

Year 2:

Sample competencies covered in the second year include:

- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Instruct and monitor fitness programs
- Provide public education on the use of resources
- Manage conflict
- Provide fitness orientation and health screening

Credit towards VCE/VCAL:

VCE: Students will be eligible for up to four units, two units at the 1 and 2 level and two at Units 3 and 4.

ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Sport and Recreation (Fitness) must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Note: Where a student elects not to receive a study score for VCE VET Sport and Recreation (Fitness), no contribution to the ATAR will be available.

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

Certificate III in Sport & Recreation (Fitness) *(continued)*

Work placement: 200 hours of work placement over 2 years (approx. 1 hour a week at club level) will be part of the program, this will be achieved in partnership with clinics run at the local Primary schools. (Cert II recommends 80 hours)
Not required but is recommended

Additional requirements/information: Students need to bring their college's PE uniform to participate in practical sessions. Excursions to Recreation Facilities are covered in course fees.

Additional requirements/information: Students need to bring their college's PE uniform to participate in practical sessions.
Excursions to Recreation Facilities are covered in the course are $640 fees per year (Unit 1&2 or Unit 3&4).
Note: Costs may vary as cluster costs are not yet confirmed.

Complementary studies:

- Physical Education

Pathways:

- Certificate III in Sport and Recreation
- Certificate IV in Sport and Recreation
- Diploma in Sport and Recreation

Possible future career opportunities:

- Exercise Science
- Human Movement
- Nutrition
- Physical Education teaching
- Physiotherapy
- Sports Medicine

Certificate III in Music

Course aims:

The VCE VET Music program aims to:

- Provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

Where and when the course is held:

- Units 1&2: Scoresby Secondary College Wednesday 1:30pm-5:00pm
- Units 3&4: Scoresby Secondary College Wednesday 1:30pm-5:00pm

Units of competency:

Year 1:

Sample competencies covered in the first year include:

Core Studies:

- Work effectively in the music industry
- Implement copyright arrangements
- Occupational Health and Safety procedures

Elective Studies:

- Make a music demo
- Compose simple songs or musical pieces
- Develop simple musical pieces using electronic media
- Write song lyrics
- Develop ensemble skills for playing/singing music

Year 2:

The competencies covered in the second year are:

- Develop technical skills in performance
- Develop improvisation skills
- Develop & maintain
- Stagecraft skills
- Apply knowledge of genre to music making
- Perform music as part of a group **or** as a soloist

Credit towards VCE/VCAL:

VCE: Students will be eligible for up to 5 units of credit, 3 units at the 1&2 level and 2 units at 3&4.

ATAR Contribution: : Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

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

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

Certificate III in Music *(continued)*

Work placement: While not students are not required to complete the 200 hours of work placement over 2 years promoted as part of some courses, it is recommended that students do a Music based placement for their Work Experience in Year 10.

Additional requirements/information: The course fees for VET Music are **$420 per year** (Unit 1&2 or Unit 3&4).

Note: Costs may vary are cluster costs are not yet confirmed.

NB: Students must be available for performances out of school hours typically Wednesday evenings and as requested.

Complementary studies:

- Classroom Music
- Instrumental Music

Pathways:

- Certificate IV in Music/Music Technology
- Diploma/Advanced Diploma in Music/Music Technology
- Bachelor of Music
- Bachelor of Music Industry

Possible future career opportunities:

- Solo Music
- Band member
- Composition/song writing
- Music Management/Promotion
- Music Producer
- Sound Engineer Live/Studio
- Arranger
- Music Teacher

Scoresby
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Inspiring brilliance