



# *2024 Senior School Subject Information*

*More than you imagine . . .*

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### Senior School – Key Staff Members 2023



Ryan Evans  
Senior School Leader



Carol Caffrey  
Year 12 Coordinator



Fiona Ray  
Year 11 Coordinator



Mariah Stone  
Year 10 Coordinator



Leanne Bassett  
Administration



Tanya McIntosh  
Administration



Mark Lomas  
Careers Practitioner

## **WELCOME TO THE SENIOR SCHOOL (YEARS 10-12)**

The Senior School at Maffra Secondary College comprises all students in years 10, 11 and 12. Students enter the Senior School at Year 10, with the ability to select their own unique academic program that suits their interests and pathways. Students select all their own electives, with the exceptions of the core subjects of English and Mathematics. Individualised course counselling with qualified careers practitioners supports students to make subject choices that will best suit their individual future learning and career goals.

Our Year 10 program has high expectations of students, with a curriculum and assessment program that operates in alignment with the expectations and requirements of the VCE. Students will achieve either 'Satisfactory' (S) or 'Not-Satisfactory' (N) for their Year 10 semester-based units, and are required to maintain exemplary attendance, submission of required coursework, and completion of common assessment tasks (CATs) to receive an S for a unit. This approach prepares students for the rigour of the VCE which all students undertake in Year 11 and 12. All students are asked to achieve and maintain a progress report average of 3 across Year 10 to ensure they have the learning behaviours needed to achieve success in Year 11 and 12.

All students entering Year 11 undertake the VCE. However, some students may select to enrol in the Vocational Major (VM), which is a specific two-year program available within the VCE. Students who undertake the VCE VM will be required to undertake VCE VM subjects to ensure they meet the requirements of the certificate outlined by the Victorian Curriculum and Assessment Authority (VCAA). This pathway includes a compulsory Vocational Education and Training (VET) course, completed at TAFE Gippsland, and compulsory Structured Work Placement. Students will need to demonstrate readiness for an adult learning environment and complete a VET application to be considered for the VCE VM.

Students not wishing to undertake the VCE VM stream will complete their VCE as usual, by successfully undertaking the required number of VCE units over Years 11 and 12, before the external examinations and attainment of an ATAR (Australian Tertiary Admissions Rank). Both VCE options (VM and non-VM) are two-year programs and the certificate will be awarded at the completion of Year 12.

There will be a small number of students who are unable to access the VCE or VCE VM, due to disability, chronic illness, trauma or other documented reasons for disengagement. These students may be invited by the College to undertake the Victorian Pathways Certificate (VPC), which is essentially a re-engagement program and is not part of the VCE. This is a program that can prepare students to undertake the VCE VM or prepare students for employment.

At MSC, through individual course counselling and tailored support, we aim to provide the program 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. Student voice and agency are core foci both within and outside of the classroom.

To support students holistically as they progress through these important years of schooling, we provide a senior school leader, year level coordinators, extensive wellbeing support, and targeted careers support. These staff members are all located in the Senior School area in order to best serve the immediate needs of students.

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

## **SENIOR SCHOOL SUPPORT SERVICES**

### **COMMUNICATION IS KEY**

We begin the year with an information evening for all year 10-12 students and their families. Regular student meetings are held during the week, as well as a student-led briefing on Monday mornings and Learning to Learn classes once a week. The Senior School team take these opportunities to distribute important information and have open discussions about relevant issues.

Learning to Learn is a compulsory, and very important component of each student's week. During Learning to Learn classes, we explicitly teach students key skills such as goal setting, minimizing stress, time management, study skills and invite reflection on fulfilling potential. Previous students and other motivational guest speakers 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. We also deliver the Respectful Relationships Curriculum through these sessions.

Parents are regularly kept informed about Senior School 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 Careers / Pathways EXPO and individual meetings when needed. If there are any concerns regarding your student the relevant Year Level Coordinator 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 School staff, our Careers Practitioners and the Careers Office, which contains up-to-date information on further education and employment pathways. Students are also located adjacent to the Wellbeing space, with access to counselling services and other support staff.

### **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 if needed
- 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 Careers Team consists of two qualified Careers Practitioners. Mark Lomas does the majority of the student counselling and Marie Clark works closely with Mark to oversee the Careers Program at the school. The Careers Program 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.

The Careers Team 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.



Emily Boyle is the Wellbeing Coordinator and leads the wellbeing team. Her role is to work with individual students for all wellbeing related needs. Emily 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 Positive Climate meetings and helps facilitate Respectful Relationships curriculum within Learn to Learn and Health classes.

Belinda Stuart and Karen Tenkate are our College Counsellors. Their role involves working with individual students increasing their knowledge, skills and attitudes in health-related topics as required. Both Karen and Belinda work closely with all year level staff developing programs and projects that can be delivered to all students from Years 7 – 12, as well as working with students one to one in a counselling capacity providing therapeutic interventions.

Megan Kenny is our Mental Health Practitioner (Psychologist) within the wellbeing team. Her role is to provide direct counselling support to individual students with a range of mental health issues by implementing evidence-based intervention strategies including collaborating with families, other professionals and agencies when appropriate, and manage the associated risks.



Natasha Duffell, 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 to the whole school community.

## **DOCTORS IN SCHOOLS**

The Doctors in Schools Program provides an accessible, affordable, fully functioning GP 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. Two doctors from Maffra Medical Group work alternate weeks at MSC and there is also a nurse available. We also have a Mental Health Social Worker 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 School 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. The Year 10, VCE and VCE VM curriculum can be modified to suit each individual's needs. Some students with disabilities may be invited to undertake the Victorian Pathways Certificate (VPC) in Year 11 or 12. 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 School. 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.

Renee Phillips - Program for Students with Disability (PSD) Leader

## EXTRA CURRICULAR PROGRAMS

In Years 10-12, we continue to provide students with a large range of opportunities to participate in programs which allow students to pursue their interests and develop to their full potential. Each year we review our programs with a view to expanding and improving them, whilst ensuring our focus remains on learning. Some of the programs available to Years 10, 11 & 12 students include:

- Year 10 Interstate Camp
- Year 10 Work Experience
- Student Leadership opportunities
- Year 12 Camp / leadership day
- VCE student excursion to Monash University
- VCE Vocational Major camp
- Debutante Ball
- Distance Education (approval by senior school and careers staff needed)
- House Sports
- Scholarship opportunities
- Presentation evening
- Senior formal (prom)
- VCE revision lectures
- Student exchange programs
- Valedictory dinner
- University open days
- Federation University Access program

Timely information will be provided to students and families about each specific opportunity on Compass as needed, including information about costs. Camps, excursions and other extracurricular opportunities usually have associated costs for families, which can be paid at the main office. Payment plans are available.

## HOW DO I CHOOSE MY SUBJECTS?

After reading the details about each of the options, choose the options you wish to study on the basis of:

- What are you good at?
- What do you enjoy doing?
- What will take you to where you want to go in the longer term?

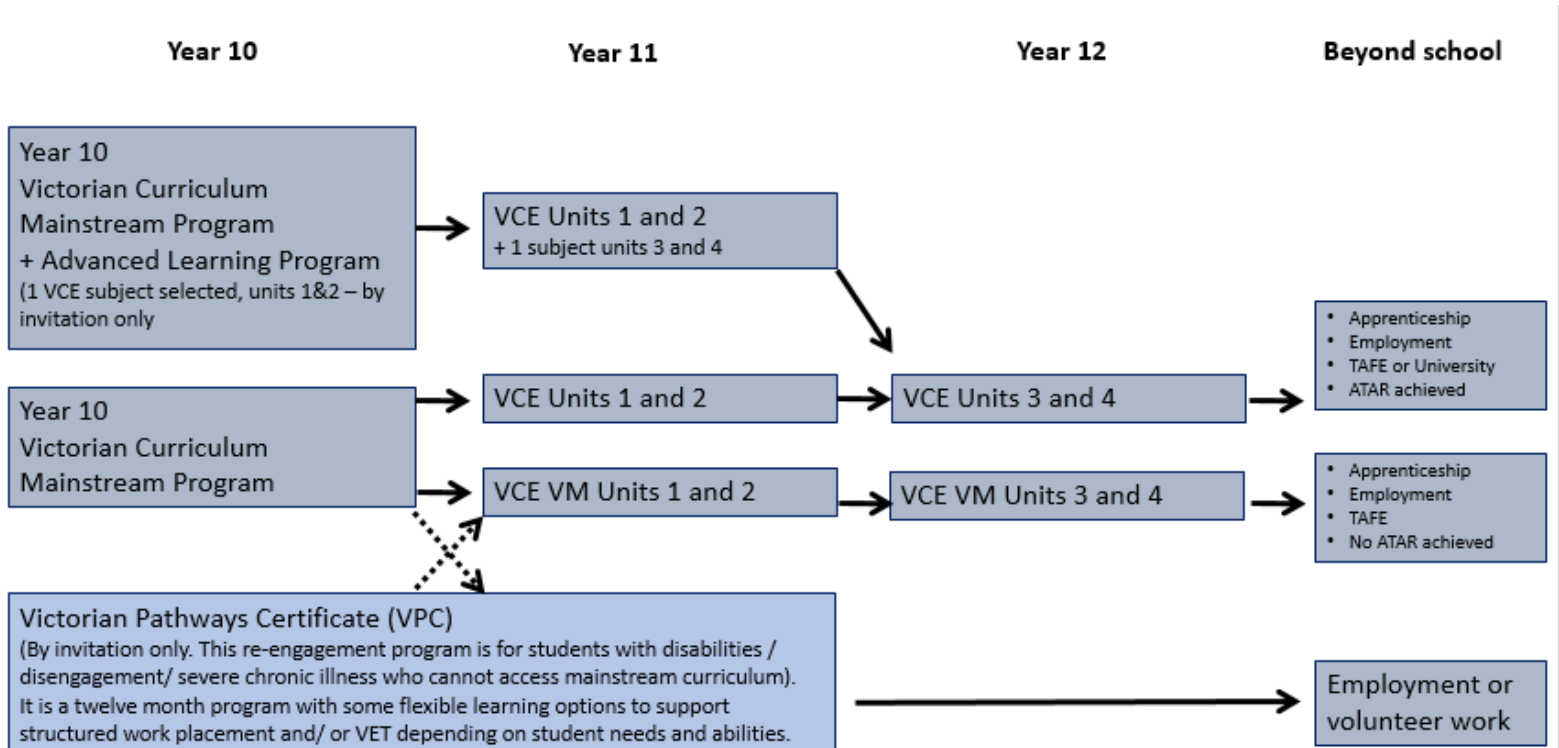
We will try to give students options from their first choices, however this is sometimes not possible. Students should therefore rank as many electives as they can on their subject selection sheet to maximise their chances of studying subjects they have an interest in.

Each student will have an individual Course Counselling session with our Careers Team to discuss their pathway and subject selection. At this session, they will complete their subject selection form. Timetable blocking takes place in term 3, and students will be notified of allocated subjects in Term 4.

## SUBJECT SELECTION - Key Dates and Deadlines

- Handbook available at start of Term Three
- Information discussed at the MSC Careers Expo (Wednesday 19<sup>th</sup> July).
- Individual Careers Counselling sessions for Year 9 (2023) students going into year 10 in 2024: Friday 28<sup>th</sup> July – Wednesday 2<sup>nd</sup> August.
- Counselling for Year 10 (2023) going into Year 11 in 2024: Fri 21<sup>st</sup> July – Wed 26<sup>th</sup> July
- Parents are welcome at these sessions: please book online using Compass – Conferences – Year 9 into 10 Course Counselling or Year 10 into Year 11 course counselling
- High-cost electives (>\$50) must be paid, or a payment plan in place, by **Friday 15<sup>th</sup> September**

# SENIOR SCHOOL PATHWAYS



# YEAR 10 – ACADEMIC PROGRAM AND SUBJECT CHOICES

## CORE SUBJECTS

All Year 10 students are required to complete studies in the core areas of English and Mathematics. Students have the choice of studying either pre-methods or pre-general maths. Teachers will provide a recommendation to assist in selection.

## ELECTIVE SUBJECTS

Students have an enriched choice by electing their remaining eight units at year 10. To ensure they can pursue various pathways throughout their schooling and beyond, they will be encouraged to elect a program that they will enjoy, be successful in and also has a breadth of learning experiences.

## ADVANCED LEARNING PROGRAM

Students who have demonstrated that they have the learning habits and thinking skills required to be successful in a VCE or VET subject will be invited to participate in our Advanced Learning Program at Year 10, if they choose. Those students who have consistently shown high levels of academic achievement, exemplary attendance, timely submission of work, and excellent learning habits in the classroom will receive an invitation early in Term 3.

Invited students have the opportunity to select a VCE subject. The list of VCE subjects available to Year 10 students is available in this handbook (page 44). We encourage invited students to select a VCE subject they are interested in, or think they will be good at. This is a great opportunity for students to get a 'head start' on their VCE and build a better understanding of what is required in managing the VCE workload. Furthermore, students who are successful in their study of a Unit 1 and 2 VCE subject in Year 10, can go on to study Units 3 and 4 of that subject in Year 11. This provides an extra Unit 3 and 4 sequence that contributed to ATAR calculation and can boost results.

*Students who do not receive an invitation to participate in the Year 10 advanced learning program will have the opportunity to study a VCE or VET subject in Year 11 in 2025 as part of their VCE or VCE VM enrolment. Students who are not invited are not able to select a VET or VCE subject in Year 10.*

**Please contact Marie Clark or Mark Lomas for more information about the advanced learning program.**

## YEAR 10 - COMPULSORY / CORE SUBJECTS

### YEAR 10 ENGLISH

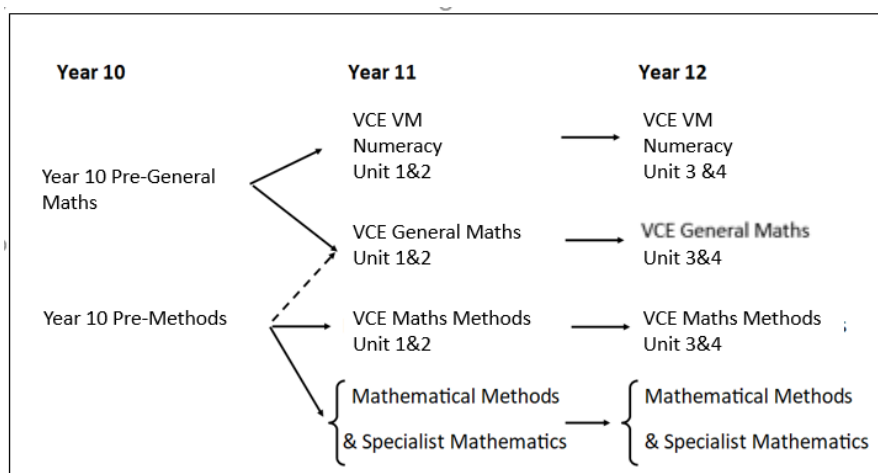
The Year 10 English course prepares all students for VCE. Students will produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purposes. They will explore and interpret different perspectives on complex issues and analyse how different texts are likely to be interpreted by different groups. Students will learn a variety of approaches to literacy including: reading, writing, speaking and listening.

Students will look at texts including: novels, short stories, film, poetry, newspapers and television. They will complete a range of tasks including: analytical and creative writing, oral presentations and an exam. Students may choose to follow Year 10 English with VCE English, or VCE VM Literacy.

### YEAR 10 MATHEMATICS

There are 2 possible courses to undertake in Year 10; students will be recommended by their Year 9 Mathematics teacher as to which one would be suitable:

- Pre – General (leads to VCE General Maths or VCE VM Numeracy in year 11)
- Pre – Methods (leads to VCE Maths Methods in year 11)



**Calculators** required for the subjects are as follows:

- Year 10 Pre-General Maths – TI-Nspire CAS calculator highly recommended, otherwise Scientific calculator
- Year 10 Pre-Methods – TI-Nspire CAS calculator
- All VCE Maths subjects – TI-Nspire CAS calculator
- VCE VM Numeracy – Scientific calculator



Scientific



TI-Nspire CAS

## PRE-GENERAL MATHS

- This course is a continuation of Year 9 Mathematics and is intended to provide students with the required preparation for VCE General Mathematics and VCE VM Numeracy. (Not Mathematical Methods)
- Topics to be studied include: Measurement, Networks, Matrices, Linear Algebra, Trigonometry, Geometry, Financial Maths, Probability and Statistics.

## PRE-METHODS

- This course will have a larger problem solving focus than the other Year 10 courses and aims to prepare students for VCE Maths Methods. It is a pre-requisite subject for VCE Maths Methods.
- Topics to be studied include: Measurement, Indices and Surds, Linear Algebra, Quadratic Algebra, Trigonometry, Linear Relations, Quadratic Graphs, Probability and Statistics.

## YEAR 10 ELECTIVE SUBJECTS

*Year 10 students are permitted to select between seven (students doing Indonesian Language, VCE or VET subject) and eight (students doing pathways program) elective units. Students will need to consider their interests and future pathways when selecting their electives, including pre-requisite subjects for VCE subjects and beyond.*

## ACCOUNTING AND FINANCE

**Cost:** \$0

Accounting and Finance is a practical unit in which students will learn the basic concepts relating to accounting, with a focus on book-keeping and managing finances for clubs and small businesses. Students will learn fundamental accounting terminology and techniques including cash flow statements, journal entries, profit and loss statements and balance sheets. Students will participate in a range of practical exercises to develop their understanding of what is involved in managing finances.

**Skills** include:

- Accounting terminology
- Basic book-keeping practices
- Analysis and advice for clubs and small businesses.

## AGRICULTURAL SCIENCE

**Cost:** \$50 (excursions)

Agricultural Science develops students' knowledge and understanding of scientific principles within the specialised area of agriculture. The course aims to provide a variety of practical experiences in a wide range of important agricultural enterprises. It is designed for students interested in managing their own farm, pursuing a professional career in one of the many agricultural fields or has a strong interest in agriculture. This subject also complements the other science subjects. Students will be involved with animal husbandry, crop trials, animal breeding programs, field observations and agriculture based experiments.

The subject provides pathways for students who wish to equip themselves for a wide range of careers within the rural sector – whether working or managing a farm, or accessing post-secondary study or training that leads to careers such as marketing, agronomy, veterinary science or agricultural research.

Students' theoretical learning is supported by practical activities on local farms that are used for livestock, cropping and pasture production. Students will: research, implement and maintain an enterprise, complete an evaluation report on their enterprise and research past/present and future farming practises.

**Areas of Study:**

- Agronomy: Soil structure and crop production
- Animal Production Enterprise
- Ethical and sustainable food production
- Farm management project (Agroecology)

## ART 10

**Cost:** \$30 (+\$30 for students who choose a skateboard deck)

**Studio Art 10** involves students developing their drawing and artistic skills. Students will develop their printing and drawing skills using their artwork to develop a personal portfolio of their own work. The subject also develops skills with wet media and finding ways to express their personal emotions in artworks. Students will learn about stencil arts, painting, drawing and print making. They will also create mixed media artworks and participate in at least one collaborative artwork. This is a course that will develop student art skills and own personal style and would be strongly recommended to students wishing to study **VCE Art- Making and Exhibiting**.

**Skills** include:

- The Arts
- Personal development
- Research and analysis

## BUSINESS AND ECONOMICS

**Cost** \$0

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses, and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional, and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

The subject also gives students an introduction to the structure and running of a business. Working as a part of a team, students will research, select, and design a product which will be sold at school. Students can produce and sell their product with a view to measuring profit and reflecting on how they can improve their business idea. Students will undertake a variety of marketing, sales, and accounting activities.

**Skills** include:

- Consider Greenfield start-up business scenarios
- Experiment with a business start-up
- Define key economic concepts and terms and use them appropriately
- Evaluate strengths and weaknesses

- Evaluate the costs and benefits associated with a range of economic decisions
- Interpret and analyse statistical and graphical data
- Acquire economic information from a range of sources

## CREATIVE WRITING

**Cost:** \$0

In **Creative Writing**, you will write in a range of styles, including short stories, poetry, novellas, memoirs, songs and scripts. The subject will use a workshop model, in which you will share and give feedback on each other's writing. You will also research and explore the publishing industry and avenues for publication.

Students will have the opportunity to participate in the annual overnight 'Writers Workshop' trip in Melbourne. This is **not compulsory** and there will be a cost payable. This event would take place in **Semester two during August/September**.

**Skills include:**

- Writing imaginatively
- Creative and critical thinking
- Giving feedback
- Proofreading and editing at a professional standard

## DIGITAL TECHNOLOGIES

**Cost:** \$0

**Digital Technologies** is a unit based on problem solving skills. Students apply thinking skills when dealing with networked systems when accessing data, and when dealing with the security and privacy of data. They look at security practices and techniques used to compress data.

When analysing problems, students consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate.

**Skills include:**

- Problem solving skills – Analysis, Design, Development and Evaluation
- Collaboration skills
- Object-oriented programming skills

## DRAMA

**Cost:** \$50

Drama is a creative and challenging subject that tells stories, explores ideas, makes sense of the world and communicates meaning through performance. In Year 10 Drama, students will explore, research and experiment with different Theatrical Styles and Conventions and interpret and perform play scripts from the pre-modern and modern era. They will also research and experiment with different stagecraft including acting, set design, costume design, lighting and sound whilst working collaboratively as a production team to create a piece for performance.

Over the course students will develop skills in:

- Rehearsal
- Performance

- Confidence
- Communication
- Collaboration
- Expression
- Research
- Brainstorming
- Improvisation
- Scripting

Students will have the opportunity to attend a live theatre performance and workshop to expand their understanding of how dramatic elements, expressive skills and various stagecraft work together to create theatre as art.

## DUKE OF EDINBURGH

**Cost:** \$300

The Duke of Edinburgh is an internationally recognised scheme that encourages self-development, participation and personal growth. Maffra Secondary College is a registered provider and currently has several students completing their bronze and silver awards. Students need to show commitment to a physical recreation, a community service and improve a skill. The school will run 2 overnight bushwalks which will enable students to complete both their Adventurous Journey practice and assessment. Year 10 students wishing to enrol to complete their Duke of Edinburgh at the school will need to select Duke of Edinburgh as an elective subject. The three components for Duke of Ed that need to be completed (physical recreation, a community service and improve a skill) go for 6 months (unless they did not complete the Bronze Award first and then one component will go for 12 months). As a semester based elective, students will need to finish off the components outside of the subject. The cost of \$300 includes the silver award booklet, two camps, an internationally recognised certificate upon completion and insurance for all activities performed.

**Skills** include:

- physical recreation,
- community service and
- improve a skill

## FOOD STUDIES - CAFÉ 101

**Cost:** \$200

What is required for the successful operation of a hospitality business? How does planning, selection and design influence the success of the business? Students will investigate the practical side of running a restaurant/café/bistro. Through scenarios, students will plan a variety of aspects that they will face in the hospitality business. Students will also participate in a range of food technology activities aimed to enhance their skills in the kitchen. By applying their knowledge about food and the hospitality industry, the students will prepare and present food at retail standard.

Please note: Food courses comprise a practical and theoretical component for successful completion.

**Skills** include:

- Food preparation and presentation
- Sensory analysis
- Investigation and analysis
- Design in response to a brief

## FOOD STUDIES- FABULOUS FOODS

**Cost:** \$200

Students with an interest in food will have the opportunity to explore a variety of food production techniques. Students will develop their knowledge by investigating and producing a variety of foods. They will participate in a range of food related activities, taste testing an exciting range of food products and presentations such as chocolate, herbs and spices and barbeque cooking which will stimulate their knowledge and enthusiasm of food. With a focus on new technologies and food trends, they will investigate, design and develop a range of exciting products. Students will participate in weekly production classes, regular taste testing and visits to local food establishments.

**Skills** include:

- Food preparation and presentation
- Sensory analysis
- Investigation and analysis
- Design in response to a brief

## GENERAL SCIENCE

**Cost:** \$0

**General Science** will provide students with opportunities to develop their critical thinking skills and build on their understanding of important scientific concepts so that they can make informed, evidence-based decisions about local, national and global issues. Students will learn about the dynamic, collaborative and creative nature of Science, which stems from our curiosity and desire to make sense of our world. Through scientific inquiry, students will investigate the development and refinement of scientific theories and see how scientific explanations change as new evidence arises. Ever wondered about the origin of the Universe? Or what all the fuss is about Charles Darwin's Theory of Evolution? Or how scientists discovered DNA, the building blocks of life? Students will investigate speed and acceleration by undertaking their own scientific investigations to see how this scientific knowledge is relevant to their everyday life. Students will make sense of chemicals and materials around us by experiencing a range of investigations. Students will experience how different types of reactions help us to develop new materials for sustainable use in the future, for example metals and plastics.

**Areas of study:**

- Evidence is Everything (Evolution, Big Bang, DNA and Genetics)
- Motion (Speed and Acceleration)
- Matter (Elements, Chemical Reactions and Materials)

**Skills developed include:**

- Developing questions and hypotheses
- Planning and conducting scientific investigations
- Collecting data and constructing graphs, keys, models and formulas
- Analysing patterns
- Evaluating data and methodologies, drawing conclusions
- Communicating scientific ideas and concepts
- Developing problem solving skills

***It is strongly recommended that students intending on studying a VCE Science subject in 2025 complete a full year of studies in science at Year 10, which is made up of General Science and one of Life Science or Physical Science.***

## GLOBAL HEALTH

**Cost:** \$0

This course will provide you with the fundamental understanding of world health issues and trends. Through the study of both Sustainable Development Goals and the roles of government and non-government organisations you will examine global and local approaches taken to reduce these variations. Students will learn to analyse the accessibility of Australia's health care system Medicare. Examine how Sustainable Development Goals are being addressed across the world. Investigate the roles of government and non-government organisations in improving health and wellbeing as well as exploring human rights inequalities

**What you will be assessed on:**

- Global health profile – written theory task
- Effort and participation and learning growth in practical sessions
- Sustainable Development Goals – written theory task

## HISTORY OF THE MODERN WORLD

**Cost:** \$0

**History of the Modern World** looks at Australia from 1918 to the present, it has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. What were the consequences of World War II? How did these consequences shape the modern world? How was Australian society affected by other significant global events and changes in this period?

**Skills** include:

- Chronology & Timelines
- Using historical sources as evidence
- Change over time
- Analysing causes and effect
- Determining historical significance

## INDONESIAN (Year-long subject)

**Cost:** \$125

This is a year-long subject that would prepare students for continuing language into VCE. Students will continue to develop their communication skills in both written and spoken Indonesian. Students will build on their vocabulary and there will be an increasing focus on grammatical structures, especially the system of affixation. Please note that completion of Year 9 Indonesian is a pre-requisite subject.

Topics may include aspirations and future careers, town and country life and the environment. Students will use material from a variety of contemporary sources and will respond to and create personal, descriptive, imaginative and informative texts for a range of purposes.

Students will also have the opportunity to act as peer tutors either with Year 7 or local primary schools. Assessment will be continuous and focus on language acquisition and the use of language in spoken and

written in both formal and informal situations.

**Skills** include:

- Communicating in the target language in both oral and written forms
- Developing inter-cultural awareness

## LEGAL MATTERS

**Cost:** \$0

**Legal Matters** builds student knowledge on the role of the law in Victoria. Students will explore the function of laws, who makes the law and how this happens. They will focus on areas of law which are relevant to young people, or under the spotlight in the media. Students will investigate the effectiveness of particular laws and how they need to respond to change. They will be required to keep up to date with the latest legal issues and participate in class discussions. The focus of any particular semester is likely to be influenced by current events.

**Skills** include:

- Build understanding of legal terminology
- Discuss and interpret legal principles
- Investigation of current legal issues
- Critical thinking about the effectiveness of laws in the community
- Creative thinking about how Australia's legal system could be improved
- Apply legal knowledge to case study scenario

## LIFE SCIENCE

**Cost:** \$0

*Imagine you are part of a research team that designs a drug that can cure motor neuron disease.*

*Imagine you are part of a research team that has uncovered DNA that could be used to recreate the Woolly Mammoth.*

**Life Science** is highly recommended for students considering studying VCE Biology, Psychology, Chemistry or Environmental Science. In Life Science, students will have the opportunity to develop an understanding of how Science is used to solve current health and environmental problems. Through scientific inquiry, students will investigate technologies and research used in the science fields of biochemistry, medical and gene technology, and environmental engineering. Students independently design and undertake scientific investigations to test hypotheses using a range of inquiry skills, including identifying variables and drawing evidence-based conclusions. They learn how enzymes influence the rate of reactions and use atomic symbols and balanced chemical equations to summarise chemical reactions. They explain the role of DNA and genes in genetic inheritance and protein synthesis, and explore the causes and treatments for infectious and non-infectious diseases. Students learn how global systems rely on interactions involving between Earth's spheres, and explore how advances in scientific understanding can lead to development of technologies and generate solutions to contemporary problems such as Climate Change. This subject enables students to bridge the gap between their developing science knowledge and its application in the real world.

**Areas of study:**

- |                |                                  |
|----------------|----------------------------------|
| • Biochemistry | • Biomedical engineering         |
| • Cell biology | • Earth Science (Climate change) |
| • Disease      | • Environmental engineering      |

### Skills developed include:

- Developing questions and hypotheses
- Planning /conducting scientific investigations
- Collecting data
- Analysing patterns
- Evaluating data, drawing conclusions
- Communicating scientific ideas and concepts
- Developing problem solving skills
- Constructing graphs, keys, models and formulas

*It is strongly recommended that students intending on studying a VCE Science subject in 2025 complete a full year of studies in science at Year 10, which is made up of General Science and one of Life Science or Physical Science.*

## MUSIC

**Cost:** \$75

Year 10 Music comprises two aspects to the course: students will work on developing their music performance skills on a chosen instrument or voice, and will explore the use of technology in composition. Students will develop skills on a chosen instrument as a group or individual, developing their rehearsal and performance skills. They will continue to develop their music theory and aural skills through a series of exercises and worksheets.

Students will focus on jazz and contemporary music. They complete research on jazz styles, composers and improvisers and work towards including improvisation into their performance pieces. Students will learn how everyday sounds can be used to create music and will create a piece of music to a given design brief. This unit will **prepare students who are wishing to take Music at VCE** whilst also offering a creative and enjoyable outlet for those who show an interest in this subject.

Skills include:

- Music performance and composition
- Music production and technology
- Research and analysis

## PEER SUPPORT

**Cost:** \$0

This program is designed for Year 10 students to be involved in the classrooms of Year 7 students in a supportive capacity. The Year 10 students will choose a particular Year 7 class and will support the teacher and students in the running of the lesson. Year 10 students will be expected to negotiate their role in the classroom with the classroom teacher and there will be opportunities to run peer support activities and other relevant activities with the Year 7 group. The Year 7 students will be aware of the Year 10 students working in their class and the Year 10 students will be working in a “buddy” capacity. The Year 7 students will be able to look to their peer support leaders for support both in the classroom and in the yard. There will be training for the Year 10 peer support leaders and the training will incorporate the following areas:

- Leadership
- Communication skills
- Group management
- Social skills
- Planning skills
- Negotiating skills
- Listening skills
- Confidence building

This is a cross age group activity which is hands on and practical. It will improve the outlook of Year 7 students in the school and enhance their school safety and well-being. It is basically a “win-win” for all involved.

## PHOTOGRAPHY & MEDIA

**Cost:** \$20

This is a unit based around photography, editing photos, creating your own film and analysing film. Areas covered include learning photography skills, photography knowledge and following photography tutorials; storyboarding for film, filming, film editing and film presentation. You will learn to use Photoshop and iMovie to edit and create inspiring presentations to complete various tasks.

This subject will enhance your knowledge of digital technologies and give you the confidence to extend your film and photography skills to a whole new level. Enjoy understanding the fundamentals of photography and film composition, film production and editing techniques as well as Photoshop fundamentals.

**Skills** include:

- Photography techniques
- Using Photoshop to create photographic compositions
- Filming and editing techniques
- Research and analysis

## PHYSICAL SCIENCE

**Costs:** \$0

**Physical Science** is highly recommended for students considering studying VCE Physics and/or Chemistry. Student will learn how to design and construct electrical circuits and find out how energy is transferred in batteries and renewable energy technologies. Students will investigate how science can be used to solve problems and to develop new technologies. They will investigate different materials, including plastics, ceramics and metals, test their properties and determine what makes them unique. Students will learn to write equations for important chemical reactions and use formulas to determine key scientific quantities, such as energy, power, current and voltage. This subject will help students bridge the gap between their developing science knowledge and its application in the real world. They will also develop their inquiry skills by undertaking scientific investigations and a research task of their choice. The skills and knowledge students develop in this subject will be relevant to them if they are interested in nanotechnology, engineering (e.g. chemical, electrical, civil, aeronautical etc), energy production, or other careers in chemistry and physics.

**Areas of Study:**

- Electrical circuits
- Batteries and energy sources
- Radiation
- Thermal energy, heating and cooling

**Skills** developed include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations
- Collecting data and constructing graphs, keys, models and formulas
- Analysing patterns
- Evaluating data and methodologies, drawing conclusions
- Communicating scientific ideas and concepts
- Developing problem solving skills

***It is strongly recommended that students intending on studying a VCE Science subject in 2025 complete a full year of studies in science at Year 10, which is made up of General Science and one of Life Science or Physical Science.***

## PRODUCT DESIGN - TEXTILES

**Costs:** \$40 plus a trip to Spotlight to purchase materials at student's own cost.

Students will utilise a range of design and creative skills to encourage a possible pathway into fashion design and technology. They will develop techniques associated with textiles to bring their own creations to life! Through the study of fashion in the 21st Century students will investigate trends and function of the clothing and create a design brief that allows them to design, produce and evaluate different products. Students will address design issues and technology dilemmas to collaboratively produce clothing that can be displayed throughout the college.

### **Learning activities and assessment:**

- Hand and machine sewing skills
- Safety practises
- Fashion drawing techniques
- Design brief folio
- Production of textile product

## PRODUCT DESIGN - WOOD

**Costs:** \$120

Product design wood builds on the knowledge developed in Year 9 Woodwork by developing students understanding of the product design process. The subject will be introduced to more advanced information on the range of areas that include, orthogonal working drawings, planned obsolescence, production planning, joining, construction and finishing techniques. Students are tasked with using the product design process to create either a Blanket Box, Bedside Table, Cabinet and or project of their own choice.

**Skills** include:

- hand and power tool use
- extending awareness of safe workshop practices.
- drawing techniques for a blanket box, bedside table or T.V. cabinet
- completing production planning
- produce a model
- evaluating the model along with the production skills and techniques.

**What you will be assessed on:**

- Production folio
- Production of final piece including health and safety procedures
- Evaluation of final piece of work

## SPORT, HEALTH AND PHYSICAL EDUCATION (SHAPE A)

**Cost:** \$0

*Are you interested in being physically active through Individual & team games and sports?* Students will participate in a variety of minor games, team sports and skill building activities. Students will design, plan, and implement their own minor game. Students will also participate in a variety of other minor games. Students will design skill building activities aimed at improving skills in game situations, and will be involved in planning and participating in a selected sporting competition. Students will be responsible for some of the following within the competition unit: playing, coaching, refereeing, scoring, scheduling,

reporting & collection of statistics among other roles required for effective competition. Students will also investigate a number of health topics such as sexual health and healthcare issues within Australia. Classes will be both theoretical and practical. Students will learn how to create and plan a well-structured and inclusive game. They will also learn about the various roles required for the successful running of a competition. Students will assist in planning for and implementing a sporting competition that the class will participate in.

**What you will be assessed on:**

- Minor Game creation task
- Presentation, skills and competition created for nominated sport.
- Health Investigation

Note: There is a **theory AND practical** component to this course

## **SPORT, HEALTH AND PHYSICAL EDUCATION (SHAPE B)**

**Cost:** \$0

Students participate a variety of team sports (both traditional and non-traditional), learning and analysing tactical strategies. Students will be responsible for playing, coaching, refereeing, scoring, first aid, scheduling, reporting & collection of statistics among other roles required for effective competition. Students organise a sporting competition for the class through either peer teaching or SEPEP and will also prepare and teach a class to their peers. Students will also investigate a number of health topics. Classes will be both theoretical and practical.

Students will learn about the various roles of local and elite sporting clubs and implement these through in class match play & fixtures. Students will plan for and implement a number of sporting competition for the class to participate in.

**What you will be assessed on:**

- Planning & implementation of a Physical Activity event.
- Competition Role activity journal.
- Health Investigation

## **SPORTS PERFORMANCE**

**Cost:** \$75

Are you interested in improving your fitness & skills in your chosen sport? Or enhancing your sport specific fitness to ensure you have the best chance to be a successful athlete?

**Pre-requisite:**

*You must be competing in your chosen sport outside of school*

Students will further develop their skills and sport specific fitness, related to a sport of their choice. To be the best athlete possible students will also investigate nutrition, training principles and skill & games analysis. Students will participate in practical sessions to enhance their sport specific skills, tactics and fitness. To complement the skill and fitness development, students will learn about sports nutrition, training methods and principles, skill assessment and games analysis.

**What you will be assessed on:**

- Training program creation that will improve skills and fitness
- Ability to perform and critique movement techniques
- Health investigation

## SUMMIT TO SEA

**Cost:** \$175

*Are you interested in the outdoors, sustainability, conservation and environmental science?*

**Prerequisites:**

Because this elective includes water-based activities, the ability to swim 200 metres in open water is a prerequisite.

**What we do:**

With a focus on the outdoor environment, this subject will encourage the investigation of how as humans we have impacted on the environment, with key topics being pollution and sustainability. The subject will involve a range of extended field trips, which will focus on how environments work, investigating issues and developing solutions. Students will also develop a range of skills relating to outdoor activities. There will also be localised practical fieldwork to develop their understanding of the health and importance of sustaining natural environments. As the program concentrates on mobility activities and preparing students for wilderness expeditions it is essential all participants be prepared to be actively involved in all activities in varying and sometimes challenging conditions.

**What we learn:**

Students will explore the concepts of pollution and sustainability. They will also investigate the effects of pollutants and use of outdoor environment of humans and the environments and develop an understanding of the role they play in tackling these issues. They will investigate the health of a particular outdoor environment, assess issues and problem solve to develop management ideas to assist in maintain this environment. They will also look at practical solutions for society to utilise to reduce their impact on the environment.

**What you will be assessed on:**

- Investigation – Health of an environment
- Design task – solutions to combat issues
- Journal from outdoor experiences

**Please note:** This course involves camps

## SUPA COACH

**Cost:** \$120 (+ \$80 and pool entry of approx. \$14 for students who complete Bronze Medallion)

*Are you interested in gaining the skills & knowledge required to be successful in a coaching environment?*

**What we do:**

Supa Coach is a practical and engaging option where students explore the field of sport and event management. They participate in a range of sessions which will enable them to plan and assist with sporting events. They will coach and officiate at primary school sporting events such as athletics, ball games and swimming. Supa Coach aims to provide students with a broader knowledge of various games and physical activities and develop their coaching skills. Students will be required to complete their Apply First Aid course as well as an official coaching and umpiring qualifications or the bronze swimming medallion.

**What we learn:**

Students will learn the fundamentals of organisational and coaching skills, and how to apply them in a variety of sporting and activity-based situations. Students will also learn the required knowledge to be able to attain a First Aid certificate, as well as coaching qualifications and/or their Bronze Medallion.

**What you will be assessed on:**

- Leadership, teamwork and communication – Coaching and officiating in Peer Leadership unit and

Primary School Athletics, Swimming & Ball Games Units

- First Aid
- Bronze Medallion OR Online Coaching & Officiating Courses

**Please note:** This course involves qualifications that the student chooses to complete.

## TRADE SKILLS

**Cost:** \$100

This unit aims to develop some of the basic skills that are used across a number of trade areas. This is a skill development course from the areas of Building Construction, Metalwork, Welding, Mechanical, Work and Safe Work Practices using a hands on approach. This unit attempts to tie the students' literacy and numeracy from mainstream subjects to the working world by involving them in realistic projects. Students will gain experience in drawing up plans, liaising with suppliers and trades people, costing out projects, problem solving and learning.

**Skills** include:

- fundamental skills required in a number of apprenticeship and traineeship areas eg: welding, framing, production drawing, accurate marking out etc.
- make employment and training decisions, about post-school options and senior school course selections.
- act safely and appropriately while using tools and equipment in selected areas.
- follow instructions in a logical and mature manner;
- gain vocational skills leading to an apprenticeship or direct employment;
- be able to set goals and achieve them;

## VISUAL COMMUNICATION DESIGN

**Cost:** \$25

This is a unit enabling students to apply a range of 2-D drawing and 3-D construction techniques to complete a variety of tasks; these include: a tattoo design, designing a small house, constructing a 3-D small house and designing a customised magazine cover, surf board design as well as other design related tasks. All work will incorporate the design process and include freehand drawings and computer-generated drawings using Illustrator, InDesign and Photoshop to complete the tasks.

**Skills** include:

- 3D construction techniques
- Using Adobe software for drawing and designing
- Freehand drawing, brush and ink techniques
- Research and analysis

## ADVANCED LEARNING PLAN ONLY - VCE SUBJECTS AVAILABLE IN YEAR 10

Students who have demonstrated that they have the learning habits and thinking skills required to be successful in a VCE subject **will be invited** to participate in our Advanced Learning Program at Year 10, if they choose. Those students who have consistently shown high levels of academic achievement, exemplary attendance, timely submission of work, and excellent learning habits in the classroom will receive an invitation early in Term 3. Students who are not invited will be able to access VCE subjects in Year 11.

A list of which subjects are available to invited Year 10 Students can be found below – we strongly encourage students to research exactly what is studied in each subject using this Handbook, found on Compass. The VCAA study designs are also available on the VCAA website.

Students who are successful in Units 1 & 2 of a VCE subject in Year 10 are able to complete Units 3 & 4 in Year 11. This provides students with a 6<sup>th</sup> unit 3 and 4 sequence, which can be advantageous in calculation of their ATAR following completion of their VCE. If you have been invited to select a VCE subject in Year 10, please discuss your choice in your Course Counselling session.

- *The College will give first preference to Year 11 and 12 students in VCE classes where subjects are over prescribed.*
- *Year 10's may only study one VCE subject, and only if invited.*

### VCE UNITS THAT MAY BE AVAILABLE FOR YEAR 10 @ MSC

| VCE SUBJECT OFFERINGS AT YEAR 10 – Units 1 and 2 |                                                   |
|--------------------------------------------------|---------------------------------------------------|
| Accounting                                       | History                                           |
| Agriculture & Horticulture                       | Legal Studies                                     |
| Art – Making and Exhibiting                      | Media                                             |
| Biology                                          | Music                                             |
| Business Management                              | Outdoor and Environmental Studies                 |
| Computing                                        | Physical Education                                |
| Food Studies                                     | Product Design and Development – Materials (Wood) |
| General Mathematics                              | Psychology                                        |
| Geography                                        | Visual Communication Design                       |
| Health and Human Development                     | Product Design and Development - Textiles         |

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# THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## What is the VCE?

The VCE is a two-year certificate designed to prepare students for apprenticeships, traineeships, further education and training, employment, or university. The VCE requires satisfactory completion of at least 16 units of study, including:

- At least three units of English
- Three sequences of Units 3 and 4 studies other than English.
- At Maffra Secondary College, students have the choice of a broad range of VCE subjects (electives) – see the next pages of this handbook for subject descriptions. This breadth of subject options helps to keep students engaged in their education as their progress through years 11 and 12. Students select 6 subjects in year 11, and 5 in year 12.

## What is the VCE VM?

The VCE Vocational Major (VM) is a two-year vocational learning program within the VCE designed to prepare students for apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The VCE VM suits those students who are clear on their pathway and have a clear preference as to a TAFE course.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units of study, including:

- Three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units
- Two VCE VM Personal Development Skills units, and
- Two VET credits at Certificate II level or above (180 nominal hours) – a TAFE course
- NOTE – students MUST choose and complete a TAFE course as part of their VCE VM program. It is not possible to change courses during the year, so choose carefully. TAFE is an adult learning environment and requires a big commitment from students.

# THE VICTORIAN PATHWAYS CERTIFICATE (VPC)

***Please note: enrolment in the VPC is by invitation only.***

## What is the VPC?

The Victorian Pathways Certificate (VPC) is a flexible certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. It is designed for students with disabilities, serious chronic illness and ongoing disengagement. The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment. The VPC will provide students with the opportunity to build their skills, including opportunities for work experience (if appropriate).

## VCE SUBJECT OFFERINGS AT MSC - 2024

| <b>VCE SUBJECT OFFERINGS</b>                          | <b>UNITS 1 and 2</b> | <b>UNITS 3 and 4</b> |
|-------------------------------------------------------|----------------------|----------------------|
| <b>Subject</b>                                        | <b>Cost</b>          | <b>Cost</b>          |
| Accounting                                            | \$0                  | \$0                  |
| Agriculture & Horticulture                            | \$100                | \$100                |
| Art – Making and Exhibiting                           | \$150                | \$150                |
| Biology                                               | \$60                 | \$110                |
| Business Management                                   | \$0                  | \$0                  |
| Chemistry                                             | \$100                | \$80                 |
| Computing: Applied Computing                          | \$0                  | \$0                  |
| Computing: Software Development                       | \$0                  | \$0                  |
| Computing: Data Analytics                             | \$0                  | \$0                  |
| Economics                                             | \$0                  | \$0                  |
| English                                               | \$0                  | \$0                  |
| Environmental Science                                 | \$75                 | \$75                 |
| Food Studies                                          | \$300                | \$300                |
| Geography                                             | \$75                 | \$75                 |
| Health and Human Development                          | \$0                  | \$0                  |
| History – Modern History (year 11 only)               | \$0                  | NA                   |
| History – Revolutions (year 12 only)                  | NA                   | \$0                  |
| Indonesian Second Language (y10 pre-requisite)        | \$125                | \$125                |
| Legal Studies                                         | \$150                | \$150                |
| Mathematics - General                                 | \$0                  | \$0                  |
| Mathematics - Maths Methods                           | \$0                  | \$0                  |
| Mathematics - Specialist (Methods co-requisite)       | \$0                  | \$0                  |
| Media                                                 | \$70                 | \$80                 |
| Music                                                 | \$100                | \$100                |
| Outdoor and Environmental Studies                     | \$750                | \$750                |
| Physical Education                                    | \$0                  | \$50                 |
| Physics                                               | \$90                 | \$90                 |
| Product Design and Development – Materials (Textiles) | \$75                 | \$75                 |
| Product Design and Development – Materials (Wood)     | \$175                | \$175                |
| Psychology                                            | \$0                  | \$0                  |
| Visual Communication Design                           | \$70                 | \$80                 |

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# Higher Education Studies (HES) – Advanced VCE

The Department of Education and Training (DET) have built the new Centre for Higher Education Studies (CHES) to further improve educational outcomes for high-achieving and high-ability senior secondary school students across Victoria. This opened in 2023.

CHES students can study **first-year university courses**, accompanied by an enhancement and enrichment program. This 'head start' on tertiary courses allows our most capable students to undertake study aligned to their skills and interests that may contribute to their ATAR, while also being considered for university credits.

If current Year 11 students are interested in studying a first year university subject in 2024, they should speak to the Careers Team. Please note, access to HES will need to be school-approved based on the student's academic progress, and an application made to the CHES including 2023 results.

## 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.

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### **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 – Change and Opportunity**

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice understandings.

### **UNIT 2 – Growing plants and animals**

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or

horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

### **UNIT 3 – Securing the Future**

In this unit students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences. Students consider the everyday role of innovation and technology in agriculture and/or horticulture and research the impacts of new and emerging developments over the past six years. They explore the influence of market demands and social expectations as drivers of change. Emphasis is placed on the importance of biosecurity: the protection of agricultural and horticultural industries against pests, diseases and weeds, and measures to combat the serious threat posed by biological resistances. Students undertake practical tasks reflecting awareness of innovative, sustainable and safe agricultural and/or horticultural practices.

### **UNIT 4 – Sustainable food and fibre production**

In this unit students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques. In particular, students consider the constant monitoring of environmental indicators. Within the context of agricultural and/or horticultural practices, sustainability is viewed as both a challenge and an opportunity, with students extending their thinking across the entire production chain from resource suppliers through to consumers. They research strategies for securing sustainable markets, for adding value to primary produce, and for ensuring and promoting the high quality of Australian-grown products. Students undertake practical tasks reflecting all dimensions of sustainable management of agricultural and/or horticultural practices as well as ethical considerations.

## **VCE ART – Making & Exhibiting**

**Costs:** \$150

*(\$50 materials costs & approx. \$100 per year for excursions).*

VCE Art – Making & Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students will use inquiry based learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They will learn how art elements and art principles are used to create aesthetic qualities in artworks and how



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ideas are communicated through the use of visual language. Visits to a range of exhibition spaces, galleries and museums is an integral part of this subject and this will be an important aspect of their learning across Units 1-4.

*\*Students may be required to pay for specialised materials for their final artwork in Unit 4.*

### **UNIT 1 – Explore, expand and investigate**

Students will explore materials, techniques and processes in a range of art forms. They will expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students will explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students will also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time and the way to use materials safely in our art practice. Students will explore the different ways artists use materials, techniques and processes and use this knowledge to experiment with materials and techniques whilst developing their own ideas. All experimentation and exploration will be documented in a Visual Arts Journal/Diary.

### **UNIT 2 – Understand, develop and resolve**

Students will continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students will be given themes to respond to and progressively develop their own ideas through the use of materials, techniques and processes and the art elements and art principles. These ideas will then be used to plan and make finished artworks. Art styles are investigated along with art elements and art principles being explored to develop an understanding of how these can be used to create different emotions and expression. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. Students also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.

### **UNIT 3 – Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. Students will explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. Students also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use a Visual Art Journal to record their art making. This includes but is not limited to recording: researched artists and artworks, researched materials, techniques and process and the incorporation of a wide range of resources and ideas. They will also document the iterative (repetitive) and interrelated aspects of art making to connect their inspirations and influences and develop their own individual style. Students will continually plan and develop artworks. Critiques will be conducted within the classroom to allow students to gather feedback which will help to develop and extend their ideas. After critiques are completed, students will evaluate their work and revise, refine and resolve their artworks. A compulsory part of this unit is students visiting a minimum of two exhibitions in a range of different art/exhibition spaces. Students will research the exhibition of artworks in these spaces and the role a curator has in planning and writing information about the exhibition.

### **UNIT 4 – Consolidate, present and conserve**

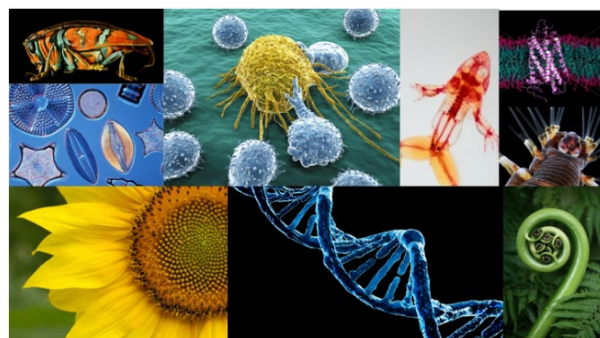
In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts Journal,

demonstrating that they are developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students are required to reflect on their selected finished artworks and complete an evaluation of the materials, techniques and processes used to make them. The progress of individual student artworks is an important element of Unit 4 as is the student's ability to communicate to others about their artworks. Students need to be able to articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes and aesthetic qualities. Acting on their critique from Unit 3, students continue to develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks considering key conservation and preservation strategies associated with presenting artworks and complete a critique based on this. Students will visit different exhibition spaces and engage in examining various exhibitions reviewing the methods used and considerations involved in presenting, conservation and care of artworks, including the conservation and care of their own artworks.

## VCE Biology

**Cost:** \$60 for Unit 1/2 and \$110 for Unit 3/4

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.



### UNIT 1 - How do organisms regulate their functions?

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

### UNIT 2 - How does inheritance impact on diversity?

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

### UNIT 3 - How do cells maintain life?

In Unit 3 Biology, students explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies such as genetically modified

organisms, CRISPR-Cas9 and drug design. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

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

In Unit 4, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students also examine the evidence for structural trends in the human fossil record.

## **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. The ability of entrepreneurs to establish a business 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

#### **Unit 2: Establishing a business**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as 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 met 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 management practices by applying key 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 considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

#### **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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

## **VCE Chemistry**

**Cost:** \$100 per year (Unit 1/2)\$80 per year (Unit 3/4)

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

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

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.



### **UNIT 2 – How do chemical reactions shape the natural world?**

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### **UNIT 3 - How can design and innovation be used to optimise chemical processes?**

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying

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energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

#### **UNIT 4 – How are carbon-based compounds designed for purpose?**

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

##### **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 Applied 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

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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

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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 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 effect 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: Economic Decision Making

Economics is a dynamic and constantly evolving field of social science, which looks at 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 role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

### UNIT 2: Economic Issues and Living Standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

### UNIT 3: Australia's Living Standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might 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. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

### UNIT 4: Managing the Economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards. This unit focuses on the role of aggregate demand policies in

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stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

## 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 1:

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

### UNIT 2:

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students consider the way arguments are developed and delivered in many forms of media. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

### UNIT 3:

In Unit 3, area of study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways. In area of study 2, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

### UNIT 4:

In this unit students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

In area of study 2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

## VCE Environmental Science

**Cost:** \$75 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 dynamic systems interconnected to support life?**

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.

### **Unit 2: What effects Earth's capacity to sustain life?**

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

### **Unit 3: How can biodiversity and development be sustained?**

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In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

#### **Unit 4: How can climate change and energy impacts be managed?**

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles.

##### **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:** \$300 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. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

#### **UNIT 2 - Food makers**

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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. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### **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](http://www.eatforhealth.gov.au)) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating 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. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### **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:** \$75 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?

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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.

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### **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 a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped

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the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Modern History examines the causes and consequences of conflict and change in the modern era. *Revolutions* explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

## VCE Modern History (unit 1 and 2)

### Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

### Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The period saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New

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countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

## VCE Revolutions (unit 3 and 4)

### Units 3 and 4

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

The American Revolution  
The French Revolution  
The Russian Revolution  
The Chinese Revolution.

## VCE Indonesian Second Language

**Cost:** \$125 per year (possible Melbourne excursion)

Note – Year 10 Indonesian is a pre-requisite to studying this subject

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal,

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social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity.

By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Indonesian provides students with the ability to understand and use a language that is spoken in a country that is one of Australia's closest neighbours, and is one of the most populous countries in the world. The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of endeavours, including business, tourism and education.

**UNIT 1** –In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of topics relating to relationships, education and aspirations and environmental issues. Students access and share useful information on these topics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

**UNIT 2** - In this area of study students participate in a written exchange in Indonesian. They develop skills and knowledge that enable them to read, listen to and view texts in Indonesian and to develop a suitable response in Indonesian.

The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

**UNIT 3**- In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

**UNIT 4**- In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world. Assessment for Indonesian culminates with two end of Year external exams with the first Oral Examination held in October including a general conversation and discussion about a chosen topic. The final Assessment will be a 2 hour Written Examination including a listening task in November.

## VCE Legal Studies

**Cost:** \$150 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 – The Presumption of Innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

### UNIT 2 – Wrongs and Rights

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Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### **UNIT 3 - Rights and Justice**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### **UNIT 4 - The People, the Law and Reform**

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

## **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.

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## VCE General Mathematics

**Cost:** \$0 per year

### Units 1 and 2

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

### Units 3 and 4

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

## 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.***

**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 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.

**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.

***NOTE: students selecting Specialist Mathematics must also select Mathematical Methods.***

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## VCE Media

**Cost:** \$70 (units 1&2) \$80 (units 3&4)

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.

\*Students may be required to pay for specialised materials for their final artwork in unit 4.

### **UNIT 1 – Media forms, representations and Australian stories**

The relationship between audiences and the media is evolving. 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.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

### **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, contexts and pre-production**

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

### **UNIT 4 – Media production; agency control in and of the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their

media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

## VCE Music Units 1 and 2

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

**Cost:** \$100 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.



### UNIT 1 – Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas..

### UNIT 2 – Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They

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continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

## VCE Music – Contemporary Performance Units 3 and 4

**Cost:** \$100 per year

### 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 - Develop 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 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.

## VCE Outdoor & Environmental Studies

**Cost:** \$750 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:** \$50 (units 3&4 only)

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



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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.

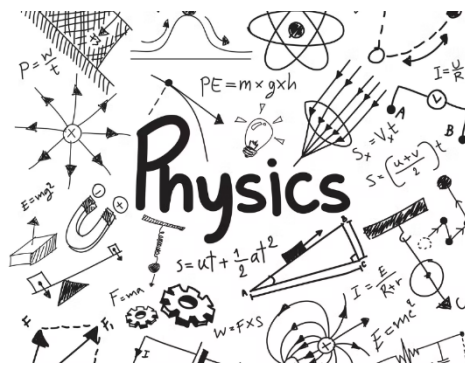
### **UNIT 4 – Training to improve performance**

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:** \$90 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 – How is energy useful to society?

In this unit, students attempt to understand and explain energy in the forms of light, thermal energy, radioactivity, nuclear processes and electricity. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

## UNIT 2 – How does physics help us to understand the world?

In this unit, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They are also able to choose one of eighteen options including topics such as climate science, nuclear energy, flight, structural engineering, sports science, electronics, astrophysics, astrobiology and more!

## UNIT 3 – How do fields explain motion and electricity?

In this unit, students use Newton's laws to investigate motion in one and two dimensions. They compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They explore fields in relation to satellites, electricity transmission the design of particle accelerators.

## UNIT 4 – How have creative ideas and investigations revolutionised thinking in physics?

In this unit, students examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Students are challenged to imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light.

### Some of the activities involved:

- Excursion to Gumbuya World to experience the physics of water slides!
- Study of radioactive substances in the classroom
- Practical activities on interference patterns created by light
- Observation of magnetic fields occurring in real life
- Student designed practical investigation based on motion. Some examples of investigations created by past students:
  - o Energy in a bowling ball pendulum
  - o Acceleration of objects dropped from a drone
  - o Conservation of momentum on a frictionless air track
  - o Height of a projectile using air rockets

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# VCE Product Design & Technology: Textiles

**Cost:** \$75 per year plus purchase own textiles for products

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, textiles 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.

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# VCE Product Design & Technology: Materials

**Cost:** \$175 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, textiles 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**

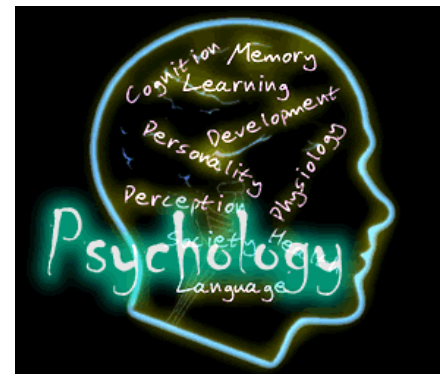
In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social

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 Unit, students explore how hereditary and environmental factors of a person's development. The second topic explores concepts of normality and neurotypicality and consider how typical or atypical psychological development in individuals may be defined. We also explore the role of mental health practitioners and organisations in supporting psychological development and the diagnosis.

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

In Unit 2 Psychology, students explore the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups. In the second outcome students 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?**

In Year 12 Psychology, students begin by exploring how the human nervous system influences behaviour. There is also a focus on learning about stress and coping strategies. In the next topic students examine how the mechanisms of learning and study various models of learning. Then, they look at the regions of the brain involved in memory and how memory can be improved.

### **UNIT 4 - How is wellbeing developed and maintained?**

The topic begins exploring the topic of consciousness including a comparison between normal waking consciousness and altered states of consciousness. The importance of sleep and sleep disturbances is also explored. The final topic explores the influences around mental wellbeing.

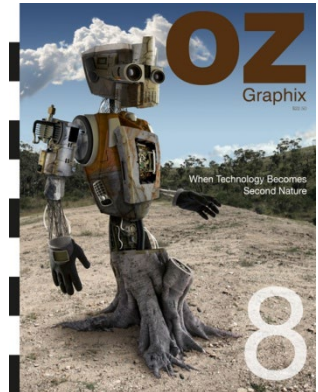
#### **Some of the activities involved:**

- 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 Visual Communication Design

**Cost:** \$70 (units 1&2), \$80 (units 3&4)

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. \*Students may be required to pay for specialised materials for their final artwork in unit 4.



## 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.

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# VCE Vocational Major (VCE VM) - Structure

Please note, students studying the VCE Vocation Major MUST complete a two-year VET course as part of their certificate. For this reason, combined with the fact that TAFE is a two-year commitment in an adult learning environment, **we do not recommend the VCE VM to students who are still unsure of their pathway or what careers they are interested in.** Subject choices in the VCE VM are limited due to the requirements of the course. There is a cost of \$250 to cover the bus to and from TAFE, and a \$250 VET fee.

The VCE VM program at MSC is structured as follows:

Monday, Tuesday and Wednesday – students attend school and complete VCE VM literacy, numeracy, PDS and WRS – see subject descriptions below. Students are expected to complete assessments as part of their VCE VM, and to demonstrate satisfactory achievement of the outcomes. Thursday – students attend their VET course at TAFE Gippsland (buses are available from MSC to transport students)

Friday – students complete Structured Workplace Learning (SWL - see below).

## VCE VM Program Costs

All students who enrol in the VCE VM program will need to pay the following costs per year:

|             |       |
|-------------|-------|
| VCE VM Camp | \$400 |
| Excursions  | \$100 |
| TAFE bus    | \$250 |
| TAFE fees   | \$250 |

Students considering a TAFE program should speak to the Careers Team to obtain a copy of the TAFE Gippsland course options (see subject selection forms at the end of this Handbook for a list).

## STRUCTURED WORKPLACE LEARNING IN VCE VM

Students enrolled in the VCE VM at Maffra Secondary College must engage in Structured Workplace Learning (SWL) which takes place each Friday.

### What is SWL?

SWL is effectively unpaid work placement. The benefit of SWL is that students learn skills and engage in learning about the workplace. This can help students to find employment and relate the learning that they are doing at school to the real world.

### How do I arrange SWL?

- Students are expected to make their own SWL arrangements by considering which employers or workplaces they would like experience in, then making phone calls or visits to arrange the placement with the employer.
- Support is available if needed, but students are expected to proactively manage their own SWL and complete their workplace learning record to ensure they are credited towards their certificate.
- There is also insurance paperwork that must be completed prior to the placement. The placement is not a legal arrangement unless the paperwork is returned to the school, signed by the employer, prior to the placement starting.

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### **How does SWL contribute to the VCE VM?**

Students are able to achieve two extra units as part of their VCE VM if they complete SWL each year (year 11 and year 12). For the SWL to count towards their certificate, students must complete

- At least 80 hours of SWL in an industry aligned to the VET program they are enrolled in (TAFE course) and
- At least 80 hours of AWL in any industry not aligned to their VET certificate and
- Complete and maintain a Workplace Learning Record, signed by the employer(s).

### **What if I am doing a School-Based Apprenticeship or Traineeship?**

Students enrolled in an SBAT are already in a workplace at least 2 days a week and concurrently completing a VET qualification. They are not required to complete extra SWL on top of this.

***In order to receive credit into the VCE VM or VPC, students need to maintain and complete a Workplace Learning Record (WLR).***

## **VCE VM LITERACY**

### **UNIT 1 – Literacy for Personal Use, and Understanding and Creating Digital Texts**

Students will develop their reading and viewing skills and expand their responses beyond the Year 10 Level. This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture. Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students also build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will develop their analytic skills to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

### **UNIT 2 - Understanding issues and voices, and Responding to Opinions**

Students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

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### **UNIT 3 – Accessing, understanding, creating and responding to informational, organisational and procedural texts**

Students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

Area of study 2 focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

### **UNIT 4 – Understanding and engaging with literacy for advocacy, and Speaking to advise or to advocate**

Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

In area of study 2, students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

## **VCE VM NUMERACY:**

To achieve the VCE VM Certificate, students must complete at least 2 VCE VM numeracy or VCE general mathematics units and in most cases will need 4 to achieve the required number of units. Students should take the time to discuss the best option with their current maths teacher and careers advisor.

### **UNITS 1&2**

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings

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and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

## **UNITS 3&4**

In Units 3&4 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

## **VCE VM WORK RELATED SKILLS**

### **UNIT 1 - Careers and learning for the future**

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### **UNIT 2 – Workplace skills and capabilities**

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### **UNIT 3 - Industrial relations, workplace environment and practice**

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

### **UNIT 4 - Portfolio preparation and presentation**

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Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

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# VCE VM PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

## **UNIT 1 - Healthy individuals**

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

## **UNIT 2: Connecting with community**

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

## **UNIT 3 – Leadership and Teamwork**

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

## **UNIT 4: Community project**

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be

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improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

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# HOMework IN THE SENIOR SCHOOL

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 School staff members.

***The Senior School 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)

## **Purpose of Homework**

- Consistently working on each subject each day improves the connections that empower learning
- We can't retain everything we learn in class so reading through notes and doing set tasks helps build the connections and shifts new learning to long term memory.
- If students apply themselves to homework tasks then preparation for assessments become revision rather than relearning information that has been forgotten or learning information for the first 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.

## YEAR 9 into 10 SUBJECT SELECTION 2024

NAME \_\_\_\_\_

FORM GROUP \_\_\_\_\_

### MY CURRENT STUDIES

My semester one progress report average score was: \_\_\_\_\_

My Semester One Victorian Curriculum Levels are \_\_\_\_\_(English) \_\_\_\_\_(Maths)

### Maths Teacher Recommendation:

☐ Pre-General Maths

☐ Pre-Methods Maths

### Comments / goals moving forward

### AREAS OF CAREER INTEREST

### CAREER PRE-REQUISITES

### NOTES FROM CAREERS PRACTITIONER

A normal Year 10 program will consist of compulsory subjects English and Maths, and four elective subjects per semester. If you have been invited to study a VCE subject (advanced learning program), this will replace one of your electives each semester.

### ADVANCED LEARNING PROGRAM (invited students only):

☐ I have received an invitation to study a VCE or VET subject in 2024

Choose one the following 2 options:

☐ I would like to study a VCE subject (list 2 preferences): 1. \_\_\_\_\_ 2. \_\_\_\_\_

☐ I would like to study a normal Year 10 Program, and do not wish to study VCE 2024

| 2024 SUBJECT CHOICES                                                                                                                       |    |             |
|--------------------------------------------------------------------------------------------------------------------------------------------|----|-------------|
| Select subjects in order of preference from 1 to 14                                                                                        |    |             |
| NB: You will only study 4 elective subjects each semester (8 in total) so be thoughtful in the order of priority                           |    |             |
| COMPULSORY SUBJECTS                                                                                                                        |    |             |
| ENGLISH                                                                                                                                    |    |             |
| Circle your preferred Maths                                                                                                                |    |             |
| Pre-General                                                                                                                                | OR | Pre-Methods |
| ELECTIVES (in order of preference)                                                                                                         |    |             |
| Studying an advanced learning program (VCE) is equal to 2 elective subjects. Please place these as preference 1 & 2 with (VCE) in brackets |    |             |
| 1.                                                                                                                                         |    |             |
| 2.                                                                                                                                         |    |             |
| 3.                                                                                                                                         |    |             |
| 4.                                                                                                                                         |    |             |
| 5.                                                                                                                                         |    |             |
| 6.                                                                                                                                         |    |             |
| 7.                                                                                                                                         |    |             |
| 8.                                                                                                                                         |    |             |
| 9.                                                                                                                                         |    |             |
| 10.                                                                                                                                        |    |             |
| 11.                                                                                                                                        |    |             |
| 12.                                                                                                                                        |    |             |
| 13.                                                                                                                                        |    |             |
| 14.                                                                                                                                        |    |             |

| Year 10 Elective Subjects Offerings |        |
|-------------------------------------|--------|
| Subject                             | Cost   |
| Accounting and Finance              | \$0    |
| Agricultural Science                | \$50   |
| Business and Economics              | \$0    |
| Creative Writing                    | \$0    |
| Digital Technologies                | \$0    |
| Drama                               | \$50   |
| Duke of Edinburgh                   | \$300  |
| Food Studies – Café 101             | \$200  |
| Food Studies – Fabulous Foods       | \$200  |
| General Science                     | \$0    |
| Global Health                       | \$0    |
| History of the Modern World         | \$0    |
| Indonesian                          | \$125  |
| Legal Matters                       | \$0    |
| Life Science                        | \$0    |
| Music                               | \$75   |
| Peer Support                        | \$0    |
| Photography and Media               | \$20   |
| Physical Science                    | \$0    |
| Product Design - Textiles           | \$40   |
| Product Design - Wood               | \$120  |
| SHAPE A                             | \$0    |
| SHAPE B                             | \$0    |
| Sports Performance                  | \$75   |
| Art 10                              | \$20   |
| Summit to Sea                       | \$175  |
| Supa Coach                          | \$120* |
| Trade Skills                        | \$100  |
| Visual Communication Design         | \$25   |

\*refer to optional costs in subject description.

Please retain as a record of your preferences. Payments for high cost electives (>\$50) will need to be made by the end of term 3 to secure a place in the subject. 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. We ask for backup preferences to facilitate preferred options in the case of first preferences being unavailable.

**Please sign**

**Student:** \_\_\_\_\_ **Parent:** \_\_\_\_\_

**Careers Practitioner:** \_\_\_\_\_

# VCE SUBJECT SELECTION 2024

NAME \_\_\_\_\_

FORM GROUP \_\_\_\_\_

AREAS OF CAREER INTEREST

CAREER PRE-REQUISITES:

CAREERS PRACTITIONER NOTES:

## 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.

| 2024 SUBJECT CHOICES<br>Select subjects in order of preference from 1 to 8<br>(you will only study 6 subjects so be thoughtful in the order of priority) |      |      | Proposed 2025 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 2024

| VCE SUBJECT OFFERINGS                      | UNITS 1 and 2 | UNITS 3 and 4 |
|--------------------------------------------|---------------|---------------|
| Subject                                    | Cost          | Cost          |
| Accounting                                 | \$0           | \$0           |
| Agriculture & Horticulture                 | \$100         | \$100         |
| Art- Making and Exhibiting                 | \$150         | \$150         |
| Biology                                    | \$60          | \$110         |
| Business Management                        | \$0           | \$0           |
| Chemistry                                  | \$100         | \$80          |
| Computing: Applied Computing               | \$0           | \$0           |
| Computing: Software Development            | \$0           | \$0           |
| Computing: Data Analytics                  | \$0           | \$0           |
| Economics                                  | \$0           | \$0           |
| English                                    | \$0           | \$0           |
| Environmental Science                      | \$50          | \$50          |
| Food Studies                               | \$300         | \$300         |
| Geography                                  | \$75          | \$75          |
| Health and Human Development               | \$0           | \$0           |
| History - Modern History (units 1/2 only)  | \$0           | \$0           |
| History - Revolutions (units 3/4 only)     | \$0           | \$0           |
| Indonesian Second Language                 | \$120         | \$120         |
| Legal Studies                              | \$150         | \$150         |
| Mathematics - General                      | \$0           | \$0           |
| Mathematics - Maths Methods                | \$0           | \$0           |
| Mathematics - Specialist                   | \$0           | \$0           |
| Media                                      | \$70          | \$80          |
| Music                                      | \$100         | \$100         |
| Outdoor and Environmental Studies          | \$750         | \$750         |
| Physical Education                         | \$0           | \$150         |
| Physics                                    | \$90          | \$90          |
| Product Design and Development – Textiles  | \$75          | \$75          |
| Product Design and Development – Materials | \$175         | \$175         |
| Psychology                                 | \$0           | \$0           |
| Visual Communication Design                | \$70          | \$80          |

**Please sign**

**Student:** \_\_\_\_\_ **Parent:** \_\_\_\_\_ **Careers Practitioner:** \_\_\_\_\_

**Year Level Coordinator Approval** \_\_\_\_\_

*Please retain as a record of your preferences. The course selection will be entered online by your Year Level Leader 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.*

# VCE VM SUBJECT SELECTION 2024

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):

☐ VCE VM Numeracy

☐ VCE General Maths

**Comments / goals moving forward**

A normal VCE VM Program consists of

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

### Compulsory VCE VM Subjects

- VCE VM Literacy
- VCE VM WRS
- VCE VM Personal Development
- VCE VM 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   |
| Allied Health (Cert III)                       | \$500  | \$250  |
| Agriculture (online) (Cert II)                 | \$500  | \$250  |
| Animal Studies (Cert II)                       | \$500  | \$250  |
| Automotive (Cert II)                           | \$500  | \$250  |
| Hair and Beauty (components of Cert III)       | \$500  | \$250  |
| Business (Cert II)                             | \$500  | \$250  |
| Early Childhood Education and Care (Cert III)  | \$500  | \$250  |
| Engineering- Fabrication and Fitting (Cert II) | \$500  | \$250  |
| Building and Construction (Cert II)            | \$500  | \$250  |
| Electrotechnology (Cert II)                    | \$500  | \$250  |
| Hospitality (Kitchen Operations) (Cert II)     | \$500  | \$250  |
| Plumbing (Cert II)                             | \$500  | \$250  |
| Conservation and Land Management               | \$500  | \$250  |

Please note all VCE VM students must pay their TAFE costs, along with \$400 for the camp and \$100 for excursions to secure their place in the program.

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## VCE VM 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 once it is approved. VCE VM 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.*

### **Satisfactory Unit Completion**

To pass a unit at Years 10, or in VCE / VCE VM, the following requirements must be met:

- Exemplary attendance
- Completion of all required coursework
- Achieving an S on each Common Assessment Task (CAT – year 10) or School Assessed Coursework (SAC – VCE).

In cases where students have been absent and provided medical certificates, the teacher has to see the work progress in class often enough to be confident that the student has enough evidence to show the learning development required to achieve the learning outcomes, and to be able to authenticate the work as the student's own.

### **Senior School Outcomes (Years 10-12)**

- S      Satisfactory – The outcome was achieved.  
N      Not satisfactory – The outcome was not achieved.  
NA     Not assessed – The outcome has not yet been assessed.

NOTE: Except for exams and assessments held at the end of the semester (for which the importance of attendance has been stressed) students have the opportunity to catch up on assessments missed after school once a week at SAC Catch-up.

#### ➤ **Student Absence or Special Arrangements**

- Students must provide a medical certificate or a statutory declaration when they don't attend a SAC. If one is not provided and/or it is not a school approved absence, the student will automatically fail their initial SAC attempt and will only receive an 'S' on the satisfactory completion of a SAC resit.

#### ➤ **Procedures for SAC resits and SAC Catchup:**

- SAC resits are held every Thursday afterschool in H1, starting promptly at 3:30pm and finishing at 4:30pm. If students do not attend they must provide a medical certificate or will receive an N for the SAC.



## VCE and VCE VM STUDENT CONTRACT- 2024

A student undertaking assessment under test conditions as part of School-based Assessment must comply with VCAA examination rules, where relevant.

I ..... understand that I must fulfil the requirements of this contract as outlined.

- **I understand that I must submit all work requirements by the due date.**
- I acknowledge work submitted is genuinely my own.
- I acknowledge all resources I use.
- I will not receive undue assistance from another person in the preparation and submission of work.
- I will not submit the same piece of work for assessment in more than one study, or more than once within a study.
- I will not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
- I will not knowingly assist another student in a breach of rules.
- I will comply with SAC or assessment task conditions as defined by the teacher.
- **I will provide a medical certificate or a statutory declaration when I do not attend a SAC or VCE VM assessment task.** If one is not provided and/or it is not a school approved absence, then I understand that I will automatically receive an N for the initial SAC attempt and will only receive an 'S' on the satisfactory completion of a SAC resit.
- SAC resits are held every Thursday afterschool in H1, starting promptly at 3:30pm and finishing at 4:30pm. If I do not attend I will provide a medical certificate or I will receive an N for the SAC and a zero for scored assessment.

Student's Signature .....

VCE Coordinator .....

Date ..... /2024