



Senior Years Subject Information

More than you imagine

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Senior Years Team 2019



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WELCOME TO THE SENIOR YEARS

The Senior Years philosophy at Maffra Secondary College (MSC) highlights a strength-based approach to maximise all students' academic and leadership potential, as well as their personal growth and skill development. Student voice and agency are core foci both within and outside of the classroom.

The Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) are two distinct certificate programs delivered in Years 11 and 12. Students selecting to study the VCE may attain a Year 11 and Year 12 certificate and at the completion of two years equivalent study and final examination period achieve an ATAR (Australian Tertiary Admissions Rank), while students selecting to study VCAL, can attain certificates (Foundation, Intermediate, Senior) after each year of study. This pathway includes a Vocational Education and Training (VET) subject.

At MSC, through individual course counselling and tailored support, we aim to provide the course that suits each student's learning needs and future goals. Study skills and exam techniques are explicitly taught to all students, and we also encourage all students to contribute to their community.

As well as delivering the mandated curriculum, we encourage Senior Years students to get involved in the broad range of leadership, co-curricular and enrichment activities that are available, such as Local Youth Parliament, Youth Council, Leadership camps, MUNA, Environment Committee, School Productions, Youth for Causes, as well as other valuable extracurricular opportunities such as mentoring, volunteering and sporting opportunities. Several students each year participate in overseas student exchange and enrichment programs sponsored by Rotary, AFS Intercultural Programs and various Universities. Furthermore, Year 11 students participate in the Debutante Ball and Winter Formal, while Year 12 students participate in the Year 12 camp, Winter Formal and Valedictory Dinner.

Senior Years Student Leaders are advocates for their peers. As part of the School-Wide Student Leadership Program, leaders plan and run activities for the entire student body and may also nominate to be on School Council. This is another valuable opportunity open to Senior Years students, which promotes the learning and demonstration of leadership and management skills.

To support students holistically as they progress through these important years of schooling, we provide a Senior Years Leader, Year Level Leader, Assistant Leaders and a Careers Practitioner. These staff members are all located in the Senior Years area in order to best serve the immediate needs of students.

Students and staff at MSC take pride in our Senior Years Study Centre. This large, modern learning space serves as a hub for students to gather for assemblies, as well as a place to collaborate, reflect, study and learn during study sessions. Students have direct access to a coloured photocopier, lockers and a kitchenette, and can learn with others or alone as per their specific needs.

Throughout the Senior Years, students are guided and encouraged to enhance their personal growth and skill development as well as becoming more aware of their own learning styles and talents. Parents are regularly informed about Senior Years and Careers matters through Compass, the school newsletter, careers news, letters home to parents and special information evenings. Parents/ Guardians are encouraged to talk to Senior Years team members about any concerns as they arise.

The Senior Years team look forward to working with you to help your child achieve their potential.

SENIOR YEARS SUPPORT SERVICES

COMMUNICATION IS KEY

We begin the year with information evenings for Year 11 and 12 families. Regular meetings are held during the week, as well as a briefing on Monday mornings and Learn to Learn classes once a week. The Senior Years Team take these opportunities to distribute important information and have open discussions about relevant issues.



Learn to Learn is a compulsory, and very important component of each student's week. During Learn to Learn classes, we invite a range of guest speakers to address students on key issues such as goal setting, time management, study skills and fulfilling potential. We explicitly teach and re-teach critical skills and ideas. Previous students are invited to return to the College to share their experiences. Career groups and employers also work with the College and attend special events including our annual Careers and Information EXPO.

Parents are regularly kept informed about Senior Years events and information via the College newsletter as well as letters sent directly to parents. Special information evenings are held as well as parent/teacher interviews, a Pathways EXPO and individual meetings when needed. If there are any concerns regarding your student the relevant Year Level Assistant Leader will make direct contact with parents/guardians.

SENIOR STUDY CENTRE

This spacious area is the academic and operational centre of the senior school. Located centrally in the H Wing, the facility provides self-contained administrative, study and careers areas. The study centre has the following facilities available for students:

- Wi-Fi access via student netbooks. Every student has a unique password that enables access to the College network programs and individual, secure, electronic file storage.
- A kitchen equipped with microwave ovens, refrigerator, sandwich-makers and tea/coffee making facilities.
- Convenient access to all Senior Years staff, our Careers Practitioner and the Careers Office, which contains up-to-date information on further education and employment pathways.

COLLEGE LIBRARY

Our College library is open every day from 8.30am until 4.00pm and all students are encouraged to use the specialised staff and facilities it provides. The library provides the following services available to our senior students:

- A quiet place to work in study periods
- Staff assistance with research and study questions
- Accessible computers
- Year 12 study guides/study cards/practice exams
- Web page with access to daily newspaper and magazine indexes including full text databases
- A broad range of daily papers as well as academic and recreational magazines

CAREERS AND MANAGED INDIVIDUAL PATHWAYS

Our College has a proud history of achieving positive outcomes for student transition from secondary school. The College provides a qualified Careers Practitioner, Marie Clark, to work with students in building career management skills. Marie provides information and services to all students, including:

- Individual course counselling for all students entering years 10-12.
- Co-ordination of work experience and work placement programs for students who are over 15 years of age.
- Extensive careers counselling services including tertiary education advice, referrals to employers, school based traineeships and apprenticeships and assistance with all application processes.
- Assistance with tertiary applications, including: applications for scholarships, interview preparation and referrals to receive assistance with folios.
- Co-ordination of special events including: tertiary tours, careers events, guest speakers and careers excursions.
- Management of specialised programs such as Students Access Monash (SAMs) and partnerships with local employers and community groups.

Marie looks forward to working with students and their families to progress towards a fulfilling and rewarding career path.

STUDENT WELLBEING

The Student Wellbeing team work from our Wellbeing Centre, which is centrally located within the Senior Study Centre in the H Wing. Our highly qualified Wellbeing team work closely with the staff and students in the Senior Years to assist in providing support through what can be a very challenging few years.



Naomi Pilcher is the Wellbeing Coordinator working within the wellbeing team. Her role is to work with individual students for all wellbeing related needs. Naomi provides support to the whole school community by working with families, teaching staff, support staff and outside agencies to provide the best possible outcomes for our students and staff. She co-facilitates health classes on request and runs specific programs for small groups for positive health promotion.

Rochelle Salerman is our Wellbeing Support Officer. Her role involves working with small groups increasing their knowledge, skills and attitudes in health related topics as required. She works closely with all staff developing programs and projects that can be delivered to all students from Years 7 – 12. Rochelle works with students one to one in a counselling capacity providing therapeutic interventions.



Gerard Abdoo is our school Chaplain. His role is to provide pastoral care and wellbeing support to all students. He works with the Wellbeing team to develop and deliver programs for small groups based on areas of need.

Rebecca Tyler-Brennan, our school nurse also works within the Wellbeing team to bring programs and initiatives to maximize healthy lifestyles for our students. The majority of her role is health promotion, delivering healthy lifestyle messages throughout the whole school community.



DOCTORS IN SCHOOLS

The Doctors in Schools Program is a new addition to MSC, providing an accessible, affordable, fully functioning medical clinic onsite for student use. Appointments are available Mondays 9.30-12.30pm, with drop in available at recess. Students can book an appointment via Compass. Dr Eliki Stathokopolous and Dr Stuart Anderson, from Maffra Medical Group, work alternate weeks at MSC and there is also a nurse available. We also have a Mental Health Social Worker, Caryn Anderson, who works out of our Doctor's Clinic one day a week providing therapy via referrals from the Wellbeing Coordinator and the doctors.

EDUCATION SUPPORT PROGRAM

The Senior Years encourages students with disabilities to participate in all courses offered by the school, enabling each individual to obtain success in their chosen pathway.

Students are able to undertake various pathways in their education in either VCE, VCAL or VET studies. The curriculum can be modified to suit each individual's needs. Some students may undertake part of a program, concentrating on managing specific components rather than having to tackle the whole program if this is not suitable. Students who undertake a modified course of study will receive an individualised report which focuses on the progress the student has achieved. A summary of Achievements on College letterhead will also be issued.

Integrated students are well supported in our inclusive culture in the Senior Years. They enjoy participating in our program and we communicate regularly with parents or carers regarding progress. Meetings with families, Education Support staff and key support personnel occur regularly and short and long term goals are managed throughout each student's individual journey.

Maffra Secondary College maintains relationships with a number of organisations who support students with disabilities to find a successful pathway to transition from secondary school to further study or employment. The focus of our transition program for students with disabilities is to ensure that students and their families are comfortable with the change and equipped to manage it effectively.


Renee Phillips
Program for Students
with Disability (PSD) Leader



OUR COLLEGE VALUES

Our community provides a safe and respectful environment, which promotes individuals' social, emotional and academic growth.



	CLASSROOMS	OUTSIDE AREAS <ul style="list-style-type: none"> • YARD • LOCKERS • TOILETS • OVAL • CANTEEN 	INSIDE AREAS <ul style="list-style-type: none"> • CORRIDORS • ADMINISTRATION • ASSEMBLIES • LEARNING STREET • LIBRARY 	OUTSIDE SCHOOL AREAS <ul style="list-style-type: none"> • CAMPS • EXCURSIONS 	BUS AREAS	CYBER AREAS
LEARNING	I am responsible for my own learning I am on time, organised and prepared for class I have a positive attitude	I use my prior knowledge of expectations to behave positively	I use my research skills to find information	I try to learn new things! I attend as many extra-curricular activities as I can I use my prior knowledge of expectations to behave positively	I use my prior knowledge of expectations to behave positively	I use technology to assist my learning My phone will be on silent in class and unused unless directed by a teacher
RESPECT	I keep my hands off others I use appropriate language, tone and volume at all times I listen whilst others are talking	I include others I respect equipment I only use my own locker I leave others alone in the locker area I keep the toilets clean I use my manners I spend my money only I use appropriate language, tone and volume at all times	I use my manners I wait patiently I sit quietly and listen I face the front and look at the people speaking I support others speaking at assembly I take full responsibility for the books and equipment I borrow	I respect other peoples belongings I listen to people giving instructions I am on time I use appropriate language, tone and volume at all times	I sit in my assigned seat I get a bus pass early in the day if needed I listen to the bus driver and the bus captain I have a positive attitude towards everyone I use appropriate language, tone and volume at all times	I text only respectful messages I have my electronic devices on silent or turned off unless given permission by the teacher
COMMUNITY	I raise my hand to speak. I support and encourage others with their learning. I allow others to feel safe within the classroom I leave my chewing gum at home	I put litter in the bin I respect the trees and the gardens I am sun smart I put toilet paper in the toilet and hand towel in the bin I try to order my lunch before recess I wait patiently for my turn at the canteen	I allow others to listen uninterrupted I move around the learning street quietly I ask permission to borrow equipment and I return it I wait quietly for my teacher outside the classroom	I am patient and respectful to other members of the community	I wait patiently for the bus I report all bullying to the bus captain or the coordinator I use the seatbelts when they are available	I make sure the information I present for assessment is my own I only use my own electronic devices
ENVIRONMENT	I respect the classroom environment and equipment I use equipment for its intended use only	I report any bullying to the yard duty teacher I help others at the lockers around me I put my rubbish in the bin I keep the school a smoke free zone	I wipe my shoes before entering the buildings. I think about how my actions will affect others before I walk into all areas. I treat library equipment and books carefully	I respect all environments outside the school I place all rubbish in bins or take it home	I put any rubbish in the bin on the bus or in the bins in the bus area	I only use acceptable written and verbal text when using electronic devices

The Senior Years embrace the College Values and expect all students to conduct themselves in a manner which reflects these.

EXTRA CURRICULAR PROGRAMS



MELBOURNE CAMP – YEAR 12

Cost: \$380

At the commencement of each school year all Year 12 students have the opportunity to attend a camp in Melbourne. This camp is a fantastic way to build positive relationships and bring the Year 12 cohort together for what is always an exciting and challenging year. Staff and students visit a range of educational institutions and orientate themselves with city life and the opportunities which will be available to them after secondary school. Whilst in Melbourne students visit RMIT University, State Library, Victoria Markets, Parliament House, Melbourne Museum, Ian Potter Art Gallery and other key landmarks in the city.

We also discuss the issues of social justice and homelessness whilst visiting the city. Students visit 'The Big Issue' and participate in a talk and activities to assist them in understanding the causes and impacts of homelessness. Staff from the Melbourne Mission also join our group to talk about the work they do with various programs they run to assist people who are struggling in society. It is hoped that these activities raise our students' understanding of diversity and tolerance.



VCAL CAMP – GELANTIPY

Cost: \$420

All students who are part of our VCAL program (Years 11 and 12) will attend a 3 day camp at the beginning of Term 1. Staying at Karoonda Park the VCAL students undertake a range of physical and mental challenges designed to build self-esteem, learning confidence, skills, knowledge and the ability to work as part of a team. The group are able to attempt adventure activities not always accessible in their normal life – including abseiling, rock climbing, horse riding, rafting, canoeing, wild caving, indoor wall climbs, orienteering and swimming. Students are asked to take on leadership roles over the three days and are assessed for their ability to build relationships with staff, program leaders and the other students on the camp. For many VCAL students this is the highlight of the program. We are very pleased to have such a terrific opportunity for vocational learning offered to these students.



DEBUTANTE BALL

Cost: \$420 with suit hire; \$360 without.

The Deb Ball has become a college tradition, with Year 11 students participating in this event. Our wonderful Parents Club Committee organise everything as part of their commitment to our college. Students in Year 11 are able to sign up to participate in this event. Formal dance lessons are held after school with some weekend practice sessions run in the final lead up to the big night. Students are also able to invent their own dance routine, which is presented as the final dance of the presentation. Our Deb Ball is held in either Maffra or Sale depending on numbers, and students are presented to their families and members of the college community. After the formal activities are over, dancing and supper completes a memorable evening on the College calendar.



HOUSE SPORTS / HOUSE LEADERSHIP

Senior school students play a key role in 'House events' such as swimming sports, athletics and other activities run to build house spirit. Senior students are encouraged to attend and participate in all house events as role models for the school. Year 12 students enjoy special events on the day to celebrate their final year at MSC. Students can nominate to undertake a leadership position within the 'house' they represent. House Captains and Vice-Captains are responsible for running house meetings, developing songs and banners for events and encouraging participation from all students whether through competing or assisting with other tasks on the day.

KWONG LEE DOW

The Kwong Lee Dow Scholarship program is available to students undertaking Year 11. Over 1600 students from across Victoria apply annually for this scholarship. The Kwong Lee Dow Young Scholars Program will afford the recipients the opportunity to mix with like-minded peers and future leaders. A tailored program of events and activities will support and enhance their secondary studies, inspire their career plans and provide opportunities to interact with the University community.



PRESENTATION EVENING

Our whole school presentation evening celebrates the achievements of all students in all areas of learning and improvement, including the presentation of VCE and VCAL certificates. Students who have made a contribution to the college community and/or have achieved excellence in their learning are recognised at this end of year event. Senior Years students are rewarded with subject prizes, awards for academic excellence, sports awards and a number of highly sought after scholarships for both school and tertiary study. The College is grateful to all of the local businesses, trusts and families who contribute to this event and we encourage all students to do their best at all times throughout the year.



REVISION LECTURES & SUMMER SCHOOLS



A number of Universities and private companies run revision lectures for Year 12 exams and preparation lectures and camps for students studying their VCE. A number of students have been able to take advantage of these opportunities and they always return full of motivation and confidence. We encourage all Year 12 students to consider including formalized revision lectures as part of their plans for September study break as this has historically been a successful strategy. Keep your eye out for these opportunities on bulletin boards and in the college newsletter.

SCHOLARSHIPS

A variety of scholarships are available for students to apply for to complete their secondary and tertiary education. Some grants and scholarships are available through local community sponsors and students are encouraged to work hard and apply for any scholarship they believe they are eligible for. Our students have a successful history in applying for tertiary scholarships and these are announced and advertised through the College newsletter. If you need assistance in applying for a scholarship, talk to our careers practitioner Marie Clark and she will be more than happy to advise and/or assist you.

PARTNERSHIP WITH AUSTRALIAN CATHOLIC UNIVERSITY

Our partnership with ACU allows our students to access programs such as early offers and special entry schemes. ACU run free study lectures in core subjects locally for our students over school holidays. Our students also have access to special programs run at ACU campuses in Melbourne and Ballarat on school holidays.

SCHOOL CAPTAINS / VICE CAPTAINS

Our College Captains play an important role in representing the 'face' of our College community. Students may wish to nominate for College Captain or Vice-Captain. Students who nominate for these roles present a speech at a whole school assembly, which is followed by a voting process to finalise the Captains and Vice-Captains. Our 2019 School Captains are Claire Coster and Vicles Higgins. Our Vice Captains are Emily Saddington and Riley Gieschen.



SENIOR LEADERSHIP TEAM

Each year a group of students nominate to participate in the Later Years leadership group. Students undertake an application and interview process prior to being accepted for the role. To be a member of the Later Years leadership team you need to have a passion for our college, a willingness to give up some of your time to improve our school and improve your leadership skills. Members of the leadership team can bring a range of strengths and abilities; you don't necessarily need to be a wonderful public speaker, there are multiple ways you can assist to make our college a better place for everyone. We encourage any interested student to apply to become part of our team next year!

SENIOR SCHOOL FORMAL



This social event is run by and for students in Years 11 and 12. The event is held annually, usually in semester 1. A strictly alcohol free evening, students dress up in their formal attire and let their hair down with some great music to celebrate their hard work and study. The formal has become a part of the social and educational program at Maffra Secondary College, offering another avenue for students to learn and practise their leadership skills. Being a part of the committee involves attending meetings and working collectively with students and staff to design, co-ordinate and facilitate the evening.

STUDENT EXCHANGE PROGRAMS

Our students have travelled to many countries as part of exchange programs, including Japan, Bolivia, Malaysia, Argentina, The Netherlands, Brazil, Iceland, Sweden, United Kingdom, USA and Finland. Our College also hosts students from all over the world for periods of 3-12 months. These young people join our classes and live with local families, allowing them to immerse themselves in our rural community. International exchanges sponsored by a number of organisations can be applied for by students in Years 10-12 and these can be for a period of 3-12 months in length.

VALEDICTORY

The Valedictory Dinner is held at the conclusion of the November examination period. The evening has significant input from the Year 12 students. Students who complete their Year 12 studies, families and college staff are invited to attend. Each year the Senior Leadership Team and a group of Year 12 students form a Valedictory Committee. Fundraising ideas are put forward and money is raised throughout the year to minimise costs for families. The Valedictory night is always a very memorable occasion which allows students and their parents/families to celebrate the end of their secondary schooling.

STUDENTS ACCESS MONASH (SAMs) PROGRAM

Schools Access Monash (SAM) delivers a range of in-school and on-campus activities that allow students to engage in higher education at an early stage of their development as well as experience University life first hand via interactive sessions. The aim of SAM activities is to ensure young people will be informed, enthused, prepared and connected to Higher Education. Students in Years 7 – 12 at Maffra Secondary College will participate in events funded through this Monash University program. Our students benefit from workshops on study skills, managing time, investigating careers, problem solving and information about tertiary study. They also hear from current students and have access to tutoring and revision lectures at reduced prices. We encourage all students to participate in every SAMs event, many of which are free of charge!



UNIVERSITY OPEN DAYS

Open Days are a fantastic opportunity for students to look around all of the universities before deciding which university they would like to study at once they have completed their secondary schooling. Open Days give students a chance to look around the university, gain useful information about course offerings and investigate support services for rural students such as accommodation and scholarships. University Open Days are usually held on weekends around August, so make sure you get along to a few and discover a world of opportunity. See the Careers Newsletter for dates of Open Days in 2019.

FEDERATION UNIVERSITY ACCESS PROGRAM

Maffra SC works closely with Federation University's Gippsland campus to offer a range of programs to inform students about opportunities for further study. Information programs are conducted for students in years 8-12. These are held both at Maffra SC and on the Gippsland campus of Federation University. Through these workshops students will better understand both university and TAFE options and develop their study skills and capacity for understanding future employment markets. Many of the events conducted with Federation University are funded by the University.



VET SUBJECTS @ MSC:

Students who have started studying a VET (Vocational Education & Training) subject in year 10 can complete the final year of this course through their VCAL or VCE program in Year 11. Most VET in school courses run for two years and students who select VET courses are out at TAFE one day a week (Thursday). Students who are out at TAFE will miss classes at school so it is important to be highly organised to manage your workload if you wish to complete your VET course while completing VCE. Most courses contribute 4 units, two at Unit 1/2 level and two at Unit 3/4 level. Some courses offer students the ability to gain a study score. Those with a 3/4 sequence which don't have course work for a study score offer a 10% increment as a fifth or sixth subject. All VCAL students are required to undertake an Industry specific component as part of their course. This means that a VET course, or equivalent, such as a School Based New Apprenticeship is necessary. VET in the VCE combines general VCE studies with vocational training and experience in the workplace. Successful completion of a VET in the VCE program provides students with both units toward a VCE issued by VCAA and a VET certificate issues by a Registered Training Organisation. VET modules achieved can be used to gain credit in future apprenticeships or traineeships.

VCAL/VET Leader.

The VCAL and VET Leader is responsible for:

- Co-ordination of the VCAL students.
- Assistance in arranging work placements for VCAL students
- Monitoring of student progress at school, TAFE and in the workplace.
- Liaising between students, school and TAFE for the operation of the VET program.

Important things to understand about VET:

1. VET courses are the same as taking on a VCE subject.
2. There is quite a lot of **theory** in all VET courses especially in first year, so expect to have to complete bookwork.
3. VET courses involve **extra costs** to students, including travel (bus) costs, specialised equipment and a refundable deposit as set down by school council.
4. VET courses are available to year 10 and 11 students **subject to the course counselling process.**
5. Students intending to complete a VCE pathway must attain their VET certificate prior to commencing Year 12.

All VET courses are made up of modules or separate units of work. Each module must be passed for a student to successfully complete the certificate. Each module covers a set of knowledge or skills, (referred to as a competency). Some of the theory work is expected to be completed at home particularly if the student misses any classes. If a student takes up employment in the area of their VET course they will be given credit in their training for the modules completed in their VET course. All VET courses have Occupational Health and Safety, workplace communication and knowledge of the industry modules. Other more specific modules are included and will be described under each separate course.

Work placement is an important part of many of our VET courses. This can be completed either during term for VCAL students or during the holidays. By combining with other schools we are able to keep costs to a minimum. However, students undertaking a VET subject will be required to pay a bond of \$200 (refundable once student successfully completes the certificate), plus an annual fee of \$200 to cover bus travel to and from TAFE each week.

VET SUBJECTS OFFERED IN 2020

PLEASE NOTE: Courses are only offered if sufficient numbers of students enrol – this is decided by Gippsland TAFE for Fulham courses

Study Area	Course Title	Campus	Course Duration	VCAA Category
Aeroskills	Certificate II in Aeroskills	Fulham	2 Years	
Agriculture	Certificate II in Agriculture	Fulham	2 Years	
Animal studies	Certificate II in Animal Studies	Fulham	2 Years	VET VCE
Automotive	Certificate II in Automotive Studies (Prevocational)	Fulham	2 Years	VET VCE
Beauty/ Hair	Certificate II Retail Cosmetics Certificate II Salon Assistant	Fulham	1 Year	
Business	Certificate II in Business Administration	Sale College	1 Year or 2 Years	VET VCE
Carpentry	Certificate II in Building and Construction	Fulham	2 Years	VET VCE
Children's Services	Certificate III in Early Childhood Education & Care^	Fulham	2 Years	
Electrical (AGA)	Certificate II in Electrotechnology (Career Start)	AGA Sale / B'dale	2 Years	
Engineering - Fabrication & Fitting	Certificate II in Engineering Studies	Fulham	2 Years	Scored
Hospitality	Certificate II Hospitality (Kitchen Operations)	Fulham	2 Year	Scored
Plumbing	Certificate II in Plumbing	AGA Sale/B'dale	2 Year	
Sport & Recreation	Certificate II in Sport & Recreation	MSC	2 Year	VET VCE
KEY	^- partial completion			

Aero Skills

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

Students undertake core units from the three streams of this course, namely mechanics, structures and avionics. Students work on modules which will gain credit towards Certificates II in Aero skills. Modules involve study in maintenance, industry manuals, aircraft drawings and industry documentation. A twin-engine light aircraft is available for the practical side of this course.

Materials: Steel capped boots and overalls

Animal Studies

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

This course allows students to learn about the basic care needs of animals to improve their chances of employment in this field. This two-year course allows students to investigate how to safely work with domestic and agricultural animal and provide basic needs for their continued care.

Materials: Suitable sturdy footwear for practical component.

Automotive

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

This course is designed to introduce students to automotive theory. In the first-year students learn about workplace tools and equipment, automotive parts and components as well as vehicle maintenance including fuel systems and brakes. In the second year, students extend their knowledge to electrical systems, batteries, suspensions and tyres.

Materials: Steel capped work boots and overalls



Beauty- Retail Cosmetics / Salon Assistant

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

Students will be instructed in customer service skills for basic manicures, pedicures, washing/drying hair and gain the skills to manage financial transactions, develop effective work habits, work within organisational requirements, and support a team.

Building and Construction

Cost: \$35 CI card + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

This course aims to provide students with the knowledge and skills necessary to enhance their employment prospects within the building and construction industry. In the first year students undertake basic OH&S studies including first aid. Other modules include levelling, hand tools and introduction to scaffolding. The second year sees students learn about building structures including floor and roof framing, setting out and cladding. **Everyone who works on a construction site in Victoria needs a Construction Induction (CI) card. This includes students undertaking work experience, structured workplace learning or an apprenticeship. To obtain the CI card, students must successfully complete the unit of competency CPCCOHS1001A Work safely in the construction industry.**

This training is undertaken at the TAFE Institute and the costs are payable to MSC.

Materials: Overalls and steel capped work boots a possible excursion to Melbourne.



Business

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

Students will refine their computer operation, business record-keeping, OH&S, customer service, communication and document creation skills. This qualification meets VCE requirements if both year of study are completed. Student receive two VCE units of credit and Unit 1 & 2 level and two VCE units of credit at Unit 3 & 4 sequences.

Early Childhood Education and Care

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

This course offers Certificate III qualifications working with in the child care sector. Students will acquire basic knowledge of this industry and obtain skills relating to communication, working with children, understanding policies and procedures and OH&S issues.

Engineering – Fabrication and Fitting

Cost: \$35 CI card + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

VET Engineering aims to provide students with the basic skills required to work within engineering related industries. Modules in first year include using hand and power tools, basic machining and fabrication. In the second year, to complete this certificate, students will study basic computational principles, computer programming for engineering and manufacturing techniques. **Students who complete the 2-year course will be able to gain a study score to contribute directly to their ATAR as they undertake an externally set exam in November.**

Materials: Overalls and Steel capped boots.

Electrotechnology

Cost: \$35 CI card + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

This course is offered by AGA (Australian Group Apprenticeships) and is delivered as a pre-apprenticeship course for the electrical industry. Students attend Sale College for class **HOWEVER** students will be transported to the Bairnsdale AGA premises for hands on experience every second week during the year. Transport costs will be in line with all other transport costs for all TAFE students studying off campus.

Materials: Work boots. Safety shirt supplied by AGA.

Hospitality (Kitchen Operations)

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400



Hospitality aims to introduce students to the range of career paths available within the industry. The skills necessary to achieve competency in areas such as commercial cookery and food and beverage service will be taught. Certificate II is undertaken in the first year. As part of the course students will complete Safe Food Handling, Responsible Serving of Alcohol, First Aid and Practical Food Modules. **Students going on to the second year will be able to gain a study score to contribute directly to their ATAR while completing Certificate III modules. Students undertake an externally set exam in November.**

Plumbing

Cost: \$35 CI card + \$200 bus fee + \$200 bond (refunded upon successful completion) = \$435

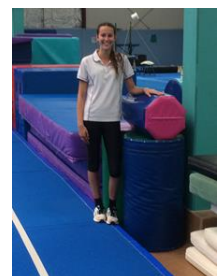
This Certificate II in Plumbing (Pre-Apprenticeship) prepares graduates with the skills and knowledge for entry level into an apprenticeship within the plumbing industry. The course has a range of units that introduce the learner to basic skills and knowledge of this industry whilst still at school.

Materials: Work boots. Safety shirt supplied by AGA

Sport and Recreation

Cost: \$200 bus fee + \$200 bond (refunded upon successful completion) = \$400

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



THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is a single certificate which will normally be completed by students over a minimum of two years. Students will be required to satisfactorily complete at least sixteen units of study, including:

- At least three units of English
- Three sequences of Units 3 and 4 studies other than English.

Note:

- Any English Units 3 & 4 sequence will be counted in the **ATAR (Australian Tertiary Admissions Rank)**, but no more than 2 will be permitted in the primary 4 subjects used to calculate the ATAR.
- For the calculation of the ATAR, satisfactory completion of both units 3 & 4 of an English study is also required.
- VCE / VET qualifications may contribute units to the award of the VCE.

ATAR CALCULATION – The ATAR is a ranking and not a ‘score’

The Australian Tertiary Admissions Rank (ATAR) is a ranking system implemented nationally and used primarily as an indicator of a student’s suitability for tertiary study through universities. Universities from around Australia use this ranking to select applicants for their courses. Some courses have a range of selection criteria used in conjunction with the ATAR, such as portfolios of work and/or interviews and pre-testing.

A maximum of one VCE VET Units 3 and 4 sequence with a study score may be counted in the primary four for the ATAR. (Australian Tertiary Admissions Rank). Each VCE Unit 3/4 study a student successfully completes will be given a study score out of 50. This score is then scaled (adjusted by VTAC to reflect differences and difficulty of the various studies).

Calculating the ATAR

VCAA calculate each student’s ranking by first taking the best scaled study score in one of English/ESL, English Language or Literature. Following this, the next best 3 scaled study scores are added. Finally, 10% of any 5th or 6th study score, (including VET or enhancement) is added to create an aggregate score. This aggregate score is then compared to the scores of all the other students in the state and they are ranked from highest to lowest. Students with the highest totals receive an ATAR of 99.95, the next ones 99.90 etc. There are approximately 20 students for each ATAR value.

MSC School policy is that 6 subjects are studied in year 11 and 5 in Year 12. It is possible therefore for students to undertake 7 Unit 3/4 sequences during their VCE. This has the advantage that the best 6 of those sequences will contribute to the ATAR. (For more information on scaling and the ATAR, go to www.vtac.edu.au .

Students’ GAT scores will not contribute to the calculation of the ATAR. The GAT is the General Achievement Test which must be attempted by all students doing a Unit 3/4 subject and is used as a moderation tool as required for student assessment.

VCE SUBJECT OFFERINGS AT MSC

VCE SUBJECT OFFERINGS	Units 1 and 2	Units 3 and 4
Subject	Cost	Cost
Accounting	\$0	\$0
Agriculture & Horticulture	\$100	\$100
Art	\$75	\$75
Biology	\$50	\$100
Business Management	\$0	\$0
Chemistry	\$60	\$30
Computing: Applied Computing	\$0	
Computing: Software Development		\$0
Computing: Data Analytics		\$0
Drama	\$100	\$100
Economics	\$0	\$0
English	\$0	\$0
English Language	\$0	\$0
Environmental Science	\$50	\$50
Food Studies	\$240	\$240
Geography	\$50	\$50
Health and Human Development	\$0	\$0
History - Revolutions		\$0
History - 20 th Century	\$0	
Legal Studies	\$120	\$120
Mathematics - Further		\$0
Mathematics - General	\$0	
Mathematics - Maths Methods	\$0	\$0
Mathematics - Specialist		\$0
Media	\$35	\$35
Music Performance	\$200	\$200
Outdoor and Environmental Studies	\$840	\$840
Physical Education	\$125	\$125
Physics	\$0	\$0
Product Design and Development – Materials (Textiles)	\$100	\$100
Product Design and Development – Materials (Wood)	\$70	\$70
Psychology	\$0	\$0
Studio Art	\$75	\$75
Theatre Studies	\$100	\$100
Visual Communication and Design	\$50	\$50

VET programs are also available

VCE Accounting

Cost: \$0 per year

Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).



Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

UNIT 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

UNIT 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

UNIT 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

UNIT 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

VCE Agricultural and Horticultural Studies

Cost: \$100 per year

Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context. This study allows students to develop and apply theoretical knowledge and skills to real world business and practices. Students apply their acquired knowledge and skills to design, develop and manage an agricultural and/or horticultural business as a project within this study.

UNIT 1 - Agricultural and horticultural operations

This unit provides an overview of local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students develop an understanding of how the biological and physical components of the environment and human resources influence the type of agribusinesses undertaken at particular locations. Students research and implement a small agricultural and/or horticultural business project.

Area of Study 1: Influences on agricultural and horticultural systems

Area of Study 2: Agricultural and horticultural operations

UNIT 2 - Production

This unit focuses on plant and animal nutrition, growth and reproduction and their relationships within agribusiness systems. Students consider the impacts of climate extremes on plant and animal production and use a scientific approach to investigating aspects of production. They use a small business project to explore the role of agribusiness in value-adding to the product of an agricultural and/or a horticultural business.

Area of Study 1: Biological and environmental factors

Area of Study 2: Production systems and processes

UNIT 3 – Technology, innovation and business practices

In this unit technology refers to the equipment, management techniques and processes that can be used to maintain and/or enhance efficiency and effectiveness of agricultural and horticultural systems in order to achieve socially, economically and environmentally sustainable agricultural and

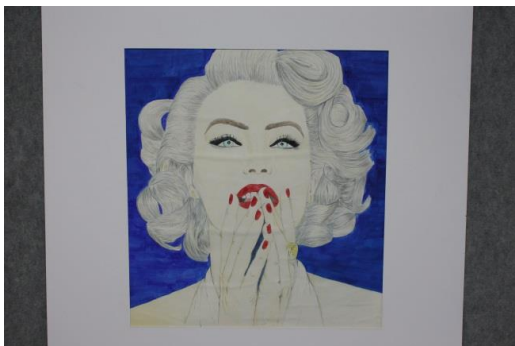
horticultural systems. Students develop an understanding of the range of available equipment and processes that may be used in agricultural and horticultural businesses, including the current commonly used technologies and innovative technologies. They learn how the capabilities of equipment and application of processes assists decision making and management practices in agricultural and horticultural enterprises.

UNIT 4 – Sustainable management

This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with land, plant and animal management. Students apply the principles and concepts of such an approach across a range of agricultural and horticultural situations.

VCE Art

Cost: \$75 per year



The VCE Art study recognises art as an integral part of our lives. Art is a potent and dynamic visual language through which we are able to communicate personal experiences, ideas, cultural values and beliefs. In both the process of making and examining art, students can realise the power to inspire change through imagination, creativity and innovation.

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

UNIT 1

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

UNIT 2

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

UNIT 3

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks (pages 10–12) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

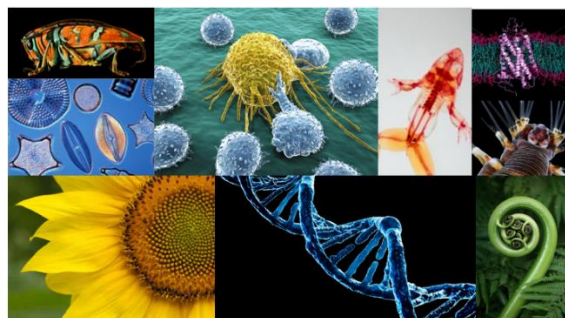
UNIT 4

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

VCE Biology

Cost: \$50 per year

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



UNIT 1 - How do living things stay alive?

At the start of your studies in VCE Biology (Unit 1), you look at how living systems sustain life. You also get the chance use to undertake a field investigation, using techniques used by field ecologists. Then, you'll explore what cells do to carry out their job in the body and, looking at the bigger picture, you also learn how entire body systems allow organisms to function.

UNIT 2 - How is continuity of life maintained?

In Unit 2 Biology, you explore how stem cells give rise to new cells. You will look at how traits are inherited through genes and be able to predict the inheritance of genetic diseases. As part of your studies in inheritance, you will explore the ethical and social implications of an issue in genetics such as designer babies, cloning or stem cell therapy.

UNIT 3 - How do cells maintain life?

In Year 12 Biology, you will explore how cells work in more detail, including the structure of cell and the biochemical pathways that occur within cells. You will also learn how cells communicate through signalling molecules, and how this allows cells to defend the body against invaders.

UNIT 4 - How does life change and respond to challenges over time?

Then, you will explore how species change over time through natural selection and how species are related. Time will also be spent learning about the biotechnologies that allow us to manipulate DNA and produce genetically modified organisms.

Some of the activities involved:

- Scientific field study investigating survival of organisms
- GTAC Workshops (incursion)
- DNA Techniques Workshop @ Federation University
- Student-designed practical investigations
- Research task on bioethics

VCE Business Management

Cost: \$0 per year

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.



A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

UNIT 1: Planning a business

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

UNIT 2: Establishing a business

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

UNIT 3: Managing a business

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

UNIT 4: Transforming a business

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

VCE Chemistry

Cost: \$60 per year (Unit 1/2) \$30 per year (Unit 3/4)

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



UNIT 1 - How can the diversity of materials be explained?

In Year 11 Chemistry, you will spend time learning about different materials. You learn how polymers and plastics are formed and investigate new materials, such as nanomaterials. You learn about how the periodic table can be used to predict chemical and physical properties of the elements.

UNIT 2 - What makes water such a unique chemical?

In Unit 2, you learn about the unique properties, distribution and cycling of water. You use analytical equipment to determine the amounts of metals in bottled water, caffeine in energy drinks and iron in local water bodies. You learn how acids and bases react and are used in a range of applications.

UNIT 3 - How can chemical processes be designed to optimise efficiency?

In Year 12 Chemistry, Unit 3, you will investigate a variety of renewable and non-renewable fuel sources. You investigate how to manipulate conditions to improve reaction rates and amounts of products produced.

UNIT 4 – How are organic compounds categorised, analysed and used?

In Unit 4, you will discover how organic compounds are structured, react and how to synthesise

new products using environmentally friendly processes. You will spend time learning about the key food molecules, and you will measure the energy content of a variety of food types.

Some of the activities involved:

- Practical experiments into material properties, acids and bases, fragrances, water and food chemistry.
- Student designed practical investigation into water and foods or fuels
- Instrumental Analysis workshop at a university
- Research task into materials

VCE Computing

Cost: \$0 per year

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems, and how their interrelationships affect the types and quality of digital solutions. VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future. Year 11 students will complete Units 1 and 2 in Applied Computing. In Year 12 students will do either Data Analytics OR Software Development.

UNIT 1 – Applied Computing

In unit 1 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. As an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students also select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology

UNIT 2 – Applied Computing

In unit 2 students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats,

vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

UNIT 3 – Data Analytics

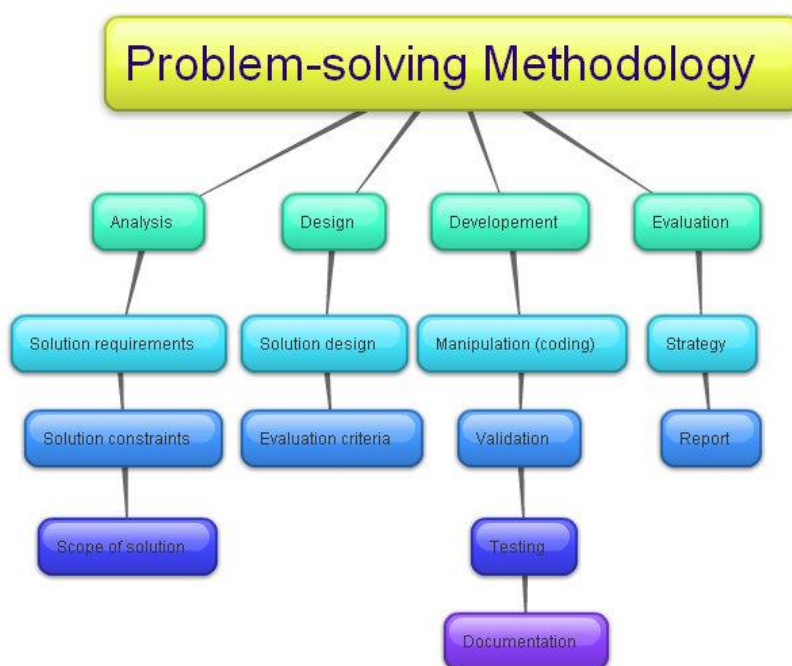
In unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. The students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. The first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1 is also introduced.

UNIT 4 – Data Analytics

In unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats. Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3 into infographics or dynamic data visualisations, and evaluate the solutions and project plan. This forms the second part of the School-assessed Task (SAT). The students also investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

UNIT 3 - Software Development

In unit 3 students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. The students also analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. This forms the first part of the School-assessed Task (SAT) that is completed in Unit 4.



UNIT 4 - Software Development

In unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation. Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, into a software solution and evaluate the solution, chosen development model and project plan. This forms the second part of the School-assessed Task (SAT). Students also examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

VCE Drama

Cost: \$100 per year

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.



Unit 1: Introducing performance styles

In this unit 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.

Unit 2: Australian identity

In this unit 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. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol.

Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble 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

VCE Economics

Cost: \$0 per year

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards.

Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.



UNIT 1: The behaviour of consumers and businesses

Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact.

UNIT 2: Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how

achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

UNIT 3: Australia's economic prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. In this unit students develop an understanding of the macro-economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

UNIT 4: Managing the economy

Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals.

English and English Language

The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society.

English in the Later Years offer a variety of options for students. These options cater to students who have varying degrees of interest and ability in the subject. English focuses on the reading of different texts for a variety of purposes. It develops the writing skills of students in analytical, creative and informative styles. It concentrates also on developing verbal skills for formal and informal situations.

VCE English

Cost: \$0 per year

This study develops competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning, in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.



Unit One:

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit Two:

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

Unit Three:

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit Four:

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

VCE English Language

Cost: \$0 per year

UNIT 1 - English Language:

Language and Communication focuses on language as a meaning-making system, which means that although language is governed by rules, it is also a system that is made by humans within a social and cultural context. Students will learn a range of metalanguage related to language subsystems, and will also explore a range of theories regarding how language is acquired by children.



UNIT 2 - Language Change focuses on the development, transformation, spread and diversification of English. Students will examine the global spread of English, and how this has affected other cultures and ethnicities, and impacted on its users' identities and worldviews.

UNIT 3 English Language

In this unit students investigate English language in contemporary Australian social settings. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4 English Language

In this unit students focus on the role of language in establishing and challenging different identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. They learn that through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

VCE Environmental Science

Cost: \$50 per year

VCE Environmental Science enables students to understand Earth as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore how the relationships between these systems produce environmental change over a variety of timescales. They investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.



Unit 1: How are Earth's systems connected?

In Year 11 Unit 1, you will investigate how life survives on Earth. You will design and undertake your own fieldwork investigation where you collect data to assess the health of an ecosystem.

Unit 2: How can pollution be managed?

In Unit 2, you will explore how can we measure, manage and treat pollution. You will investigate a local case study about managing pollution.

Unit 3: How can biodiversity and development be sustained?

In Year 12 Unit 3, you will learn about maintaining biodiversity, enacting conservation, species diversification and extinction, and how we can plan for a sustainable future.

Unit 4: How can the impact of human energy use be reduced?

In Unit 4, you investigate the impacts of human energy use on Earth, and the use of fossil fuels versus renewable energy, and investigate how we can reduce our carbon footprints.

Some of the activities involved:

- Fieldwork and excursions off-site from school.
- Guest Speakers from local industry.
- Focus on climate change and conservation
- Features a student-designed practical investigation about biodiversity or energy use.

VCE Food Studies

Cost: \$240 per year

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



Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

UNIT 1 - Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

UNIT 2 - Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life



UNIT 3 - Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian

Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. They investigate patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

UNIT 4 - Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about 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 research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on 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.

VCE Geography

Cost: \$0 per year

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

UNIT 1: Hazards and disasters

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

UNIT 2: Tourism

There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to

ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

UNIT 3: Changing the land

Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided

UNIT 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

VCE Health & Human Development

Cost: \$0 per year

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.



UNIT 1 – Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

For the purposes of this study, students should consider wellbeing to be an implicit element of health.

UNIT 2 – Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

UNIT 3 – Australia’s health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

UNIT 4 – Health and human development in a global context

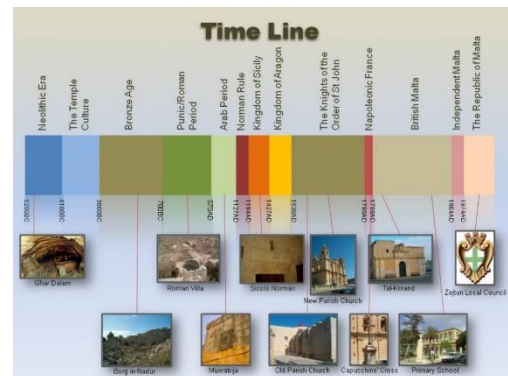
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

VCE History

Cost: \$0 per year

History is the analysis and interpretation of the human past that enables us to study the change and continuity over time. It is an act of both investigation and imagination that seeks to explain how people have changed over time. Historians use all forms of evidence to examine and interpret the past. These include written documents, oral communication and objects, objects such as buildings, artefacts, photographs and paintings. Historians are trained in the methods of discovering and evaluating these sources and the challenging task of making historical sense out of them. The debated differences help expand and enhance our understanding of human development.

VCE History enables students to engage with a range of times, people, places and ideas. Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Global Empires explores the ideas and power relations accompanying the growth of empires in the Early Modern period. Twentieth century History examines the aftermath of the Great War as well as the causes and consequences of World War Two. Australian History investigates national history from colonial times to the end of the twentieth century and includes the histories of Indigenous Peoples. Revolutions explores the causes and consequences of revolution in America, France, Russia and China.



UNITS 1 & 2: Twentieth Century History

Unit 1: Twentieth century history 1918–1939 - In this unit students explore the nature of political, social and cultural change in the period between the world wars. From the post-WW1 treaties and the League of Nations, to the emergence of new fascist governments like the Nazi's and how they used the military, education and propaganda to impose controls on the way people lived. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth century history 1945 –2000 - In this unit 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. Despite internationalist moves like the establishment of the United Nations and the creation of the first global expression of human rights, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. This period of time also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

UNITS 3 & 4: Revolutions

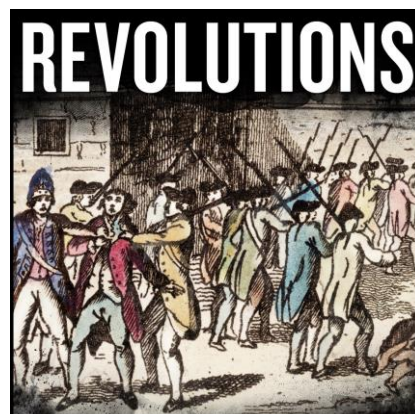
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic

revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Teachers select two revolutions to be studied from the following (one for Unit 3, one for Unit 4):

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.



VCE Legal Studies

Cost: \$120 per year

The VCE Study Design for Legal Studies allows students to explore the varied and complex ways in which laws impact their everyday lives. This includes investigating who makes laws, the process of making laws, how changes to laws are effected and the likely consequences of breaking laws. The study of Legal Studies at VCE enables students to become active and informed citizens. They will develop knowledge and skills that will enhance their confidence and ability to access and participate in the legal system. Further study in the legal field can lead to a broad range of careers such as lawyer, police officer, investigator, paralegal, legal secretary or careers in the justice or court system.

Over the two years (4 units) students will have a number of opportunities for camps and excursions for this subject. This includes a biannual camp to Canberra for four days, trips to local courts and excursions to parliament and the courts in Melbourne.



UNIT 1 - Guilt and Liability

We will study key principles and features of both our criminal and civil legal systems. This includes general principles as well as specific crimes such as theft, robbery and burglary and torts such as negligence and defamation.

UNIT 2 - Sanctions, Remedies and Rights

We will investigate how the rights of individuals are protected, and what sanction or remedy might apply if a law is broken. This outcome focuses on how laws are enforced, and what consequences one might face for breaking a law. Students will undertake a detailed investigation of at least 2 criminal and 2 civil cases from the past two years.

UNIT 3 - Rights and Justice

In this unit students study the justice system, particularly the court system, and how both criminal and civil matters are handled. Students will investigate the rights of individuals who are caught up in the justice system, the role of judges, juries and court personnel. Students will delve into what determines outcomes in cases, and how effective sanctions and outcomes are in protecting society.

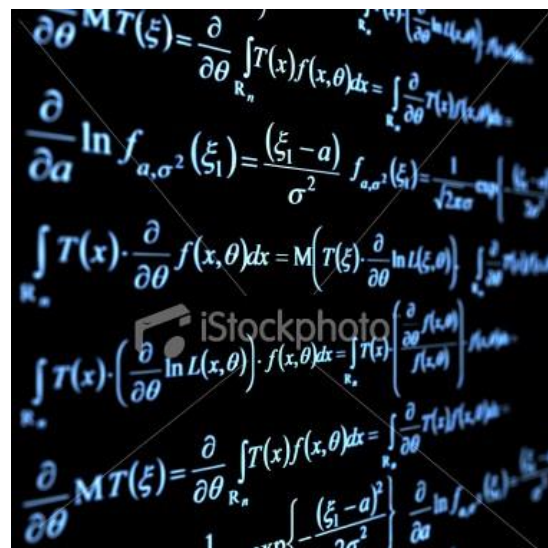
UNIT 4 - The People and the Law

Students will study the role of the constitution in setting law making powers for the Commonwealth and State parliaments. This unit delves into the relationship between the people and the constitution, including law making bodies and the courts. Students investigate the relationships between parliament and the courts in law making, and consider the roles of the people, media and law reform bodies in changing the law.

VCE Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

The study of Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.



In Year 11 and 12, students can choose one or multiple Mathematics units. Students should check on entry requirements for their choices and speak with their maths teacher about their suitability for different units. During subject selection students should also consider choosing the most appropriate unit(s) to meet prerequisites for further study.

UNITS 1 & 2: (YEAR 11)	VCAL Numeracy General Mathematics Mathematical Methods Computer Algebra System (CAS)* Specialist Mathematics
UNITS 3 & 4: (YEAR 12)	VCAL Numeracy Further Mathematics Mathematical Methods (CAS) Specialist Mathematics

YEAR 11 MATHEMATICS

VCE General Mathematics

Cost: \$0 per year

The General Mathematics course is designed for students who intend to study Year 12 Further Mathematics. The course includes a selection of material from areas of study which provide a suitable background and preparation for Further Mathematics.

- The General Mathematics course leads directly into Year 12 Further Mathematics. Topics to be studied include: 1. Linear relations and equations, 2. Computation and practical arithmetic, 3. Financial arithmetic, 4. Graphs and networks, 5. Number patterns and recursion, 6. Geometry, measurement and trigonometry, 7. Linear graphs and models, 8. Statistics

VCE Mathematical Methods*

Cost: \$0 per year

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

****Students may be required to sit an entry test to ensure minimal skill requirements are met.***

VCE Specialist Mathematics (Year 11)

Cost: \$0 per year

Specialist Mathematics Units 1 & 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

ASSESSMENT FOR YEAR 11 MATHEMATICS:

Satisfactory Completion

The award of satisfactory completion for a unit of Mathematics is based on a decision that the student has demonstrated achievement of the set of outcomes specified for a unit.

Level of Achievement

Grades will be given in VCE Units for assessment tasks and semester exams (set internally).

The school will report the level of performance on each assessment as a percentage.

Students in VCAL Numeracy will be assessed as either 'Competent' or 'Not Yet Competent'.

YEAR 12 MATHEMATICS

VCE Further Mathematics

Cost: \$0 per year

Students should have satisfactorily completed Year 11 General Mathematics Units 1 & 2 before studying Further Mathematics units 3 & 4.

Topics to be studied include:

Students study the compulsory core areas of Data Analysis and 'Recursion and financial modelling'. In addition students will study two modules: 1. Geometry and Trigonometry & 2. Networks

VCE Mathematical Methods

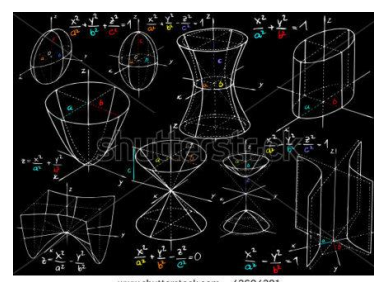
Cost: \$0 per year

Mathematical Methods Units 3 & 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

VCE Specialist Mathematics

Cost: \$0 per year

Specialist Mathematics Units 3 & 4 are designed to be taken in conjunction with Mathematical Methods Units 3 & 4, or following previous completion of Mathematical Methods Units 3 & 4. The areas of study extend content from Mathematical Methods Units 3 & 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 & 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 & 4.



ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit of mathematics is based on a decision that the student has demonstrated achievement of the set of outcomes specified for a unit.

The VCAA will supervise the assessment of all students undertaking Units 3 & 4. The student's level of achievement will be determined by school-assessed coursework (SACs) and two end-of-year examinations (set by the VCAA).

NOTE: The table below is an indicator only and does not include moderation of SAC results against exam performance.

<u>Further Mathematics</u>	<u>Mathematical Methods</u>	<u>Specialist Mathematics</u>
Unit 3 SACs: 20%	Unit 3 SACs: 17%	Unit 3 SACs: 17%
Unit 4 SACs: 14%	Unit 4 SACs: 17%	Unit 4 SACs 17%
Units 3 & 4 exam 1 (1.5 hrs): 33%	Units 3 & 4 exam 1 (1 hr)	Units 3 & 4 exam 1 (1 hr)
Units 3 & 4 exam 2: (1.5 hrs): 33%	(technology free exam): 22%	(technology free exam): 22%
	Units 3 & 4 exam 2 (2 hrs): 44%	Units 3 & 4 exam 2 (2 hrs): 44%

Cost: \$35 per year

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.



UNIT 1 – Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

UNIT 2 – Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

UNIT 3 – Media narratives and pre-production

In this unit 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 is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

UNIT 4 – Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

VCE Music Performance

Cost: \$200 per year

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.



ENTRY: Students with limited experience or background in music should speak with the music teachers at school to discuss their suitability for this subject.

Maffra Secondary College offer Units 1 – 4 in **MUSIC PERFORMANCE**

UNIT 1 - Builds students' performance and musicianship skills

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

UNIT 2 - Builds performance and musicianship skills

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 3 - Build and refine performance and musicianship skills

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

UNIT 4 - Build and refine performance and musicianship skills

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

VCE Outdoor & Environmental Studies

Cost: \$840 per year

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Note: Attendance at camps in this subject is a compulsory component of assessment.

UNIT 1 - Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

UNIT 2 - Discovering Outdoor Environments

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.



UNIT 3 - Relationships with Outdoor Environments

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

UNIT 4 - Sustainable Outdoor Relationships

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

VCE Physical Education

Cost: \$125 per year



The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Unit 1 - The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2 - Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

UNIT 3 – Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

UNIT 4 – Training to improve performance

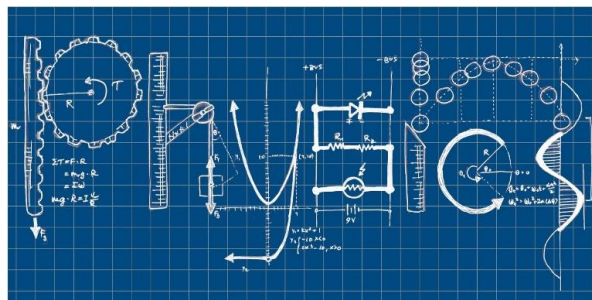
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill 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.

VCE Physics

Cost: \$0 per year

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.



UNIT 1 - What ideas explain the physical world?

In Physics Unit 1 you will investigate thermodynamics, electricity, nuclear physics & the big bang theory and examine models used by physicists to understand and explain the world.

UNIT 2 - What do experiments reveal about the physical world?

In Unit 2, you will undertake a number of experiments to investigate forces and have the opportunity to undertake studies in one of the following: astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

UNIT 3 – How do fields explain motion and electricity?

In physics Unit 3 you explore the importance of energy in explaining and describing the physical world. You will spend time learning about how electricity is produced and transmitted and examine gravitational, electric and magnetic fields.

UNIT 4 – How can two contradictory models explain both light and matter?

In Unit 4, you will also explore how the wave and particle theories are used to model the properties of light and matter.

Some of the activities involved:

- Study of radioactive substances in the classroom
- Practical activities on interference patterns created by light
- Observation of magnetic fields occurring in real life
- Two student designed practical investigation. Some examples from past students:
- Energy in a bowling ball pendulum
- Acceleration of objects dropped from a drone
- Conservation of momentum on a frictionless air track
- Height of a projectile using air rockets

VCE Product Design & Technology: Textiles & Materials

Cost: Textiles - \$100 per year Wood - \$70 per year

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

UNIT 1 – Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

UNIT 2 - Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: 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.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

UNIT 3 - Applying the Product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

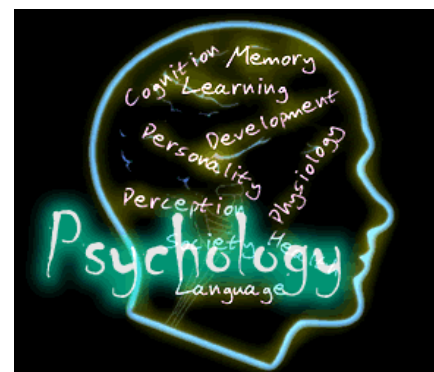
UNIT 4 - Product development and evaluation

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

VCE Psychology

Cost: \$0 per year

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.



UNIT 1 - How are behaviour and mental processes shaped?

At the start of your studies in VCE Psychology (Unit 1), you look at how the human brain functions. You also get the chance to build a model of the brain to learn about the different areas. The next area of study investigates hereditary and environmental factors of a person's development. You also learn about different behaviours and disorders and why studies of twins are important for research.

UNIT 2 - How do external factors influence behaviour and mental processes?

In Unit 2 Psychology, you explore two aspects of human perception (vision and taste) and learn to understand visual illusions and how taste can be influenced by food appearance and packaging.

UNIT 3 - How does experience affect behaviour and mental processes?

UNIT 4 - How is wellbeing developed and maintained?

In Year 12 Psychology, you will explore how the human nervous system influences behaviour. There is also a focus on learning about stress and coping strategies.

You will examine how the mechanisms of learning and study various models of learning. Then, you will look at the regions of the brain involved in memory and how memory can be improved. The next area of study will be spent examining consciousness and the importance of sleep. Time will also be spent learning about what influences mental wellbeing. A practical investigation will help you to further develop research skills while also looking at the ethics and issues of research in psychology.

Some of the activities involved:

- Reviewing media articles relating to psychology topics
- Research task
- Creating models and undertaking role plays
- Viewing videos of historical experiments
- Student-designed practical investigations

VCE Studio Art

Cost: \$75 per year

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.



UNIT 1 – Studio inspirations and techniques

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

UNIT 2 – Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. 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. Comparisons of contemporary art with historical art styles and movements should be encouraged.

UNIT 3 - Studio practices and processes

In this unit 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. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of

potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

UNIT 4 - Studio practice and art industry

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, 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. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

VCE Theatre Studies

Cost: \$100 per year

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills.

Excursions: A requirement of Theatre Studies is that students attend productions as selected by VCAA for analysis. The general cost for these excursions will be approximately \$100.

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Commedia dell'Arte, Elizabethan. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply

this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre,



Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4: Presenting an interpretation

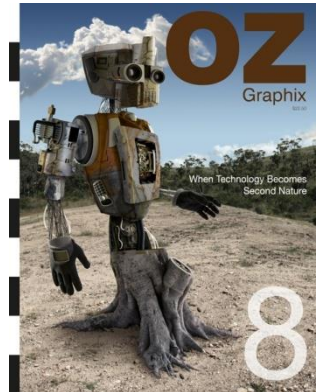
In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist.



VCE Visual Communication and Design

Cost: \$50 per year

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 influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.



UNIT 1 - Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. 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.

UNIT 2 - Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that 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. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

UNIT 3 – Visual communication design practices

In this unit 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. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

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. This involves applying the design process twice to meet each of the stated needs. 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. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

Victorian Certificate of Applied Learning (VCAL)

WHAT IS VCAL?

The Victorian Certificate of Applied Learning is an alternative to the VCE. Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. It is based on hands-on learning - applied learning. Whereas VCE is widely used by students as a pathway to University, students who choose VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship or obtaining a job after completing school.



The VCAL gives practical work related experience as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. The VCAL is not for students aiming directly for entry to a tertiary course because they will not receive an ATAR score. The VCAL has three levels – **Foundation, Intermediate and Senior**. VCAL is completed at the level that matches the needs and abilities of each student. Regardless of the VCAL level attempted, the learning program would usually take one year to complete, although credits may be carried over to the following year. A student may choose to move to the next level in a second year. Each level requires the demonstration of knowledge and skills which can apply directly to the workplace or further training.

If the learning program is successfully completed at a chosen level, a VCAL Certificate will be issued at that level and a statement of Results, listing all VCE, VET and VCAL units satisfactorily completed. Please note that all students completing VCAL will need to attend a **three day camp** – costing approx. **\$420.00**. This camp occurs early in term one (dependant on weather) to allow for completion of several Semester One outcomes.

The VCAL program has four strands, students need to successfully complete all strands to gain certification. The strands are:

- Literacy
- Numeracy
- Work Related/ Industry Specific Skills (TAFE)
- Personal Development-including community based projects

Students may be able to select to study a VCE subject with their program.

LITERACY

All students study VCAL Literacy and VCAL Oracy which involves reading, writing and oral communication. The focus of the VCAL Literacy program is on practical skills which can be applied in the workplace, including preparation of job applications and interviews.

Students will complete assessments at a level to suit their ability – Foundation or Intermediate at Year 11 and Intermediate or Senior level in Year 12.



NUMERACY:

Students can enrol in either Essential Numeracy (Foundation, Intermediate or Senior) or VCE General Maths. Students are encouraged to complete their maths at the highest level they are capable of and they should take the time to discuss the best option with their **current maths teacher and careers advisor**.

VCAL NUMERACY

This course provides for the continuing mathematical development of students completing **VCAL**. There is a strong emphasis on using Mathematics in practical contexts relating to everyday life, personal interest and future employment. Topics to be studied include: 1. Design 2. Measuring 3. Money & Time 4. Location 5. Data 6. Numerical Information

WORK RELATED SKILLS



The purpose of this strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment.

Students will study Vocational Education and Training (VET) units at TAFE, or at Maffra Secondary College and must choose a VET subject as part of their course. **A student who undertakes VCAL but withdraws from their VET course, will no longer be eligible for a VCAL certificate at the end of the year.**

In Term 1 students will complete 'Work Related Skills' to prepare for work placement. Once students have successfully completed this coursework they can undertake work placement outside of

school one day per week. **Students are expected to attend work placements through Terms 2 – 4 in order to meet the requirements of the course.**

PERSONAL DEVELOPMENT SKILLS

Students undertake two subjects in this strand (Personal Development and Projects), both of which aim to develop communication skills, teamwork, self-confidence, self-esteem and respect for others – including family and the wider community.



Mock interviews are conducted in Term 1

PERSONAL DEVELOPMENT

Students can work at Foundation or Intermediate level in Year 11. Senior level is generally completed by VCAL students who are in Year 12. Students will complete units of work covering areas such as goal setting, maintaining motivation, conflict resolution, health & fitness, safe health practices, mental health issues, social and community issues and managing responsibilities.

Students will be assessed on their participation during camp and excursions, a community project, team based projects, work completed in class and a weekly journal entry. Assessment is broadly based around the areas of Personal Development, Family, Community and Health and Fitness. Students will need to reflect on these four areas of their life in their weekly journal.

COMMUNITY PD- PROJECTS

This hands-on subject allows students to research, plan and create their own project. This could be physically building or creating something, managing an event, delivering a community service. Students are expected to follow project management guidelines, including having a detailed plan, meeting deadlines and reflecting on progress and areas for improvement. At the conclusion of each semester students are required to present to the VCAL students and staff on their project, including photographic evidence showing what they have achieved.

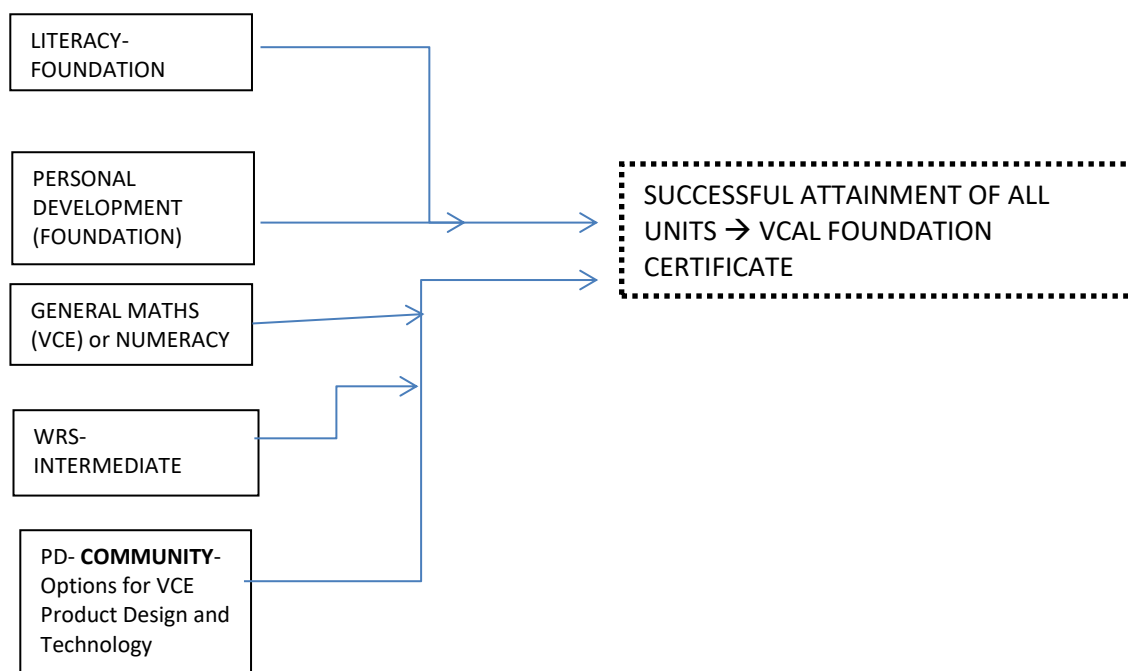
Students can work either individually or as part of a group at foundation level, whilst intermediate and senior students are expected to demonstrate leadership in managing a group project.

Much of the work completed in projects is self-managed and students will need to work independently and manage their own time carefully in order to meet the requirements of the course.

Students who demonstrate a strong work ethic and ability will have the opportunity to also be accredited **with VCE Unit 2 Product Design and Technology over one year.**



An **example** of a year 11 Foundation VCAL course is below:



HOMework IN THE SENIOR YEARS

All students are expected to complete set homework, as well as prepare revision notes and study for exams. Students should have a set space to complete homework tasks, preferably in a quiet area with good lighting. When studying for long periods of time students should take breaks every hour to walk around and stretch. Tips for managing homework are available in the student diary, and assistance is available from Senior Years staff members.

The Senior Years homework expectations are as follows:

Year 10 – average of 5 – 8 hours per week

Year 11 – average of 9 – 12 hours per week (approx. 1½ - 2 hrs per subject, per week)

Year 12 – average of 15 hours per week (up to but no more than 3 hrs per subject per week.

Private study lessons used productively could make up part of this time)

Students should keep a balance between:

- Homework requirements
- Hours of employment – studies have shown that more than 10 – 14 hours of paid work per week is harmful to achieving good results at school
- Extra-curricular activities
- Leisure time; and
- Have plenty of sleep.

Generally students will not be expected to study more than the time allocation per subject per week. It is better to have a reasonable amount of homework frequently, so that a regular weekly routine can be established. All subjects have been allocated enough class time to satisfy VCAA requirements even after excursions and sports days have been taken into account.

Students should also be revising their work on a regular basis, reviewing the work that has been covered for each key learning area and making sure they have a thorough grasp of each concept covered. If a student does not feel completely confident with their current topics they should follow up by seeking assistance from their teacher as soon as possible.

Making a set timetable with all the homework times marked in for the week, and actually doing it at the time, means that relaxation can occur at other times without feeling guilty. Homework may include: reading, revising, completing questions, summarising or researching.

VCE SUBJECT SELECTION 2020

NAME _____

FORM GROUP _____

AREAS OF CAREER INTEREST

CAREER PRE-REQUISITES

MY CURRENT STUDIES

My semester one progress report average score was: _____

My semester one Victorian Curriculum Levels for English were: _____

My semester one Victorian Curriculum Levels for Maths were: _____

Maths Recommendation:

☐ General Maths 1/2

☐ Maths Methods 1/2

☐ Specialist Maths 1/2

Comments / goals moving forward:

SUBJECT SELECTION

A normal VCE Program will consist of **12 Units (6 subjects) from Unit 1 & 2 studies** and **10 Units (5 subjects) from Unit 3 & 4 studies**, which **must** include a sequence of English units. Variations are possible through negotiation.

2020 SUBJECT CHOICES Select subjects in order of preference from 1 to 8 (you will only study 6 subjects so be thoughtful in the order of priority)			Proposed 2021 SUBJECTS		
SUBJECT (in order of preference)	Unit	Unit	SUBJECT	Unit	Unit
1. (list your English subject first)			1. (list your English subject first)		
2.					
3.					
4.					
5.					
6.					
7.					
8.					

VCE SUBJECT OFFERINGS

VCE SUBJECT OFFERINGS	Units 1 and 2	Units 3 and 4
Subject	Cost	Cost
Accounting	\$0	\$0
Agriculture & Horticulture	\$100	\$100
Art	\$75	\$75
Biology	\$50	\$100
Business Management	\$0	\$0
Chemistry	\$60	\$30
Computing: Applied Computing	\$0	
Computing: Software Development		\$0
Computing: Data Analytics		\$0
Drama	\$100	\$100
Economics	\$0	\$0
English	\$0	\$0
English Language	\$0	\$0
Environmental Science	\$50	\$50
Food Studies	\$240	\$240
Geography	\$50	\$50
Health and Human Development	\$0	\$0
History - Revolutions		\$0
History - 20 th Century	\$0	
Legal Studies	\$120	\$120
Mathematics - Further		\$0
Mathematics - General	\$0	
Mathematics - Maths Methods	\$0	\$0
Mathematics - Specialist		\$0
Media	\$35	\$35
Music Performance	\$200	\$200
Outdoor and Environmental Studies	\$840	\$840
Physical Education	\$125	\$125
Physics	\$0	\$0
Product Design and Development – Materials (Textiles)	\$100	\$100
Product Design and Development – Materials (Wood)	\$70	\$70
Psychology	\$0	\$0
Studio Art	\$75	\$75
Theatre Studies	\$100	\$100
Visual Communication and Design	\$50	\$50

Please sign

Student: _____ **Parent:** _____

Careers Practitioner: _____

Year Level Team Leader / Assistant Recommendation – please tick

- ☐ Course is approved OR
☐ Another appointment with Careers is required

Please retain as a record of your preferences. The course selection will be entered online by your Year Level Leader/Assistant /AP once it is approved. Any relevant subject costs will then be payable to secure a student's place. While we endeavour to give each student their first preferences, this may not be possible in every case depending on timetabling and/or student numbers.

VCAL SUBJECT SELECTION 2020

NAME _____

FORM GROUP _____

AREAS OF CAREER INTEREST

CAREER PRE-REQUISITES

MY CURRENT STUDIES

My semester one progress report average score was: _____

My semester one Victorian Curriculum Levels for English were: _____

My semester one Victorian Curriculum Levels for Maths were: _____

Maths Recommendation (from maths teacher):

☐ VCAL Numeracy

☐ VCE General Maths

Comments / goals moving forward

A normal VCAL Program consists of

- a full day of Structured Workplace Learning (Tuesday)
- a full day studying a VET subject at TAFE each week (Thursday)
- Literacy, Numeracy and Personal Development (Monday, Wednesday and Friday)

Compulsory VCAL Subjects

- VCAL Literacy
- Work related / industry specific skills
- Personal Development
- VCAL Numeracy OR VCE General Maths (PLEASE CIRCLE ONE MATHS OPTION)

VET subject

Select one option from the Subject Offerings

VCAL - VET SUBJECT OFFERINGS	Year 1	Year 2
Subject	Cost	Cost
Aeroskills	\$400	\$200
Agriculture	\$400	\$200
Animal Studies	\$400	\$200
Automotive	\$400	\$200
Beauty- Retail Cosmetics / Salon Assistant	\$400	\$200
Business	\$400	\$200
Early Childhood Education and Care	\$400	\$200
Engineering- Fabrication and Fitting	\$435	\$235
Building and Construction	\$435	\$235
Electrotechnology	\$435	\$235
Hospitality (Kitchen Operations)	\$400	\$200
Plumbing	\$435	\$235
Sport & Recreation	\$400	\$200

VCAL CHECKLIST – please tick

Have you included in your choices the following?

- ☐ Your Maths choice – Numeracy or General Maths
- ☐ VET subject choice

Please sign

Student: _____ **Parent:** _____

Careers Practitioner: _____

Year Level Team Leader / Assistant Recommendation – please tick

- ☐ Course is approved OR
- ☐ Another appointment with Careers is required

Please retain as a record of your preferences. The course selection will be entered online by your Year Level Leader / Assistant Leader / AP once it is approved. VCAL program cost will then be payable to secure a student's place. While we endeavour to give each student their first preferences, this may not be possible in every case depending on timetabling and/or student numbers. Note that the VET subjects run at the discretion of TAFE Gippsland.

GLOSSARY

SENIOR SCHOOL	Years 11 & 12 (including VCE, VCAL)
ATAR	Australian Tertiary Admission Rank
ESL	English as a Second Language
GAT	General Achievement Test
SAMs	Students Access Monash Program
SBA	School Based Apprenticeship
Study Score	Measure of achievement within a particular subject
Scaled Study Score	Measure of achievement standardized compared to all other subjects
VCAL	Victorian Certificate of Applied Learning
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education & Training
VTAC	Victorian Tertiary Admissions Centre

VCE Coursework/Assessment

AOS	Area of Study
SAC	School Assessed Coursework
SAT	School Assessed task
S	Satisfactorily completed
N	Not satisfactorily completed
UG	Ungraded

VCAL Outcomes

C	Competent
NYC	Not Yet Competent