Welcome

This handbook is designed to assist students and parents in planning programs and pathways for the important senior years of secondary education. It is vital that students entering this stage of their schooling begin to think about educational pathways and career options.

Mornington Secondary College provides students with comprehensive individual pathways which cater to their individual differences. The College ensures students receive course counselling and guidance but decisions should be a joint responsibility between the student, parent and the school. It is strongly recommended that parents take the time to discuss course direction and long term goals with their children.

Subjects will only be offered where there are sufficient numbers to make up a class. The timetable enables, Year 10 students to access a wide range of electives designed to prepare for their final years of formal schooling. In Year 10, students are able to undertake Unit 1-2 VCE units only if they have demonstrated their ability in a particular subject by receiving distinctions or high distinctions in that subject at Year 10.

In addition, students can also consider vocational programs such as VET, school based apprenticeships and VCAL – the Victorian Certificate of Applied Learning. Students are advised to ensure they understand the differences and consequences of their choices. This is especially relevant when choosing a Vocational, Education and Training (VET) program as VET studies are an additional subject to their timetabled course.

DARE TO DREAM, Audacter Astra Capesse

Student course selection should be viewed in conjunction with personal commitment and the desire to achieve one’s personal best. There is an expectation that students will demonstrate a responsible attitude to the education provided by the College. In the Senior School we expect a high level of personal commitment to studies as well as to wider school programs, extra-curricular activities and compliance with school policies.

S Support students to achieve success
T Teamwork, bringing the school community together
R Respect for all
I Inspire minds
V Value every opportunity
E Endeavour to be the best you can

Please ensure you submit your selections via Subject Selection Online. Subject Selection Online is available from Wednesday 24th of July 2019.
# College Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Stanton</td>
<td>College Principal</td>
</tr>
<tr>
<td>Jim Papas</td>
<td>Assistant Principal Year 10-12</td>
</tr>
<tr>
<td>Michael Parker</td>
<td>Assistant Principal Year 9</td>
</tr>
<tr>
<td>Denise Leggett</td>
<td>Assistant Principal Year 7-8</td>
</tr>
<tr>
<td>Jenny Mason</td>
<td>Assistant Principal Student Wellbeing</td>
</tr>
<tr>
<td>Grant Olarenshaw</td>
<td>Year 12 Team Leader</td>
</tr>
<tr>
<td>Jenna Kennedy</td>
<td>Year 12 Coordinator</td>
</tr>
<tr>
<td>Alex Canton</td>
<td>Year 12 Coordinator</td>
</tr>
<tr>
<td>Graham Howgate</td>
<td>Year 11 Team Leader</td>
</tr>
<tr>
<td>Russell Fulton</td>
<td>Year 11 Coordinator</td>
</tr>
<tr>
<td>Juley Karis</td>
<td>Year 11 Coordinator</td>
</tr>
<tr>
<td>Michelle Barnes</td>
<td>Year 10 Team Leader</td>
</tr>
<tr>
<td>George Wardle</td>
<td>Year 10 Coordinator</td>
</tr>
<tr>
<td>Paul Davis</td>
<td>Year 10 Coordinator</td>
</tr>
<tr>
<td>Amanda Cruise</td>
<td>Year 9 Team Leader</td>
</tr>
<tr>
<td>Morgan Maloney</td>
<td>Year 9 Coordinator</td>
</tr>
<tr>
<td>Chris Ardi</td>
<td>Year 9 Coordinator</td>
</tr>
<tr>
<td>Chris Robinson</td>
<td>VCAL Coordinator</td>
</tr>
<tr>
<td>Michaeli Lyon</td>
<td>Career Practitioner</td>
</tr>
<tr>
<td>Teena Batenburg</td>
<td>Career Practitioner</td>
</tr>
</tbody>
</table>

## Learning Area Heads of Department

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Michael Delaney</td>
</tr>
<tr>
<td>English (Year 7-9)</td>
<td>Sacha Hose</td>
</tr>
<tr>
<td>English (10-12)</td>
<td>Paula Chambers</td>
</tr>
<tr>
<td>Food</td>
<td>Kellie Nottle</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>George Neophytou</td>
</tr>
<tr>
<td>Humanities</td>
<td>Michael Lamond</td>
</tr>
<tr>
<td>Languages</td>
<td>Elise Ong</td>
</tr>
<tr>
<td>Mathematics (Year 7-8)</td>
<td>Michael Raven</td>
</tr>
<tr>
<td>Mathematics (Year 9-12)</td>
<td>Stephan Tillett</td>
</tr>
<tr>
<td>Science</td>
<td>Daniel Patch</td>
</tr>
<tr>
<td>Technology</td>
<td>Lara Adams</td>
</tr>
</tbody>
</table>

## Curriculum Team

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum: Assessment,</td>
<td>Amanda Keen</td>
</tr>
<tr>
<td>Reporting and Timetable</td>
<td></td>
</tr>
<tr>
<td>Curriculum: Teaching and</td>
<td>Amanda Windsor</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Curriculum: Victorian Curriculum</td>
<td>Jackie Lewis</td>
</tr>
</tbody>
</table>
### QUICK GLANCE - IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Study Guide &amp; Application Forms</td>
<td>Distributed Friday 28&lt;sup&gt;th&lt;/sup&gt; June</td>
</tr>
<tr>
<td>Course Selection Interview Bookings Open – Online</td>
<td>Wednesday 17&lt;sup&gt;th&lt;/sup&gt; of July</td>
</tr>
<tr>
<td>Applications for Accelerated Study Closes</td>
<td>Friday 19&lt;sup&gt;th&lt;/sup&gt; July 4.00pm</td>
</tr>
<tr>
<td>Course Information Evening with Subject Expo (Gym)</td>
<td>Tuesday 23&lt;sup&gt;rd&lt;/sup&gt; July 5.00-7.00pm</td>
</tr>
<tr>
<td>Course Selection Booklet available for collection (LC1)</td>
<td>Tuesday 23&lt;sup&gt;rd&lt;/sup&gt; July 5.00pm onwards</td>
</tr>
<tr>
<td>2020 Year 10, 11, &amp; 12 Information Session (LC2)</td>
<td>Tuesday 23&lt;sup&gt;rd&lt;/sup&gt; July 6.00pm-6.30pm</td>
</tr>
<tr>
<td>Subject Pre-Selection Opens – Online</td>
<td>Wednesday 24&lt;sup&gt;th&lt;/sup&gt; July 9.00am</td>
</tr>
<tr>
<td>Accelerated Study Confirmation/Offer</td>
<td>Thursday 25&lt;sup&gt;th&lt;/sup&gt; July During day</td>
</tr>
<tr>
<td>Subject Pre-Selection Closes – Online</td>
<td>Sunday 28&lt;sup&gt;th&lt;/sup&gt; July At midnight</td>
</tr>
<tr>
<td>Course Selection Interviews</td>
<td>Monday 29&lt;sup&gt;th&lt;/sup&gt; July By appointment</td>
</tr>
<tr>
<td>College works on preparing 2020 courses</td>
<td>From Week 4 onwards</td>
</tr>
<tr>
<td>Course Confirmation &amp; Fee Schedule</td>
<td>To be advised</td>
</tr>
</tbody>
</table>

**PLEASE NOTE: Students Not Returning in 2020**

If your son/daughter is not returning to Mornington Secondary College in 2020 an Exit Form MUST be completed before the student exits the College. Forms are available from the General Office.
**Terms and Definitions**

**ATAR**  
*Australian Tertiary Admission Rank*  
The ATAR is an overall percentile ranking reflecting your comparative Year 12 achievement compared to the relevant age group in a given year.

**DET**  
The Department of Education and Early Childhood Development offers learning and development support, services and resources for all Victorians, from birth through to adulthood.

**SBAT**  
*School Based Apprenticeships & Traineeships*  
A SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a Training Plan signed by the school and formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification.

**SEAS**  
*Special Entry Access Scheme*  
The Special Entry Access Scheme (SEAS) is for applicants who have experienced educational disadvantage. There are six categories within SEAS. Not all institutions recognise all categories.

**VET**  
*Vocational Education & Training*  
VET is often associated with TAFE colleges but VET training can be offered in many settings and by a range of Registered Training Organisations (RTOs). VET programs are focused on particular vocational areas e.g. hospitality, building, hairdressing, community services etc.

Vocational Education & Training in Schools

**VCAA**  
*Victorian Curriculum and Assessment Authority* ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au))  
The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. The mission of the VCAA is to provide high quality curriculum, assessment and reporting that enables individual lifelong learning.

**VCAL**  
*Victorian Certificate of Applied Learning*  
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

**VCE**  
*Victorian Certificate of Education*  
The *Victorian Certificate of Education (VCE)* is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment

**VTAC**  
*Victorian Tertiary Admissions Centre* ([www.vtac.edu.au](http://www.vtac.edu.au))  
The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.
What do I need to know?

What’s the difference between a TAFE Course and a University Degree?

<table>
<thead>
<tr>
<th>TAFE</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>Bachelor Degrees</td>
</tr>
<tr>
<td>Certificates, Diplomas and Apprenticeship</td>
<td>Theory-focused classes, complemented by workplace learning.</td>
</tr>
<tr>
<td><strong>Course Delivery</strong></td>
<td>Individual and team learning</td>
</tr>
<tr>
<td>Practical training, classes and interactive workshops</td>
<td>For each hour in the classroom, students are expected to study three hours on their own</td>
</tr>
<tr>
<td><strong>Learning style</strong></td>
<td></td>
</tr>
<tr>
<td>Support learning</td>
<td></td>
</tr>
<tr>
<td>More hours in classroom learning</td>
<td></td>
</tr>
<tr>
<td><strong>Course length</strong></td>
<td></td>
</tr>
<tr>
<td>6 months – 3 years</td>
<td>3-4 years.</td>
</tr>
</tbody>
</table>

Some higher education institutions connect pathways between TAFE Courses and university degrees, check with individual institutions. For example

---

**Certificate IV in Accounting**  
**Diploma of Accounting**  
**Bachelor of Business (Accounting)**

Are you good with numbers?

**BUSINESS COURSES**
- Accounting
- Bookkeeping
- Financial Planning
- Human Resource Management
- International Business

**POSSIBLE GRADUATE CAREERS**
- Accountant
- Business analyst
- Economist
- Human resource advisor
- Market analyst

Are you creative and artistic?

**ARTS COURSES**
- Creative Arts
- Information and Cultural Services
- Interactive Media
- Liberal Arts
- Music

**POSSIBLE GRADUATE CAREERS**
- Copywriter
- Curator
- Music/media producer
- Web developer
- Writer

Like working with your hands?

**TRADE COURSES**
- Bricklaying
- Building and Construction
- Furniture Making
- Plumbing
- Hairdressing
- Specialist Make-up

**POSSIBLE GRADUATE CAREERS**
- Bricklayer
- Construction Working
- Cabinet Maker
- Estimator
- Finished make-up artist
- Hairdresser

Want to teach?

**EDUCATION COURSES**
- Children’s Services
- Education (P-12)
- Early Childhood Education
- Education Studies
- Education Support

**POSSIBLE GRADUATE CAREERS**
- Child care supervisor
- Primary School teacher
- Secondary school teacher
- Support worker
- Teacher aide
### Do you love sport?

**SPORT AND EXERCISE SCIENCE COURSES**
- Exercise Science and Human Movement
- Fitness
- Physical Education (Secondary)
- Remedial Massage
- Sport and Recreation Management

**POSSIBLE GRADUATE CAREERS**
- Exercise physiologist
- Fitness instructor
- PE teacher
- Program development coordinator
- Remedial/sports massage therapist
- Sports coach

### Love to write?

**WRITING & COMMUNICATIONS COURSES**
- Communications
- Marketing
- Professional Writing
- Professional Writing and Editing
- Public Relations

**POSSIBLE GRADUATE CAREERS**
- Communications officer
- Journalist, writer or editor
- Marketing/public relations
- Political advisor
- Radio/television producer

### Want to be an engineer?

**ENGINEERING COURSES**
- Architectural and Building Engineering
- Civil Engineering
- Electrical and Electronic Engineering
- Mechanical Engineering
- Sports Engineering

**POSSIBLE GRADUATE CAREERS**
- Draftsperson
- Engineer
- Industrial designer
- Project manager
- Surveying technician
- Engineering technician

### Are you great with computers?

**COMPUTING COURSES**
- Computer Systems Engineering
- Digital Media
- Computing
- Network and Systems Computing
- Website Development

**POSSIBLE GRADUATE CAREERS**
- Applications developer
- Programmer
- Systems analyst
- Technical and user support
- Web developer

### Interested in the health sciences?

**HEALTH SCIENCE COURSES**
- Nursing
- Paramedics
- Nutritional Therapy
- Biomedical Sciences
- Health Science
- Dermal Therapies
- Medical

**POSSIBLE GRADUATE CAREERS**
- Dermal therapist
- Dietician
- Nutritional therapist
- Paramedic
- Registered Nurse
- Wellness Consultant
- Doctor

### Interested in helping the community?

**LAW AND COMMUNITY SERVICES COURSES**
- Community Development
- Law and Legal Services
- Psychology
- Social Work
- Youth Work

**POSSIBLE GRADUATE CAREERS**
- Counsellor
- Lawyer
- International aid worker
- Policy officer
- Social/youth worker

### Do you like critical thinking?

**COURSES THAT USE PHILOSOPHY SKILLS**
- Law
- Commerce Degree
- Medicine
- Engineering
- Arts Degree

**POSSIBLE GRADUATE CAREERS**
- Lawyer
- Business Analyst/Consultant
- Doctor
- Engineer
- Working for a think tank
Where to find Careers Information?

We recommend that students visit the **Mornington Secondary College Career Page** accessed via COMPASS. You will find the following information:

**Students Tab - Job and Careers Information** - Search almost 300 jobs and careers. View information on each job including, what you do in that job, the personal requirements you need to do it and what education and training you have to have. There are also videos you can view and see what the future outlook for that job is over the next 10 years and look for job vacancies as well.

**Post School Option tab** - Job information through the following websites and information pages:

**Job Outlook** - Careers and labour market research information site: [www.joboutlook.gov.au](http://www.joboutlook.gov.au)

**The Victorian Skills Gateway** - Developed by the Victorian Department of Education and Training (DET), the Victorian Skills Gateway is a one-stop-shop of Victorian vocational education and training. Searches can be performed on occupations, course, training providers, video and written case studies. The website is also viewable via a smartphone interface. Courses listed on the Victorian Skills Gateway website are either qualifications regulated under the Australian Qualifications Framework (AQF) or short training programs comprising units of competency from regulated qualifications:


**Senior school tab** - Students can find information on:
- VCE
- VCAL
- VTAC (Victorian Tertiary Admissions Centre) - Students can find information regarding required subject for tertiary education.

**My Future** - This website will help students start thinking about their careers, explore their interests and skills and discover different occupations. [www.myfuture.edu.au](http://www.myfuture.edu.au)
Year 10 Course Selection

Selecting a Year 10 Course

Year 10 is the beginning of life in the senior school and students are encouraged to adopt the senior school ethos of Honesty, Integrity and Work. Students will experience a more focused and increasingly mature classroom environment, where their endeavors will enable them to “Dare to Dream”. Year 10 is a pivotal year with many students more focused on their future pathway.

Throughout the year the students are supported through a number of events including, Careers Expo, Mock Interviews and Work Experience.

Students have a far wider choice of subjects and courses. Students in Year 10 can choose a course with Year 10 subjects only or they may choose to apply for an accelerated VCE study, or choose to apply for the Pre-VCAL program.

What is the difference?

In Year 10, students should think ahead to what their educational course will look like in their final years of schooling. The subjects in Year 10 have been designed to prepare students with the skills and knowledge that they need to be successful at a Year 11 and 12 level. The Extension program in Science and Humanities allows students interested in these areas to lay solid foundations for a Year 11 subject in this Learning Area. For example, if a student thinks they would like to complete VCE Biology, they would choose Science Extension. At Year 10 we want students to have ownership and choice over their course without limiting their options too early.

VCE (Victorian Certificate of Education) Units

If a student is achieving Distinctions and High Distinctions in a subject they are encouraged to choose a VCE subject. Studying VCE in Year 10 has many benefits in terms of preparing students for the demands of Year 11 and 12. It is highly recommended that the students discuss their suitability for a VCE course with the respective subject leaders.

A set of criteria has been developed and distributed to students as well as an application form. Students must complete this process in order to be considered for an accelerated VCE subject while completing Year 10.

VCAL (Victorian Certificate of Applied Learning) – Pre-VCAL (Year 10)

The Victorian Certificate of Applied Learning (VCAL) is designed to provide alternative pathways for students interested in vocationally oriented career options, attending TAFE or entering employment. Students may apply for the Pre-VCAL program in Year 10. In semester 1, students complete a specific Work Related Skills elective while building their skills across all other subject areas. Pre-VCAL students are required to complete one day in the workplace each week of semester 2. The work placement can be organized by the student but must be approved by the school.
HOW TO PLAN YOUR YEAR 10 COURSE

Year 10 Students will complete English and Mathematics as compulsory subjects. For Science and Humanities, students will choose either Essentials or Extensions in these subjects depending on their future career direction. It is recommended that students undertake at least one of the Extension subjects as the majority of Year 11 students complete at least one VCE Science or Humanities subject.

Please note: A VCE Subject occupies two elective spaces, one in each semester.

Use this planning guide to assist you with Subject Selection Online

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 periods</td>
<td>4 periods</td>
</tr>
<tr>
<td>English</td>
<td>Maths</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extension</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>Essentials</td>
</tr>
<tr>
<td></td>
<td>(Elective 1)</td>
<td>(Elective 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 periods</td>
<td>4 periods</td>
</tr>
<tr>
<td>English</td>
<td>Maths</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extension</td>
</tr>
<tr>
<td></td>
<td>(Elective 1)</td>
<td>(Elective 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essentials</td>
</tr>
<tr>
<td></td>
<td>(Elective 3)</td>
<td>(Elective 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 periods</td>
<td>4 periods</td>
</tr>
<tr>
<td>English</td>
<td>Maths</td>
<td>(Elective 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>(Elective 2)</td>
<td>(Elective 3)</td>
</tr>
</tbody>
</table>

NOTE: The Essentials subject of either Humanities or Science may take place in either Semester 1 or Semester 2. Students are required to pick Essentials in both subjects as a minimum.

ALL STUDENTS ARE TO PICK 3 RESERVE ELECTIVE SUBJECTS WHEN SUBMITTING THEIR SUBJECTS ONLINE

Please refer to your coordinator or the Pathways Office for assistance.

Please note: Subject costs are indicative at the time of publishing. These costs will be presented and ratified at the next School Council meeting and are therefore subject to change.
Year 10 Compulsory Subjects

ENGLISH 10  
COST: $38.00

At Year 10, students are encouraged to develop more independence when completing written responses to a range of literature. They compare and analyse arguments and texts and apply their understanding to their own writing and speaking.

Students also build upon their growing understanding of a range of text types and their conventions and write their own texts within particular contexts.

There is a focus upon the future and career development, with a final ‘mock interview’ presentation at the end of the year in which students prepare a CV and complete an interview with an adult ‘employer’ from the Mornington community.

English may lead to:  VCE: English Units 1-4, English Language Units 1-4, English Literature Units 1-4.

OR

ADVANCED ENGLISH 10  
COST: $38.00

At Year 10 students will be selected to complete an Advanced English course in preparation for the VCE English group of subjects, English, Literature and English Language, instead of the regular English offered at Year 10.

Entrance into Advanced English is through a selection process which may include: performance task data, PAT-R results and completing an entrance exam as well as teacher recommendation. Students have to be deemed to have the capacity and capability to meet the demands of the course.

It is expected that students will engage in more difficult texts to explore moral, psychological and social issues. They will examine how structure of and narrative style contribute to understanding of texts.

Students will write analytically and creatively in response to texts studied, they will also be encouraged to present and justify their own points of view.

In this course students will develop their language skills both orally and in writing.

Advanced English may lead to:  VCE: English Units 1-4, English Language Units 1-4, English Literature Units 1-4.
MATHEMATICS 10  
COST: $33.00

This course prepares students for all VCE mathematics subjects. In Year 10, students continue to develop their mathematical skills and knowledge by studying three key content areas: Number and Algebra, Measurement and Geometry and Statistics and Probability.

Students explore Probability, Linear and non Linear Relations, Measurement, Statistics and Geometry and Trigonometry. They apply mathematics in each area and engage in classroom activities that strengthen conceptual understanding and develop logical reasoning.

Students will require a scientific calculator (TI-30XB) or CAS calculator (TI-Nspire). Students who intend to study VCE Mathematics should purchase a TI-Nspire CAS calculator.

OR

ADVANCED MATHEMATICS 10  
COST: $33.00

In Year 10 Advanced Mathematics, students will complete an in depth study of the three strands of the Mathematics curriculum: Number & Algebra, Measurement & Geometry, and Statistics & Probability. Advanced Mathematics Places particular emphasis on developing high order mathematical reasoning skills in students.

Students explore Indices, Ratio, Measurement, Probability, Graphs, Trigonometry, and Statistics. They apply Mathematics in each area and engage in classroom activities that strengthen conceptual understanding and develop logical reasoning. Students will require a scientific calculator for this subject (TI-30XB recommended).

Entrance into Advanced Mathematics is based on student results in PAT-Maths & NAPLAN tests, as well as teacher recommendations.
Important information regarding Advanced English and Advanced Maths

Advanced English replaces Accelerated English from 2020 onwards.
Advanced Maths replaces Accelerated Maths from 2020 onwards.

The process for entry into the Advanced English or Advanced Maths course is as follows:

1. Students are able to select Advanced English or Advanced Maths by selecting the subject in Edval.
2. Students who have previously been in Accelerated English or Accelerated Maths are able to select this course, however it does not mean an automatic entry into the subject.
3. Students who have not previously been in Accelerated English or Accelerated Maths are able to select this course, however it does not mean an automatic entry into the subject.
4. A panel will assess the suitability of all students who select this subject using the following selection criterion:
   - the student has demonstrated advanced results in PAT testing, NAPLAN and Victorian Curriculum, as well as, any other relevant testing source.
   - the student has consistently demonstrated a high level of achievement in Year 9 English or Maths with 80% and above (Distinction average) for assessed tasks.
   - the student has excellent organisational and time management skills, as well as, a high attendance rate for the current year as evidenced in Compass Learning Tasks, Semester 1 Report and Attendance.
   - the student’s GPA (Progress Checks) reflect appropriate learning behaviours, with a minimum score of 3.0, to deal with the demands of the subject.
5. For 2020, there is no separate application, interview or entrance exam.
6. A panel will be formed to assess the suitability of each student for the subject. All decisions will be final.
7. Both successful and unsuccessful applicants will be notified by email.

SCIENCE ESSENTIALS 10  
COST: $40.00

Science essentials is designed to provide students with a background and base of key scientific ideas, skills and content knowledge. This semester based elective is for students who may need Science for a future career (eg: The ADF) or for those who want do not envisage that science is in their VCE program. The topics include those most relevant to students in the 21st century, including concepts and ideas such as genetics testing and screening, space, stars and physics. Students will also learn key skills used to approach situations with the scientific method.

This pathway may lead to VCAL or non science related VCE subjects.

OR

SCIENCE EXTENSIONS 10  
COST: $60.00

Science Extension is designed to prepare students for VCE subjects. During class students will build on the skills that students previously developed in their science classes. This full year subject represents a greater challenge than essentials, covers content in more detail and is designed to be a realistic example of VCE expectations and skills. Science extension will cater to those with an interest in science or those who wish to pursue future sciences at Mornington Secondary College.

The topics include those most relevant to students in the 21st century, including concepts and ideas such as genetics testing and screening, space, stars and physics. Students will also learn key skills used to approach situations with the scientific method.

This pathway may lead to VCE: Environmental Science Units 1-4, Biology Units 1-4, Chemistry Units 1-4, Physics Units 1-4, Psychology Units 1-4.
HUMANITIES ESSENTIALS 10  COST: $56.00

Humanities investigates the natural and man-made world around us and examines aspects of our society from the past and present. A semester-long course that focuses current and historical issues facing Australian from the natural and man-made world. Students will investigate these issues and develop research, analysis, evaluation and communication skills.

This pathway may lead to VCAL or non humanities related VCE subjects.

OR

HUMANITIES EXTENSION 10  COST: $80.00

Humanities investigates the natural and man-made world around us and examines aspects of our society from the past and present. This course focuses is on Australia - investigating its natural and man-made geography, its past, present & future, our role as Australian citizens and the country’s position as a global power. It covers History, Geography, Civics & Citizenship and Economics & Business.

This pathway may lead to VCE: History 20th Century Units 1-2, History – Revolutions 3-4, Legal Studies Units 1-4, Accounting, Business Management and Geography.
The Victorian Certificate of Applied Learning (VCAL) is designed to provide alternative pathways for students interested in vocationally oriented career options, attending TAFE or entering employment.

**Who is the VCAL suited to?**

VCAL could be considered by students who:

- Are interested in apprenticeships or traineeships
- Do not want to go to University
- Do not require an ATAR
- Want a Year 10, Year 11 and/or Year 12 Certificate
- Want to stay at school to complete their secondary education
- Are more attuned to applied “hands on” learning
- May want to go out to work when they finish school
- Wish to pursue Higher Education at TAFE or ACE providers in the future
- Want to develop more confidence in the workplace

Our aim in VCAL is to offer as much flexibility as possible to suit individual student needs and pathways.

- Students may undertake Foundation level in Year 10, Intermediate level in Year 11 and Senior level in Year 12.
- In VCAL, students are expected to undertake a work placement, community work, SBAT or VET program, or a combination of these as required.
- Work placement is mandatory one day per week in VCAL.
- At Year 11 and 12, VCAL runs parallel to VCE and provides students with a wider range of educational and training pathways.
- In semester 2, completing a work placement for one day per week outside of school is compulsory
Day to Day Structure - Example

Semester 1 – Preparing for Employment

- English
- Maths
- Science Essentials
- 2 mainstream electives
- Pre-VCAL Elective (Work Related Skills)

| Work Related Skills 10 (1 Semester) | COST: $140.00 |

Semester 2 – Off to Work

- English
- Maths
- Humanities Essentials
- 2 mainstream electives
- One Day of Work Placement

Work Placement Arrangements

VCAL students are required to complete one day in the workplace each week of semester 2. The work placement can be organized by the student, but must be approved by the school.

VCAL Application Process

Entry into the VCAL program depends on an application, interview and selection process. Students must apply using the information provided in the VCAL information packs available from the Pathways Office.
## YEAR 10 ELECTIVES

<table>
<thead>
<tr>
<th>Arts</th>
<th>Languages</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Indonesian 10</td>
<td>Medical Forensic Science</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Japanese 10</td>
<td>Mindworks</td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
<td>Marine Science</td>
</tr>
<tr>
<td>Visual Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Technology</strong></td>
<td><strong>Health and Physical Education</strong></td>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>Marvellous Menus</td>
<td>Health and Human Development</td>
<td>Quirky Couture</td>
</tr>
<tr>
<td>Food Studies</td>
<td>Outdoor and Environmental Studies</td>
<td>Innovative Design</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Physical Education</td>
<td>Robotics</td>
</tr>
<tr>
<td>Money Smarts</td>
<td>Sport Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>VCAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work Related Skills</td>
</tr>
</tbody>
</table>

For accelerated VCE Units refer to the VCE Section of this booklet
Art Electives

**Art 10 (1 Semester)**

**COST: $75.00**

Students utilise skills and techniques learned in previous years to create self-directed art projects with a focus on concept. This study provides students with the opportunity to develop skills, knowledge and technical competence in the application of two dimensional and three-dimensional art making processes and mediums.

Students create a folio of drawings as well as 2D and 3D mixed media works. Sculptural, print and painting techniques are among the more traditional art forms students will experiment with. Students will learn to analyse and interpret contemporary and historical artworks and gain an appreciation of diverse forms of art from a variety of times and cultures. Students will maintain a visual diary as a record of their art experience.

**This pathway may lead to:** VCE: Art Units 1-4, Studio Arts- Photography Units 1-4. **VET Visual Arts**

**Media Studies 10 (1 Semester)**

**COST: $80.00**

Media is an introduction to the film analysis and production skills students use in greater depth in VCE Media. Students study a range of live action and animated film genres and see how audiences respond to those texts. Students learn industry-standard script writing, storyboarding and editing skills, which will set them up for any future media-related pathways they take. Students will develop analytical theory skills and apply them to their own live action and animated films.

**This pathway may lead to:** VCE Art Units 1-4, VCE Media Units 1-4, VCAL, VET Interactive Digital Media, **VET Visual Arts**
Studio Art – Photography 10 (1 Semester)  COST: $80.00

This unit aims to give students a solid introduction to Art processes. Students explore the work of other artists, extend their knowledge of digital art making and create artworks that convey a message. Students will use a range of digital technologies including digital cameras, scanners and image manipulation software. Practical activities include producing a folio of images which explore a wide range of photographic styles and techniques.

This pathway may lead to:  Art 1-4; VCE Studio Arts–Photography 1-4, Media 1-4, Visual Communication & Design 1-4 and VCAL, VET Interactive Digital Media, VET Visual Arts

Visual Communication and Design 10 (1 Semester)  COST: $55.00

This study encourages students to learn about the three different fields of design and how the design process can be applied. Students are encouraged to experiment with a wide variety of materials and techniques including 2D, 3D, hand-drawn and computer generated drawings and designs.

Students will learn:

- Skills and knowledge in the three design fields; communication, environmental and industrial
- Two-dimensional and three-dimensional freehand and instrumental drawing techniques
- To develop skills and knowledge in the application and use of the design elements and principles
- Rendering techniques
- To develop skills in applying a design process to a specific brief
- How to use a range of computer programs including Adobe Photoshop, Adobe Illustrator and Google Sketch Up.

This pathway may lead to:  VCE: Visual Communication & Design Units 1-4; VCAL, VET: Interactive Digital Media, VET Visual Arts
Food Technology Electives

Food Studies 10 (1 Semester)  
COST: $147.00

Year 10 Food Studies is a lead in subject for VCE Food Studies. This subject focuses on understanding the functional properties of key foods, and the role they play in a healthy diet. Students will follow complex recipes to produce food products of a high quality. Students will explore the role of media and make decisions relating to the credibility of food information. Students taking this subject would do so as preparation for VCE Food Studies.

Students will learn:
- Food science – the functional properties of key foods.
- The health of Australians and the Australian Dietary Guidelines.
- The role of the media in shaping food information.

Assessment:
- Research Assignment
- Design Task
- Production Test
- Semester Exam

This pathway may lead to: VCE Food Studies Units 1-4

Marvellous Menus 10 (1 Semester)  
COST: $147.00

Marvellous Menus focuses on the role of nutrition in maintaining health and wellbeing. Emphasis is on key nutrient functions and sources while considering diet-related conditions. This subject will allow students to develop many food production and presentation skills, whilst using the design process to plan and prepare food products related to specific design briefs.

Students will learn:
- How to use tools and equipment safely, as well as different food preparation and processing techniques.
- The major nutrients, their functions and food sources
- Factors affecting food choices and new food development
- The environmental and ethical impacts of meat production.

Assessment
- Research Assignment
- Design Task
- Production Test
- Semester Exam

This pathway may lead to: VCE Food Studies Units 1-4
**Humanities Electives**

**Money Smarts 10 (1 Semester)**

COST: $59.00

Money Smarts is for students with a special interest in business, commerce, entrepreneurship and the personal management of their, and others’, financial resources.

This pathway may lead to: VCE Accounting (Units 1-4), VCE Business Management (Units 1-4), VCE Economics (Units 1-4), VCE Legal Studies (Units 1-4)

---

**Language Electives**

**Indonesian 10 (2 Semesters/Full Year)**

COST: $50.00

Students work towards building and consolidating their Indonesian cultural and language understanding through the use of ICT and variety of texts. A strong emphasis on grammatical structures and everyday communication skills will develop study skills for VCE. There is also an opportunity for students to travel to Indonesia to improve their language and cultural understanding. The course covers Student Exchange, Going to the Doctor, Environment and Recycling and Indonesian History.

**Assessment**

Students will complete listening, reading, writing and speaking assessment over the course of the semester.

**Prerequisite:** Indonesian Years 7, 8 and 9

This pathway may lead to: VCE Indonesian Second Language Units 1-4

---

**Japanese 10 (2 Semesters/Full Year)**

COST: $50.00

Students work towards building and consolidating their Japanese cultural and language understanding through the use of ICT and variety of texts as well as a strong emphasis on grammatical structures and everyday communication skills students have the opportunity to prepare study skills for VCE. There is also an opportunity for students to travel to Japan to improve their language and cultural understanding. The course covers Eating Out, Homestay, Directions, Personal Skills, Part-time Job and Activities.

**Assessment**

Students complete listening, reading, writing and speaking assessment in a variety of forms from listening to conversations, writing speeches / scripts and using ICT to record their speaking skills.

**Prerequisite:** Japanese Years 7, 8 and 9

This pathway may lead to: VCE Japanese Second Language Units 1-4
Health and Physical Education Electives

Health and Human Development 10 (1 Semester)  
COST: $56.00

Students will explore community health issues, investigate youth health, local community health and Australia’s health on a national level as well as global health. Students will also undertake a personal health challenge. This unit will provide a foundation for those students going on to study VCE Health and Human Development.

Learning outcomes:
- Students learn to use health data to explore personal behaviours and community actions that contribute to health and wellbeing of specific groups
- Respectful relationships
- Students investigate community facilities available for health and physical fitness activities and explore how people might use them to maintain their wellbeing
- Students analyse the importance of policy, programs and initiatives designed to help improve health outcomes
- Global Health

Assessments:
- Personal health challenge
- Youth health in the local community
- Health promotion
- End of Semester Exam

This pathway may lead to:  VCE Health & Human Development Units 1-4
Outdoor and Environmental Studies 10 (1 Semester)  

This course includes theory/practical components as an introduction to topics covered in VCE Outdoor & Environmental Studies. Students will increase their leadership, teamwork and co-operation in challenges.

**Learning outcomes:**
- Minimal impact travel and living
- Water awareness such as reading rips, currents and tides
- Snorkeling skills/Surfing skills
- Orienteering skills
- Camping including preparing and cooking meals
- Indoor rock climbing skills

**Assessments:**
- Snorkeling, rock climbing and orienteering will be assessed
- Environmental issue assignment/ Exam

**Camps/Excursions:**
- Overnight surf camp to Phillip Island
- Rock Climbing
- Snorkeling
- Orienteering

---

Physical Education 10 (1 Semester)  

This subject will be made up of both theory and Practical components and will serve as an introduction to VCE Physical Education for students who plan to study PE in years 11 and 12.

**Learning Outcomes:**
- Students will learn about the body systems and their role in health and exercise, training principles and methods and energy systems.
- Students will analyse practical activities in order to investigate the theoretical components of the course.
- Students will be involved in Laboratory activities, excursions to local gymnasiums and several incursions with a variety of exercise physiologists.

**Assessments:**
- End of semester exam
- Training methods peer teach assessment
- Body system assessment

**Excursions:**
- Optima Gym – Fitness Sessions (3)
- Victorian Institute of Sport

---

This pathway may lead to: VCE Outdoor & Environmental Studies Units 1-4. 

---

This pathway may lead to: VCE Physical Education Units 1-4, VET Sport and Recreation
Sport Education 10 (1 Semester)  
COST: $44.00

Students take part in a range of sports/activities. The course will focus on skill development, strategic play, fitness components and methods of training associated with the chosen activities. It is a mainly practical based course but will also contain elements of Physical Education that will help students prepare for VCE.

Learning outcomes

- A variety of skills, rules and strategies associated with the chosen sports/activities.
- Which different components of fitness are important in order to train effectively for each sport/activity.
- How different methods of training can be applied and adapted in order to train effectively for each sport/activity.
- How to plan, organise and run practical sessions effectively.

Assessments:

- Written assessments based on knowledge and understanding of chosen sports/activities and on training methods and their application.
- Practical assessment based on contribution to lessons, participation as well as performance.

Excursion:

Mornington Tennis Club – Tennis Lessons

This pathway may lead to: VCE Physical Education Units 1-4 or VET Sport and Recreation
Do you realise how lucky you are to live on the Mornington Peninsula? Do you wonder at the animals and plants that can be found in the rock pools? Do you go to the Aquarium and stare at the sea jellies and wish you knew more about them? Do you see plastic in our waters that we discard and wonder what it is doing to the animals and plants that are there? The Mornington Peninsula is an amazing place and special in its location. So close to Port Phillip Bay and Westernport Bay, with marine environments ranging from rock pools, limestone reefs, saltmarshes and open water which can be easily explored. Recreational use in these areas has led to conservation issues regarding pollution, overfishing, salinity and erosion. In this course you will explore the range and types of organisms found in different marine environments, the factors that affect them and what we can do as a community to preserve them for the future.

This pathway may lead to: VCE Environmental Science Units 1-4, VCE Chemistry Units 1-4, VCE Biology Units 1-4
Medical Forensic Science 10 (1 Semester)  COST: $27.00

Ever watched those numerous Forensics shows? Want to know the real Science behind them? Ever wondered what the deadliest disease is? Interested to hear the disgusting details of parasites like tapeworms? Well get ready! Medical and Forensic Science is all about the gross, the real and sometimes bloody facts about crimes and medicine! During Medical and Forensic Science you will take an in-depth look at how your body works to keep you healthy, the Chemistry, Biology and Physics scientists use to solve nearly any crime, whilst developing your essential skill set for VCE. Areas may include Toxicology (poisons) Entomology (Insects), Anthropology (bones) and the implications and dangers of blunt and edged weapons.

This pathway may lead to: VCE Biology Units 1-4, Chemistry Units 1-4, Physics Units 1-4, VCAL, VET Laboratory Skills.

Mindworks 10 (1 Semester)  COST: $27.00

Can’t make up your mind? Well why not learn about the Brain and how it works? Mindworks is an elective for those who wish to extend their scientific understanding in preparation for VCE.

Psychology is the study of how people, think, feel and behave. In this elective, students will study the behaviour of humans and learn how Psychology relates to mental health.

This unit covers topics including mental health, memory, intelligence, sport psychology and the varied Psychological occupations that are available.

This pathway may lead to: VCE Psychology Units 1-4, VCAL
# Technology Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quirky Couture 10 (1 Semester)</td>
<td>$140.00</td>
</tr>
<tr>
<td>Innovative Design 10 (1 Semester)</td>
<td>$120.00</td>
</tr>
</tbody>
</table>

## Quirky Couture 10 (1 Semester)

The students will engage in design and development of a variety of fashion accessories or soft furnishings e.g. bags, hats, quilts, soft sculpture and garments. Student’s creativity will be encouraged and explored, challenged and extended throughout the course. This course is an excellent foundation course leading onto VCE Product Design Fabrics.

**Students will learn:**
- A variety of decorative techniques to create their ideas. Student’s creativity will be encouraged and explored, challenged and extended throughout the course
- A variety of construction techniques and processes to enable them to be successful at making soft furnishings and sculptures.
- How to structure a design folio with consideration to the design process.
- Sustainability – Social, economic and environmental issues

**Assessment:**
Design Folio and completed Soft Furnishing/sculpture or Garment

This pathway may lead to: VCE Design & Technology Fabrics Units 1-4, VET Clothing Design and Production.

## Innovative Design 10 (1 Semester)

This course is designed for students to further their knowledge and skills using wood as their focal medium. A typical project would be a flat pack table with the emphasis being on innovation and design for disassembly. Laser cutting and 3D printing can also be incorporated into the project. This course is an excellent foundation course leading onto VCE Product Design, studying key issues such as sustainability, product analysis, industrial manufacturing, and the social, economic and environmental issues.

**Students will learn:**
- To write an extended design brief, evaluation criteria and to conduct relevant research for their project
- To develop drawing and presentation skills
- To develop skills using hand tools, power tools and time management.
- To analyse social, ethical and environment considerations for global preferred futures

**Assessment**
Portfolio and practical project

This pathway may lead to: VCE Product Design & Technology – Wood Units 1-4, VET Building & Construction
Students will learn about robotics and automation through practical application and will find innovative solutions to real-world problems. They will be collecting data from input sensors and mapping the data to control a range of output devices. Students will use input sensors such as: ultrasonic, infrared, sound, light and heat and they will use output devices such as: motors, servos, lights and solenoids. Typical projects could be: a glove-controlled robotic hand; a robotic arm; an interactive dancing robot.

Students will learn:
- About robotics and automation in modern society
- Graphical-based coding
- C++ text-based programming language
- The modern manufacturing techniques of 3D printing and laser cutting
- Industry standard 2D & 3D design software packages such as Fusion 360
- Problem solving through following sequences and decision making

Assessment:
Folio and completed practical project.

This pathway may lead to: VCE Systems Engineering, VET Integrated Technologies, VET Electrical, VCE Product Design & Technology
Year 11-12 Course Selection

The first step is to decide whether you are doing:

VCE Standard Course
(2 year Certificate)

VCAL (Victorian Certificate of Applied Learning)
Includes a combination of VCAL units, VET, work placement/community service
or an SBAT (School Based Apprenticeship and Traineeship)

Some basic guidelines

Students who plan to go to university and require an ATAR (Australian Tertiary Admission Rank) should select an appropriate VCE course.

Students who plan to do a trade should consider a VET program and the VCAL program.

Students who are seeking an alternative to academic studies and would like to acquire industry based experience should consider the VCAL program.

Students who are unsure about their future plans but may wish to attend university should consider VCE.

Planning Your Course

The 1-2-3 Plan for VCE /VCAL /VET

Your VCE / VCAL / VET /SBAT (School Based Apprenticeship and Traineeship) program is designed to lead you to either employment or further education and training. You need to be sure that the course of study you choose at Year 11 and 12 will connect you to your desired career path.

So follow the 1-2-3 Plan

1. *WHERE* do you want to end up?
2. *HOW* do you get there – an apprenticeship, university course, TAFE course or particular skills for your job?
3. *WHAT* course do you need to put together at Year 11 and 12 to get to the next step?
Before I Choose My Course

1. Have I referred to my Career Planner in the student secure area on the COMPASS Career Web Page and tried to understand where my career interests are?
   - Discussing the outcome with the Pathways Team may help me make better use of the ‘Job Guide’.

2. Have I thought carefully about subjects?
   - What I like
   - What I am good at
   - What I need for courses and careers of interest?

3. Have I looked up the subjects required for the courses I am interested in?
   - The careers practitioners can show you how to use important directories: - the VTAC guide, tertiary entry supplements, VICTER, TAFE directory. These resources are available in the Pathways Office.

4. Have I checked with my subject teachers?
   - Subject choice should depend on your abilities and interests. It is best to select the most appropriate subject/s which allows you a broad career pathway.
   - Consider a VET course or a part-time apprenticeship as a start on your career pathway.

5. Have I discussed my thoughts openly with my family?
   - Your family can be a very important support network in doing VCE/VCAL/VET. Allow your family to be a meaningful part of this process.

6. Have I used all the contacts available to me?
   - Speak with anyone able to give constructive advice in your areas of interest.

7. Have I made sure I am preparing for a range of options?
   - Make sure you are not just preparing for one career. Consider alternative options if your plans fall through or you change your mind about a career.

8. Have I completed and lodged my preferred course through COMPASS?
   - You don’t want to miss out because you did not meet the deadline.

9. Refer to VICTER appropriate to the year of your expected tertiary entry.
Choosing Your Course for 2020

Discuss your intentions with your Homegroup teacher, parents and subject teachers.
Read this handbook. Seek advice on anything you don’t understand.
If you are interested in VCAL you must complete the VCAL Application Form and the VCAL Coordinator will make contact to organize an appointment if required.
Discuss your VET options with the Pathways Office.
You will have the opportunity to discuss your course with your subject teachers, learning area coordinators and the senior school co-ordinators. Use your Career Action Plan and consult the Career Practitioners. You may also wish to use the Career Voyage program or Job Guide to assist you.
Ensure that you thoroughly investigate your appropriate Maths unit. Remember many tertiary courses list Maths as a pre-requisite subject. Consult with your Year 10 Maths teacher and ask for their recommendation.

Where Can I Get Help?

VTAC Guide
TAFE Directory
Victer
Work Experience
Subject Teachers
Career & Pathways Office
Learning Area Coordinators
VCE Coordinators
Self-directed Search (SDS)
Contacts in Area of Interest
Family
The VCE program covers Years 11 and 12 and involves four semesters of work. Over these four semesters, students will normally take a total of 20 units: 10 units of 1 and 2 studies and 10 units of 3 and 4 studies. Some students will undertake extra units, for example in Year 10.

A unit lasts for one semester or a half year.

Units 1 and 2 are normally attempted in Year 11 and can be taken as single units.

Units 3 and 4 are normally attempted in Year 12 and must be undertaken as a sequence.

Successful completion of the VCE is based on satisfactorily achieving Learning Outcomes. In reporting satisfactory completion of Units 1, 2, 3 and 4, we are certifying that students have met the outcomes as set out in the VCE Study Designs. Early in each semester, students will be provided with a list of the tasks required and will be told when each is due. All students need to set goals for meeting deadlines and plan to have work completed on time.

**VCE Graduation Requirements**

The Victorian Curriculum Assessment Authority (VCAA) requires that you must satisfactorily complete a total of no fewer than 16 units that include:

- Three units of English (Units 1 and/or 2, units 3 and 4 are vital for ATAR)
- Three sequences of Units 3 and 4 studies other than English.

**Assessment**

Assessment of Unit 1 and 2 studies is school-based and reported as S (Satisfactory) or N (Not Satisfactory). For Unit 3 and 4 studies, students receive grades as well as the S or N assessment. At Unit 3 and 4 level, the VCAA supervises the assessment of all students. Graded assessments are either school-based (SACs or SATs) or externally set and marked examinations. Every VCE study has at least one exam.

Tertiary Entrance Requirements

Tertiary institutions such as universities and colleges have a range of selection criteria and it is important that students investigate requirements of courses early in the development of their career pathways. Some VCE studies may be prerequisites. The ATAR is used as the primary source of selection in almost 50% of courses. VCAA calculates a study score from the graded assessments in each Unit 3 and 4 study. Using these study scores, VTAC (Victorian Tertiary Admissions Centre) calculates an ATAR for each student.

Choosing a Course

Students and their parents should study this handbook and the Guide to the VCE carefully. Students and parents need to be aware that there is a cutoff date for subject changes. When choosing courses and units, students should consider studies that:

- Interest them
- They are good at, i.e. what type of work is required? Practical? Scientific? Essay Writing?
- Lead to employment they find appealing
- Prepare them for further training or tertiary courses that they are considering.
- Fulfill the requirements for admission to tertiary courses.

Obtaining Advice and Information

It is the student’s responsibility to seek advice and make informed decisions. Students can seek advice and information from their Year Level teams. Students should also seek information on possible careers and further education courses by visiting the Pathways Office and seeking advice from the Career Practitioner. Year 11 2020 students, with their parents and/or guardians, will have a course selection interview with a teacher at the College to discuss and finalise subject selection. Subject information is available from the appropriate subject teacher. Students interested in VET courses should see the Pathways Office for information and application forms.

Planning for the Two Year Course

Students should plan for both Years 11 and 12, noting that changes can be made to suit changing interests and activities. In year 11, six units will be studied each semester. In year 12, five units will be studied in each semester. Each unit is 3 periods per week.

Units Offered

A range of units are offered to provide the widest possible student. However, due to staffing restrictions and student numbers, not all listed units will be available in any one year or semester. We will also have to timetable units together, which may restrict choices for some students. As far as possible, efforts will be made to minimize these restrictions.
### Acceleration

Some Year 11 students will be able to take a Unit 3/4 sequence depending on their Year 10 results. University units can also be undertaken if students have completed Unit 3 and 4 studies in Year 11.

### Fees and Charges

All units of study have a charge attached to them. Selecting one of these courses means an obligation to accept responsibility for the charge involved. Payment of the unit charge confirms the student’s place in the class. Alternative arrangements can be made in cases of financial difficulty.

<table>
<thead>
<tr>
<th>VCE UNITS 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH – COMPULSORY</strong></td>
</tr>
<tr>
<td>Students are able to select any one of following 1/2 English Units or a combination of any two of these units.</td>
</tr>
<tr>
<td>- English</td>
</tr>
<tr>
<td>- English Language</td>
</tr>
<tr>
<td>- Literature</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>• Art</td>
</tr>
<tr>
<td>• Drama</td>
</tr>
<tr>
<td>• Media</td>
</tr>
<tr>
<td>• Music</td>
</tr>
<tr>
<td>• Performance</td>
</tr>
<tr>
<td>• Studio Arts (Photography)</td>
</tr>
<tr>
<td>• Visual Communication Design</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
</tr>
<tr>
<td>• Accounting</td>
</tr>
<tr>
<td>• Business Management</td>
</tr>
<tr>
<td>• Geography</td>
</tr>
<tr>
<td>• History – 20th Century</td>
</tr>
<tr>
<td>• Legal Studies</td>
</tr>
<tr>
<td>• Philosophy</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
</tr>
<tr>
<td>• Indonesian (Second Language)</td>
</tr>
<tr>
<td>• Japanese (Second Language)</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
</tr>
<tr>
<td>• Health &amp; Human Development</td>
</tr>
<tr>
<td>• Outdoor &amp; Environmental Studies</td>
</tr>
<tr>
<td>• Physical Education</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>• General Maths</td>
</tr>
<tr>
<td>• Maths Methods</td>
</tr>
<tr>
<td>• Specialist Maths</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>• Biology</td>
</tr>
<tr>
<td>• Chemistry</td>
</tr>
<tr>
<td>• Environmental Science</td>
</tr>
<tr>
<td>• Physics</td>
</tr>
<tr>
<td>• Psychology</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>• Product Design &amp; Technology – Fabrics</td>
</tr>
<tr>
<td>• Product Design &amp; Technology – Woodwork</td>
</tr>
<tr>
<td>• Systems Engineering</td>
</tr>
<tr>
<td>• Food Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCE UNITS 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH – COMPULSORY</strong></td>
</tr>
<tr>
<td>Students are able to select any one of following 3/4 English Units or a combination of any two of these units.</td>
</tr>
<tr>
<td>- English</td>
</tr>
<tr>
<td>- English Language</td>
</tr>
<tr>
<td>- Literature</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>• Art</td>
</tr>
<tr>
<td>• Media</td>
</tr>
<tr>
<td>• Studio Arts – Photography</td>
</tr>
<tr>
<td>• Visual Communication Design</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
</tr>
<tr>
<td>• Business Management</td>
</tr>
<tr>
<td>• Geography</td>
</tr>
<tr>
<td>• History – Revolutions</td>
</tr>
<tr>
<td>• History – Australian</td>
</tr>
<tr>
<td>• Legal Studies</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
</tr>
<tr>
<td>• Indonesian (Second Language)</td>
</tr>
<tr>
<td>• Japanese (Second Language)</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
</tr>
<tr>
<td>• Health &amp; Human Development</td>
</tr>
<tr>
<td>• Outdoor &amp; Environmental Studies</td>
</tr>
<tr>
<td>• Physical Education</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>• Further Mathematics</td>
</tr>
<tr>
<td>• Mathematical Methods</td>
</tr>
<tr>
<td>• Specialist Mathematics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>• Biology</td>
</tr>
<tr>
<td>• Chemistry</td>
</tr>
<tr>
<td>• Environmental Science</td>
</tr>
<tr>
<td>• Physics</td>
</tr>
<tr>
<td>• Psychology</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>• Food Studies</td>
</tr>
<tr>
<td>• Computing: Software Development</td>
</tr>
<tr>
<td>• Product Design &amp; Technology – Fabrics</td>
</tr>
<tr>
<td>• Systems Engineering</td>
</tr>
</tbody>
</table>
ACCOUNTING - UNITS 1 & 2  
COST: $29.00

Contact: Mr Michael Lamond

UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

Students will learn:
• Focus on the recording, reporting and analysing of accounting information of small businesses.
• To examine the role of accounting in the decision-making process for a sole trader of a service business.

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

Students will learn:
• About accounting for a sole trader of a trading business.
• About cash and credit transactions to determine profit.
• To evaluate the performance of businesses and suggesting strategies on improvement.
• An accounting software package; QuickBooks

Assessment
• Exercises using a commercial accounting software package
• Folio of manual and computer exercises;
• Tests/Exams
• Assignments
• Case studies
• Reports

ART- UNITS 1 & 2  
COST: $130.00

Contact: Mr Michael Delaney

This study encourages students to explore ideas, working methods and a range of technical skills through personal and independent investigation and experimentation. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Students explore the practices of artists who have been inspired by ideas relating to their personal and cultural identity, as well as the influence of contemporary ideas.

Students will learn how to examine and analyse how structural, personal, cultural and contemporary aspects contribute to artworks and their meanings, as well as to document the reflection of their own ideas and art making.

Students will learn:

To create and discuss artworks using a wider range of personal inspiration and materials, producing at least 1 finished artwork.
• To analyse, interpret, discuss and compare a variety of artworks from different times and cultures using the structural, personal, cultural and contemporary frameworks.

Assessment:
• Portfolio of works including one finished artwork
• School Assessed Coursework
• Mid-year and end of year exam
ART - UNITS 3 & 4  
COST: $125.00

Contact: Mr Michael Delaney

Students link their growing theoretical understanding of art to enhance their own art making practice. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes.

Students will learn
- How to create innovative and broad explorations and experimentations using a wide range of materials in order to create a sustained folio of work
- How to research, analyse, interpret and compare artworks and artist from different time periods
- How to discuss, debate and research art ideas and accompanying issues

Assessment
- Portfolio of works including two finished artworks
- School Assessed Coursework
- End of year exam

AUSTRALIAN HISTORY - UNITS 3 & 4  
COST: $53.00

Contact: Mr Michael Lamond

In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Major Learning Outcomes:

Unit 3:
Outcome 1: On completion of this unit the student should be able to analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.
Outcome 2: On completion of this unit the student should be able to analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.

Unit 4
Outcome 1: On completion of this unit the student should be able to analyse the social, economic and political consequences of a crisis on the nation.
Outcome 2: On completion of this unit the student should be able to analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

Major Assessed Tasks:
4 x SACs over the year. 2x Unit 3 2x Unit 4. Throughout the unit students will complete a historical inquiry, source analysis, essay and historical interpretation.
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels.

UNIT 1: How do living things stay alive?

Area of study 1, How do organisms function?
In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Although the internal structure of a cell varies, all cells require a relatively stable internal environment for optimal functioning.

Area of Study 2, How do living systems sustain life?
In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance.

Area of Study 3, Practical investigation;
Survival requires control and regulation of factors within an individual and often outside the individual. In this area of study students design and conduct a practical investigation into the survival of an individual or a species

UNIT 2: How is continuity of life maintained?

Area of Study 1, How does reproduction maintain the continuity of life?
In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students become familiar with the key events in the phases of the cell cycle, and focus on the importance of the processes involved in a cell’s preparation for cell division.

Area of Study 2, How is inheritance explained?
In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

Area of Study 3 Investigation of an issue:
In this area of study students investigate the increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions.

Assessment per unit:

- Practical activities or investigations
- Multimedia presentation / Oral presentation
- Annotated poster
- Essays / Research tasks
- Tests/exams
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels.

**UNIT 3: How do cells maintain life?**

**Area of Study 1, How do cellular processes work?**

In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined.

**Area of Study 2, How do cells communicate?**

In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity.

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

**Area of Study 1, How are species related?**

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology.

**Area of Study 2, How do humans impact on biological processes?**

In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications.

**Area of Study 3, Practical investigation:**

A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

**Assessment per unit:**

At least five from the following:

- Practical activities or investigations
- Multimedia presentation
- Oral presentation
- Annotated poster
- Essays
- Research tasks
- Tests
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation.

- In Unit 1 students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Students also investigate how business ideas are created and how opportunities are created for new business ideas to emerge.
- In Unit 2, the focus is on the external business environment. Students consider a wide range of factors from the external environment and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

Assessment
- Students complete a series of assessment tasks during Units 1 & 2 as well an exam each semester.

UNIT 3 – MANAGING A BUSINESS

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

UNIT 4 – TRANSFORMING BUSINESS

- In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.
- Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.
- They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
Contact: Mr Daniel Patch

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond.

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

**Area of Study 1, How can knowledge of elements explain the properties of matter?**
In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table.

**Area of Study 2, How can the versatility of non-metals be explained?**
In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

**Area of Study 3, Research investigation.**
In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and Area of Study 2 to investigate a selected question related to materials.

**Unit 2: What makes water such a unique chemical?**

**Area of Study 1, How do substances interact with water?**
In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule’s structure, polarity and bonding.

**Area of Study 2, How are substances in water measured and analysed?**
In this area of study students focus on the use of analytical techniques to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

**Area of Study 3, Practical investigation**
On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

**Assessment**
- School assessed coursework tasks
- Experimental data collection and analysis
- Teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
Unit 3: How can chemical processes be designed to optimise efficiency?

Area of Study 1, What are the options for energy production?
In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

Area of Study 2, How can the yield of a chemical product be optimised?
In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

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

Area of Study 1, How can the diversity of carbon compounds be explained and categorised?
In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

Area of Study 2, What is the chemistry of food?
Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective.

Area of Study 3, Practical investigation
On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment
- Tests and practicals
- School-assessed Coursework
- Experimental data collection and analysis.
- End-of-year examination.
Contact: Ms Lara Adams

**VCE Computing: Software Development** focuses on the processing of data and the management of information and information systems. Information and communications technology (ICT) is evolving rapidly and this changes how tasks and activities are undertaken creating a vast array of new occupational opportunities.

**Unit 3: Software Development:**
This unit focuses on using programming language as a strategy for problem solving for users in a networked environment. Students will develop a detailed understanding of stages of analysis, design and development and pursue developmental outcomes using this language.

**Unit 4: Software Development:**
Students will be looking at the information needs of individuals, organisations and society and create purpose designed solutions in a networked environment.

**Assessment:**
- School Assessed Coursework (SAC)/Exam.
Contact: Mr Michael Delaney

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

Students will learn
- How to create and document solo and ensemble drama performances using experiences, stories and specific dramatic styles.
- Drama practitioners and of an Australian drama work.

Assessment
- Journal/folio of performance development
- Performance
- Written reflection on performance
- SAC – written analysis of a viewed performance
- Exam
**ENGLISH**

*Students are able to select any one of English 1/2, English Language 1/2 or Literature 1/2 UNITS or a combination of up to any two of these units.*

**ENGLISH - UNITS 1 & 2**

<table>
<thead>
<tr>
<th>COST: $64.00</th>
</tr>
</thead>
</table>

Contact: Ms Paula Chambers

*(Students are able to select any one of English 1/2, English Language 1/2 or Literature 1/2 UNITS or a combination of up to any two of these units.)*

**UNITS 1 & 2**

The focus of Unit 1 is reading and responding to texts analytically and creatively. Students analyse arguments and the use of persuasive language in a range of texts and create their own texts intended to position audiences. Students develop competence and confidence in creating written and oral texts. The focus of Unit 2 is comparing the presentation of ideas, issues and themes in two selected texts. Students analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

**The areas of study will cover:**
- Reading and creating texts
- Reading and comparing texts
- Analysing and presenting argument

**Assessment:**
- Reading and responding analytically to texts.
- Reading and responding creatively to texts taking account of audience and purpose.
- Identify and analyse in writing the presentation of argument and how language can be used to persuade readers and viewers.
- Present a reasoned point of view in oral form.
- Examination.
Contact: Ms Paula Chambers

The focus of Unit 3 students is reading and responding to texts analytically and creatively. Students analyse arguments and the use of persuasive language in texts. In Unit 4 students compare the presentation of ideas, issues and themes in texts. They also create an oral presentation intended to position audiences about an issue currently debated in the media.

The areas of study will cover:
- Reading and creating texts
- Reading and comparing texts
- Analysing and presenting argument

Outcomes – Unit 3
- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Listening to texts (EAL students only) - Comprehend a spoken text.

Outcomes – Unit 4
- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media in oral form.

In VCE English/EAL the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components: Unit 3 School-assessed Coursework, Unit 4 School-assessed Coursework and the end-of-year examination.

UNITS 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English/EAL students’ level of achievement will be determined by School-assessed Coursework (SACs) as specified in the VCE study design, and external assessment.

- Percentage contributions to the study score in VCE English/EAL are as follows:
  - Unit 3 School-assessed Coursework: 25 per cent
  - Unit 4 School-assessed Coursework: 25 per cent
  - End-of-year examination: 50 per cent.
This course explores a range of matters linked to human communication. We study how and why we communicate. We specifically focus on the various stages involved in the language development of children. Finally, we look at how English has evolved from a minor tribal dialect to a global language.

Students will:
- Identify and describe primary aspects of the nature and functions of human language
- Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.
- Describe language change as represented in a range of texts and analyse attitudes to language change.
- Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

Assessment tasks
- Assignment on child language acquisition
- Essay on theories of child language acquisition
- Assignment on features of animal and human communication
- Essay on the history of English
- Assignment on English as a global language
- Assignment on Australian Aboriginal languages
- Exam
Contact: Ms Paula Chambers

Unit 3

In this unit students investigate formal and informal varieties of English in contemporary Australian social settings. We explore how written and spoken texts communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students consider how written and spoken texts are influenced by contexts in which they occur. We examine how function, field, mode, setting and relationships between participants all contribute to a person’s language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular registers and how this affects the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4

In this unit students focus on the role of language in establishing and challenging different identities in contemporary Australian society, including national, regional, cultural and social variations. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

Details of the possible SAC formats are listed in the VCAA Handbook.

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent
Contact: Ms Paula Chambers

(Student are able to select from English 1/2, English Language 1/2 or Literature 1/2 or a combination of no more than two English Subjects.)

Students are invited to develop more informed responses to texts. We read and discuss a broad range of novels, plays and film. The five areas of study are designed to develop students’ knowledge and understanding of the texts studied.

There are four outcomes. There are four set texts and some supplementary texts that are studied.

- Unit One, Outcome One: Reading Practices.
- Unit One, Outcome Two: Ideas and concerns in texts.
- Unit Two, Outcome One: The text, the reader and their contexts.
- Unit Two, Outcome Two: Exploring connections between texts.

Assessment

- Each area of study has an Outcome.
- Students are expected to complete set learning tasks and the assessment.
- School based exam at the end of each semester.

Assessment

- School Assessed Coursework
- Students are expected to complete set learning tasks and the assessment.
- There is an exam at the end of each semester.
The FOUR areas of study are designed to develop students’ knowledge and understanding of the texts studied.

1. Adaptations and transformations – the extent to which meaning changes when a text is adapted.
2. Creative response – respond creatively to a text and comment on the connections.
3. Literary perspectives – produce an interpretation of a text using different literary perspectives.

Assessment

- Each area of study has an Outcome.
- Students are expected to complete set learning tasks and the assessment.
- School based exam at the end of semester one.
- VCAA exam at the end of the year (50% of the mark for Literature).
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

Unit 1: How are Earth’s systems connected?

Area of Study 1, How is life sustained on Earth?
Life on Earth is dependent on four major inputs: energy, nutrients, air and water. In this area of study students examine the processes and interactions occurring within and between Earth’s four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life.

Area of Study 2, How is Earth a dynamic system?
In this area of study students explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors. They examine the flow of matter and energy in selected environmental events and phenomena with reference to natural and unpredictable or abrupt environmental changes in Earth’s four systems. Students learn how environmental changes may be monitored and measured.

Area of Study 3, Practical investigation.

Unit 2: How can pollution be managed?

Area of Study 1, When does pollution become a hazard?
In this area of study students examine biotic and abiotic indicators of pollution in various environments. Using selected examples, they distinguish between pollutants that result in bioaccumulation, and air- or water-borne pollutants. Students explore the chemical and physical characteristics, sources and transport mechanisms of pollutants and consider how levels of safety standards are set.

Area of Study 2, What makes pollution management so complex?
In this area of study, students investigate three pollutants of national or global concern. They explain how pollutants move through, and affect, the atmosphere, biosphere, hydrosphere and lithosphere, and compare treatment and management options for each pollutant. Students also explore the limitations of the categorisation of pollution as air, water and soil pollution.

Area of Study 3, Case study
In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and 2 to investigate a case study involving the management of a selected pollutant of local interest.

Assessment:
- Tests and fieldwork practicals
- Written Examination
- Media analysis/report
Contact: Mr Daniel Patch

Unit 3: How can biodiversity and development be sustained?

Area of Study 1: Is maintaining biodiversity worth a sustained effort?
In this area of study students examine biodiversity as a means of investigating the management of a single Earth system – the biosphere.

Area of Study 2: Is development sustainable?
In this area of study students examine the application of environmental science to sustainability and environmental management. They explore definitions of sustainability and consider how these may be interpreted and applied in addressing environmental issues

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

Area of Study 1: What is a sustainable mix of energy sources?
In this area of study students examine the concepts associated with the use of different forms of energy by human societies.

Area of Study 2: Is climate predictable?
In this area of study students investigate the astronomical, solar, and Earth systems and human-based factors that have altered important relationships between the energy, water and nutrient cycles, resulting in the enhanced greenhouse effect and climate change.

Assessment:
- Practical activities or investigations
- Multimedia presentation
- Oral presentation
- Annotated poster
- Essays
- Research tasks
- Tests
FOOD STUDIES - UNITS 1 & 2  
COST: $285.00

**Contact:** Ms Kellie Nottle

**Unit 1: Food origins**

**Key topics:**
- Food around the world - students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world.
- Food in Australia - students focus on the history and culture of food in Australia.

**Unit 2: Food makers**

**Key topics:**
- Food industries – students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.
- Food in the home - students further explore food production, focusing on domestic and small-scale food production.

**Assessment**
- School Assessed Coursework, made up of:
  - Practical activities and records
  - A short written report, a media analysis, a research inquiry
- Examination

FOOD STUDIES - UNITS 3 & 4  
COST: $292.00

**Contact:** Ms Kellie Nottle

**Unit 3: Food in daily life**

**Key topics:**
- The science of food.
- Food choice, health and wellbeing - students focus on patterns of eating in Australia and the influences on the food we eat.

**Unit 4: Food issues, challenges and futures**

**Key topics:**
- Environment and ethics - students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources.
- Navigating food information - students focus on food information and misinformation and the development of food knowledge, skills and habits.

**Assessment**
- School Assessed Coursework, made up of:
  - Practical activities and records
  - A short written report, a media analysis, a research inquiry
- VCAA Examination
GEOGRAPHY - UNITS 1 & 2

Contact: Mr Michael Lamond

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?

Students will learn:

- What are geographical hazards and how they can be classified.
- Where different types of hazards are located in the world.
- The causes of different types if hazards (for example geological hazards and hydro-meteorological hazards).
- The impact of hazards on people and the environment.
- The changing nature of tourism.
- To investigate two different types of tourism from different parts of the world.
- The positive and negative impact of tourism
- How to undertake a local fieldwork investigate
- How to analyse maps, data and other geographic information.

Assessment:

- School Assessed Coursework (SAC)/Exam
- Fieldwork report (1500-2000 words)

GEOGRAPHY - UNITS 3 & 4

Contact: Mr Michael Lamond

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Students will learn

- How the world’s natural land cover is changing in many parts of the world, e.g. deforestation, desertification, and melting ice sheets and glaciers.
- The impact of climate change, geomorphological events and human actions on land use.
- How to carry out a local fieldwork to investigate changing land use.
- The patterns of population change, movement and distribution.

Assessment

- School Assessed Coursework (SAC)
- Fieldwork report (1500-2000 words)
- Exam
UNIT 1: UNDERSTANDING HEALTH AND WELLBEING
Students will learn:
• About the concepts of youth health and individual human development.
• Explore the interrelationships that exist within and between them.
• Awareness of the differing methods for measuring health status and develop a greater understanding of health status of youth.
• About a range of determinants and their ability to influence youth health and individual human development.
• The importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT
Students will learn:
• About prenatal health and individual development
• The health and individual human development of Australia’s unborn children.
• About the physical changes that occur from conception to birth.
• Healthcare within Australia.
• How determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.
• Child health and individual development
• About period from birth to approximately twelve years and the physical, social, emotional and intellectual changes that occur in this period
• About adult health and individual development in relation to the physical, social, emotional and intellectual changes that occur during adulthood.

Assessment Units 1 & 2:
• Coursework
• School assessed coursework
• Exam
Contact: Mr George Neophytou

UNIT 3: AUSTRALIA’S HEALTH IN A GLOBALISED WORLD

Students will learn:
• About concepts of health and wellbeing.
• How to measure health status
• Factors that influence health status and the burden of disease
• Variations in health status between population groups such as males/female, indigenous/non-indigenous, high/low socioeconomic status and those living within/outside major cities.
• Changes in Australia’s health over time and the Ottawa Charter for Health Promotion
• The Australian Health System (Medicare, Private Health, NDIS and the PBS)
• Targets of health promotion in Australia (Smoking, Road Safety, Skin Cancer, Australian Dietary Guidelines, Australian guide to Health Eating and Nutrition Australia)

UNIT 4: GLOBAL HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Students will learn:
• Compare health status and burden of disease globally
• Concepts on social, economic and environmental sustainability and the effects on human development
• Global trends such as climate change, conflict and mass migration, world trade and tourism and digital technology on health and wellbeing
• The Sustainable Development Goals and the Priorities of the World Health Organisations
• Features of Australian Aid and Non – Government Organisations
• Specific programs that address the Sustainable Development Goals

Assessment:
• Data Analysis
• Structured Questioning
• Case Studies
UNIT 1: CRISIS AND CONFLICT 1900-1945

Investigating the rise of the Nazi Party students will explore key events of the 20th Century. They will learn how to analyse propaganda material from the time in order to gain a greater understanding of political ideas.

Student will learn:

- Analyse and explain the development of a political crisis in the period.
- Analyse and discuss patterns of social life and the factors that influenced social change.
- Analyse the relationship between the historical events and films produced at the time.

UNIT 2: IDEAS AND POLITICAL POWER 1945-2000

This unit examines the world since 1945. Focusing on the role of the United States of America students examine the Cold War and investigate the Civil Rights Movement. The unit concludes with a research project investigating a contemporary world issue.

The students will learn to:

- Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
- Evaluate the impact of a challenge to established order during the second half of the 20th Century.

Assessment: School Assessed Coursework and Exam.

UNIT 3: RUSSIAN REVOLUTION

Students will learn
- The period between 1905 to 1924
- About key events eg; the 1905 Revolution, WW1, the Civil War, he role of key people including Tsar Nicholas II, Kerensky, Lenin.
- To draw on what was created in the new society.

UNIT 4: FRENCH REVOLUTION

Students will learn
- To examine France in the period 1781 to 1795. The importance of the Estates-General, the storming of the Bastille, the Great Fear, the Jacobin Terror and the Revolutionary War
- About the role of key people including King Louis XVI, Rousseau, Voltaire, Sieyes, Mirabeau, Danton, Marat and Robespierre.
- To address overall the historical impact of the revolution.

Assessment: School Assessed Coursework and Exam.
Contact: Mrs Elise Ong

Students will develop skills in listening, speaking, reading, viewing and writing Indonesian around the themes of the individual, Indonesian speaking communities and the world around us. They will develop their interpersonal, interpretive and presentational communication skills through producing a wide variety of text types including articles, reports, personal accounts, role-plays and interviews.

Students are expected to use their own English/Indonesian dictionary throughout the course.

**Students will learn to**
- Exchange meaning in a spoken interaction in Indonesian
- Interpret information from two texts on the same subtopic presented in Indonesian, and respond in writing in Indonesian and in English
- Present information, concepts and ideas in writing in Indonesian on the selected subtopic and for a specific audience and purpose
- Respond in writing in Indonesian to spoken, written or visual texts presented in Indonesian
- Analyse and use information from written, spoken or visual texts to produce an extended written response in Indonesian
- Explain information, ideas and concepts orally in Indonesian to a specific audience about an aspect of culture within communities where Indonesian is spoken

**Assessment**
- 6 School Assessed Courseworks (SACs) – 3 for each unit
- 2 Semester-End Exams including Oral Exams

**Prerequisite:** It is expected that students will have studied Years 9 and 10 Indonesian

---

Contact: Mrs Elise Ong

Students will strengthen their skills in listening, speaking, reading, viewing and writing Indonesian and deepen their understanding of the Indonesian language system and Indonesian culture while relating to their own cultural backgrounds. The major themes to be covered are the individual, the Indonesian-speaking communities and the world around us with a focus on using Indonesian to communicate with others. Students will encounter and produce a range of text types focusing interpersonal communication, interpretive communication and presentational communication.

Students are expected to use their own English/Indonesian dictionary throughout the course.

**Students will learn to:**
- Participate in a spoken exchange in Indonesian to resolve a personal issue
- Interpret information from texts and write responses in Indonesian
- Express ideas in a personal, informative or imaginative piece of writing in Indonesian
- Share information, ideas and opinions in a spoken exchange in Indonesian
- Analyse information from written, spoken and viewed texts for use in a written response in Indonesian
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian

**Assessment:**
- 6 School Assessed Courseworks (SACs) – 3 for each unit
- 1 Trial Exam including Trial Oral Exams
- 1 External Written and Oral Exam

**Prerequisite:** It is expected that students will have studied Years 9, 10 and 11 Indonesian
JAPANESE (SECOND LANGUAGE) - UNITS 1 & 2  
COST: $45.00

Contact: Mrs Elise Ong

Students will develop skills in listening, speaking, reading, viewing and writing Japanese around the themes of the individual, Japanese speaking communities and the world around us. They will expand their knowledge of Japanese written scripts and develop their interpersonal, interpretive and presentational communication skills through producing a wide variety of text types including articles, reports, personal accounts, role-plays and interviews. Students are expected to use their own English/Japanese dictionary throughout the course.

Students will learn to
- Exchange meaning in a spoken interaction in Japanese
- Interpret information from two texts on the same subtopic presented in Japanese, and respond in writing in Japanese and in English
- Present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose
- Respond in writing in Japanese to spoken, written or visual texts presented in Japanese
- Analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese
- Explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken

Assessment
- 6 School Assessed Courseworks (SACs) – 3 for each unit
- 2 Semester-End Exams including Oral Exams

Prerequisite: It is expected that students will have studied Years 9 and 10 Japanese

JAPANESE (SECOND LANGUAGE) - UNITS 3 & 4  
COST: $45.00

Contact: Mrs Elise Ong

Students will strengthen their skills in listening, speaking, reading, viewing and writing Japanese and deepen their understanding of the Japanese language system and Japanese culture while relating to their own cultural backgrounds. The major themes to be covered are the individual, the Japanese-speaking communities and the world around us with a focus on using Japanese to communicate with others. Students will encounter and produce a range of text types focusing interpersonal communication, interpretive communication and presentational communication.

Students are expected to use their own English/Japanese dictionary throughout the course.

Students will learn to
- Participate in a spoken exchange in Japanese to resolve a personal issue
- Interpret information from texts and write responses in Japanese
- Express ideas in a personal, informative or imaginative piece of writing in Japanese
- Share information, ideas and opinions in a spoken exchange in Japanese
- Analyse information from written, spoken and viewed texts for use in a written response in Japanese
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese

Assessment
- 6 School Assessed Courseworks (SACs) – 3 for each unit
- 1 Trial Exam including Trial Oral Exams
- 1 External Written and Oral Exam

Prerequisite: It is expected that students will have studied Years 9, 10 and 11 Japanese
Contact: Mr Michael Lamond

Students gain a knowledge and understanding Australia’s legal system, through the interpretation of case studies, discussion of current legal topics and through visits to the Magistrate’s courts.

Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, and investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Students will learn:

- the main sources and types of law, and assess
- the effectiveness of laws.
- the purposes and key concepts of criminal law,
- use legal reasoning to argue the criminal culpability of an accused
- the purposes and key concepts of civil law
- apply legal reasoning to argue the liability of a party in civil law

Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students will learn:

- key concepts in the determination of a criminal case,
- the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.
- Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.
- key concepts in the resolution of a civil dispute,
- the principles of justice in relation to the resolution of civil disputes and remedies.
- evaluate the ways in which rights are protected in Australia
- compare this approach with that adopted by another country
- rights of individuals and the legal system.

Assessment:

- Essays Test
- Research activities
- Exams
- Investigation of a legal problem
Contact: Michael Lamond

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Students will learn:

- the rights of the accused and of victims
- the purposes and types of sanctions and sentencing
- the factors that affect the ability of the criminal justice system to achieve the principles of justice.
- the factors that affect the ability of the civil justice system to achieve the principles of justice, recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice.

Unit 4: The people and the law

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Students will learn:

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

Assessment:

- Structured questions
- Tests
- Folio of exercises.
MATHEMATICS: General Mathematics - UNITS 1 & 2  
COST: $35.00

Contact: Mr Stephan Tillett

Please check with your current teacher to ensure this is an appropriate choice. General Mathematics provides courses of study for a broad range of students. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Students will engage in many different areas of mathematics and will also develop an appreciation for CAS calculator technology as a tool to solve otherwise tedious and difficult problems. Students are expected to use CAS TI-Nspire calculators throughout the course.

Students will learn:

- Applications of Arithmetic Sequences and Series.
- Data Analysis – univariate and bivariate.
- Linear Relations and Equations
- Financial Arithmetic (business mathematics)
- Linear Graphs and Modelling
- Geometry in two and three dimensions including trigonometric ratios.

Assessment:

- Application Tasks including tests and assignments
- Investigative tasks
- Exam

MATHEMATICS: Mathematical Methods (CAS) - UNITS 1 & 2  
COST: $36.00

Contact: Mr Stephan Tillett

Please check with your current teacher to ensure this is an appropriate choice. Mathematical Methods Units 1 and 2 are designed as a preparation for Mathematical Methods Units 3 and 4.

Students will apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration. Students are expected to use CAS TI-Nspire calculators throughout the course.

Students will learn:

- To practice mathematical techniques and use them to solve routine problems.
- To develop skills in investigations, mathematical modelling and problem solving activities.
- ‘Functions and Graphs’,
- ‘Algebra’ and ‘Probability’.
- ‘Calculus’ and ‘Probability.

Assessment:

- Assignments; tests; summary and/or preview notes.
- Projects; short written responses; problem-solving tasks; modelling tasks.
- Based on the student’s performance in effective and appropriate use of technology.
Contact: Mr Stephan Tillett

Please check with your current teacher to ensure this is an appropriate choice.

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

**Note:** Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4 and will greatly assist in the understanding of Mathematical Methods and Physics. Students are expected to use CAS TI-Nspire calculators throughout the course.

**Students will learn:**

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry
- Measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

**Assessment:**

- Tests
- Application tasks
- Analysis Tasks
- Exam
MATHEMATICS: Mathematical Methods (CAS) - UNITS 3 & 4  
COST: $20.00

Contact: Mr Stephan Tillett

Please check with your current teacher to ensure this is an appropriate choice.

Throughout this unit students will further develop knowledge and skills from Mathematical Methods Units 1 & 2. They will apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students investigate and apply various types of functions, how they transform and their inverse in different real world situations. Students are expected to use CAS TI-Nspire calculators throughout the course.

**Students will learn:**

- Graphs and Polynomials
- Algebra
- Functions and Transformations
- Trigonometric Functions
- Calculus
- Probability

**Assessment:**

- Tests
- Unit 3: Application Task (50 marks)
- Unit 4: Modelling/Problem solving task (total 50 marks)
- Two exams at the end of the year

MATHEMATICS: Further Mathematics - UNITS 3 & 4  
COST: $20.00

Contact: Mr Stephan Tillett

Please check with your current teacher to ensure this is an appropriate choice.

Further Mathematics Units 3 & 4 builds on knowledge from General Mathematics units 1 & 2. The study of further mathematics consists of four modules; Data Analysis, Recursion and Financial Modelling, geometry and trigonometry and linear graphs and relations. Students are expected to use CAS TI-Nspire calculators throughout the course. Students will learn to apply mathematical skills and knowledge in the areas of :

- Data Analysis including linear modelling (regression).
- Recursion and Financial Modelling.
- Geometry and Trigonometry.
- Graphs and relations.

**Assessment:**

- School Assessed coursework (tests, assignments and exams).
- Data analysis application task.
- Recursion and financial modelling task.
- ‘Geometry and trigonometry’, ‘graphs and relations’ modelling/problem solving task.
- Two end-of-year examinations.
Contact: Mr Stephan Tillett

**SPECIAL REQUIREMENTS:** Students also need to study Unit 3 and 4 Mathematical Methods.

Students will apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. Students will also extend their knowledge in mathematical structure and proof.

**Students will learn:**

- Functions, relations and graphs.
- Algebra
- Calculus
- Vectors
- Mechanics

**Assessment:**

- Unit 3: Application task (50 marks)
- Unit 4: Two modelling/problem solving tasks (total 50 marks)
- Two end of year examinations
Contact: Mr Michael Delaney

**Unit 1: Media forms, representations and Australian stories**
In this unit student develop an understanding of audiences and the core concepts found in the construction of representations in the media. Students explore the inherent codes and conventions used in the media to create meaning.

**Students will:**
- Through text analysis, learn how different media forms, products and texts represent different locations and characters
- Experiment with media technologies to produce a range of media products and representations
- Explore Australian film and texts to understand cultural representation and unique Australian characteristics

**Unit 2: Narrative across media forms**
Students analyse the influence of developments in media in both traditional forms such as film and television through to newer forms like video games and interactive digital formats. They will be experimenting with the media and producing a range of short films.

**Students will learn how to:**
- Analyse how film makers create distinctive styles and manipulate filmic techniques in their products
- Design and produce their own films using filming and storytelling techniques to represent ideas and narratives
- Explore new media technologies and the impact they have on society

**Assessment:**
- Film Production and Pre-production documents
- Audio and visual sequences
- Research Reports
- Essay/Written responses
- Presentation
- Examination
Contact: Mr Michael Delaney

Unit 3: Media narratives and pre-production

Students will be investigating, experimenting and designing media products through a pre-production document/folio. Through examining successful film texts and refining skills in media production, students will develop an understanding of audience engagement.

Students will:

- Compare the techniques and narrative structures of two films and discuss their effectiveness
- Explore and document their own Media production, creating a folio of ideas, genre studies, technical experiments and pre-production approaches
- Create a film treatment including script, storyboard and scheduling documents

Unit 4: Media production and issues in the Media:

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Students will:

- Create their own film, telling their own stories and communicating their own ideas
- Research the role and impact of regulation and ethics in media production

Assessment:

- Film Production and Pre-production documents
- Audio and visual sequences
- Research Reports
- Essay/Written responses
- Presentation
- Examination
MUSIC PERFORMANCE - UNITS 1 & 2  
COST: $45.00

Contact: Mr Michael Delaney

Students will learn:

• To develop performance skills on their chosen instrument or voice, both in solo and group contexts.
• To develop their skills in aural comprehension, music theory
• To model the characteristic features of musical style.
• To demonstrate skills on your chosen instrument/voice, aural comprehension, music theory and musical composition.

Assessment:

• Prepare and perform a program of solo works
• Rehearse and perform in an ensemble context
• Perform technical exercises and unprepared work
• Analyse a selected group work
• Complete aural comprehension and music theory exercises
• Present a musical improvisation or original composition

OUTDOOR & ENVIRONMENTAL STUDIES - UNITS 1 & 2  
COST: $608.00

Contact: Mr George Neophytou

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The subject includes two unique outdoor education camps which are extended over a number of days to immerse themselves in the environment and different recreational pursuits. There are also other excursions in different types of environments to support the VCAA study material. Camps and excursions are an important aspects of the study as practical application and understanding of environments is regularly questioned throughout SACs and Exams. Camps and excursions may vary from year to year subject to availability.

Students will learn:

• Types of environments and motivations for seeking outdoor experiences
• Knowing, experiencing and understanding outdoor environments
• Codes of Conducts and Minimal Impact while planning for outdoor interactions
• Factors that affect outdoor experiences including risks and technologies used
• Characteristics and scientific understanding of different outdoor environments
• Recreational users and land managers
• Artistic, Indigenous and Historical understanding of outdoor environments
• Impacts of human activities and urbanisation as well as conservation, commercial and recreational activities

Assessment:

• Satisfactory completion of four school assessed outcomes across units 1 & 2
• Exam for unit 1 and 2
• Practical component (camps)

NOTE: This subject will be offered to Year 11 students and only Year 10 students who apply to complete an accelerated VCE subject and meet the criteria.
Contact: Mr George Neophytou

Students participate in a 3-day coastal/alpine bushwalk within one of Victoria’s amazing national parks. The subject also includes a unique 3-day cross country ski camp at Mount Stirling Alpine National Park. There will also be other local excursions on the peninsula such as snorkelling and Red Hill cherry farm. Camps and excursions may vary from year to year subject to availability.

Students will learn:

- Historical outcomes
- Contemporary Societal Relationships
- Healthy and sustainable outdoor environments
- Needs of ecosystems, individuals and society and the skills needed to be an environmentally responsible citizen.
- About land management strategies and environmental legislation are explored

Assessment:

- A case study
- A data analysis
- A written analysis
- An oral presentation
- A test

NOTE: Students who have already successfully completed Units 1 & 2 while in Year 10 can select this subject to continue their Outdoor and Environmental Studies. Year 12 2020 students may select this subject but should consider if they have the foundation knowledge and are encouraged to find out more information about the timing of the camps.
Contact: Mr George Neophytou

In Units 1 & 2, students explore how the body systems work together to produce movement. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and explore injury prevention and rehabilitation techniques.

Students will learn:

- About Coaching practices and techniques.
- About factors that influence physical activity.
- About movement and the structure of muscles and bones.
- Identification of the structure and function of the cardiovascular and respiratory systems.
- Students explore the range of physical activity options, the benefits of participation in regular physical activity and the National Physical Activity Guidelines.

Excursions/Incursion:

- Excursions: local fitness centres, Monash University Exercise Lab
- Incursion: PACE Exercise Physiologists.

Assessment:

- Practical laboratory report
- A case study analysis/A data analysis
- A critical reflective folio/diary of participation in practical activities
- A visual and an oral presentation
- A written report/test
- End of semester exam
In units 3 and 4 students assess physical activity levels, and identify a range of strategies that are effective in promoting participation.

**Students will learn:**
- Methods of assessing physical activity
- How to analyse physical activity
- Energy systems
- Factors that cause fatigue and recovery
- Components of fitness
- Training principles and methods
- How to conduct an activity analysis, fitness tests and design a training program
- Nutritional, physiological and psychological strategies.

**Excursion:**
Monash University for exercise laboratory activity.

**Assessment:**
- A practical laboratory report
- A case study analysis/data analysis
- A critical reflective folio/diary of participation in practical activities
- An oral presentation/data analysis report
- Unit 3 and 4 SACs/end of year exam.
Contact: Mr Daniel Patch

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

**Area of Study 1: How can thermal effects be explained?**
In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

**Area of Study 2: How do electric circuits work?**
In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

**Area of Study 3: What is matter and how is it formed?**
In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

**Area of Study 1: How can motion be described and explained?**
In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

**Area of Study 2: What are stars?**
Observations of the night sky have changed over time from using just the naked eye to the use of sophisticated instruments. This option involves the examination of the birth, life and death of stars in the Universe. Students explore how the properties of starlight can provide information, including the star’s distance from Earth, its temperature, composition, age and future.

**Area of Study 3: Practical investigation**
Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

Assessment:
Suitable tasks for assessment may be selected from the following:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.
Unit 3: How do fields explain motion and electricity?

Area of Study 1, How do things move without contact?
In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object.

Area of Study 2, How are fields used to move electrical energy?
The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3, How fast can things go?
In this area of study students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond.

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

Area of Study 1, How can waves explain the behaviour of light?
In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

Area of Study 2, How are light and matter similar?
In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Area of Study 3, Practical investigation:
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

Assessment:

- School-assessed Coursework
- A detailed study, will contribute
- End-of-year examination
Contact: Mr Michael Lamond

**Students achieving distinctions or higher in any other subject will be capable in Philosophy.**

Philosophy is broadly concerned with questions of ethics (Values of what is right and wrong?), epistemology (how do we know things?) and metaphysics (what is reality?). Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech.

Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights.

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

Exploring the big philosophical questions and the ideas of some of history’s greatest thinkers promote a satisfying intellectual life and offer inspiration to future thinkers. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

**Students will learn to**

- understand the nature of western philosophy and its methods
- identify and articulate philosophical questions
- understand and analyse significant philosophical ideas, viewpoints and arguments in their historical contexts
- explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic
- understand relationships between responses to philosophical questions and contemporary issues
- cultivate open-mindedness, reflecting critically on their thinking and that of others, and exploring alternative approaches to philosophical questions.

**Assessment**

- School Assessed Coursework
- Research
- Community of inquiry through class discussion
- Exams
PRODUCT DESIGN AND TECHNOLOGY – FABRICS - UNITS 1 & 2  
COST: $180.00

Contact: Ms Lara Adams

UNIT 1: SUSTAINABLE REVELOPMENT OF A PRODUCT

Students will learn:

- The product design Process/Factors
- Sustainability
- Design Briefs
- Evaluation criteria and how they are used
- Primary & Secondary functions of products
- Complex practical skills- through re-design of an original garment
- Risk assessment/Quality control
- OH&S in the industry

UNIT 2: COLLABORATIVE DESIGN:

Students will learn:

- How to work collaboratively as a team
- How to make effective individual contribution to a team
- Of how the Product design factors affects a design solution
- Of the use of ICT in the product design industry
- Complex process
- Material characteristics and properties affects choices and design solutions
- Use appropriate production process to make a product.

Assessment:

- School assessed Coursework (Written exam)
- Design Folio
- End of semester exam (Internal)
UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

During this unit students will engage in the design and development of a product that meets the needs and expectations of a client or end user. This forms the first part of the School assessed task (SAT).

Students will learn:

- The design process and its application in industry
- Roles of the designer, client and end user
- The purpose and function of a product
- Sustainability issues and its effect on choice
- The product design factors and its relation to the product design process
- Economic limitation
- Legal responsibilities - Australian standards
- New and emerging technologies
- Industrial manufacturing settings

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

Students will learn:

- Different methods of evaluating and comparing existing products.
- Methods of establishing criteria to evaluate the products’ environmental, economic and social issues that may be of concern and consequence to potential purchasers and users.
- Risk assessment
- A range of processes and techniques associated with the manufacture of a specific product.
- Goal setting, time and resource project management techniques
- Quality measures applicable to the production process, techniques of monitoring efficiency and effectiveness of planning and production activities
- Recording and reporting progress,

Assessment for all units:

- School assessed Coursework (Written exam)
- School Assessed Task (SAT) - Design Folio
- End of semester exam (External)
Contact: Ms Lara Adams

**ADDITIONAL COSTS** apply if student wishes to complete an item which uses non-standard materials - students are expected to purchase additional items to complete their production piece.

**UNITS 1 & 2**

On completion of these units students will learn:

- The Design Process and designing products
- Sustainability
- Redesign of products.
- Drawing and design skills both freehand and using drawing software
- Developing evaluation skills through evaluating materials, tools, equipment and processes to make a re-designed product.
- Re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.

**Assessment:**

- Design folio/Production
- Half year examination internally set and marked.
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

**Unit 1: How are behaviour and mental processes shaped?**

**Area of Study 1, How does the brain function?**

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us.

**Area of Study 2, What influences psychological development?**

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person’s psychological development.

**Area of Study 3, Student-directed research investigation.**

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

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

**Area of Study 1, What influences a person’s perception of the world?**

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

**Area of Study 2, How are people influenced to behave in particular ways?**

A person’s social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups.

**Area of Study 3, Student-directed practical investigation**

In this area of study students design and conduct a practical investigation related to external influences on behaviour.

**Assessment:**

- Research investigation
- Unit test
- Empirical Research Activity
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

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

Area of Study 1, How does the nervous system enable psychological functioning?
In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information.

Area of Study 2, How do people learn and remember?
Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory.

Unit 4: How is wellbeing developed and maintained?

Area of Study 1, How do levels of consciousness affect mental processes and behaviour?
Differences in levels of awareness of sensations, thoughts and surroundings influence individuals’ interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours.

Area of Study 2, What influences mental wellbeing?
In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time.

Area of Study 3, Practical investigation:
A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4.

Assessment:
- Evaluation of Research Task
- Annotated folio of practical activities
- Media response / Poster / Exam
VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which are applicable to many aspects of the modern technological world. The subject develops the skills of critical thinking, problem solving and computational thinking. This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electro/technology, robotics, pneumatics, hydraulics, and energy management.

UNIT 1: INTRODUCTION TO MECHANICAL SYSTEMS

Students will learn:

• The Systems Engineering Process
• Basic engineering concepts, principles and components
• Design and plan a mechanical or an electro-mechanical system
• Make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process

UNIT 2: INTRODUCTION TO ELECTRO-TECHNOLOGY SYSTEMS

Students will learn:

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

UNIT 1 & 2 Assessment:

• School Assessed Tasks (coursework project and folio)
• End of unit exams (internally assessed)

Units 1 & 2 provide a natural progression into Units 3 & 4 where students will design, plan, construct, test and diagnose an advanced mechanical electro-technology integrated and controlled system. In addition, students investigate the advantages and disadvantages of renewable and non-renewable energy sources and also describe and evaluate a range of new or emerging technologies.
VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which are applicable to many aspects of the modern technological world. The subject develops the skills of critical thinking, problem solving and computational thinking. Unit 3 & 4 builds on the knowledge and skills attained in Unit 1 & 2. Each student identifies a particular problem to solve and designs, develops and creates an electro-mechanical system.

**ADDITIONAL COSTS** apply if student wishes to incorporate non-standard materials or components in their project, the student is expected to purchase additional items.

**UNIT 3** Design, plan and construct a controlled system

Students will learn:

- Advanced engineering concepts and mechanical and electrical / electronic systems principles
- To design and plan an electro-mechanical system
- A range of CAD software to produce component parts and printed circuit boards
- To develop a production plan and produce a risk assessment
- Analysis and evaluation of renewable and non-renewable energy sources including the harness, generation and storage of energy

**UNIT 4** Produce, test and diagnose a controlled system

Students will learn:

- To make, test and evaluate an electro-technology system, using selected relevant aspects of the Systems Engineering Process
- To evaluate a range of new or emerging technologies and analyse the likely impacts of a selected innovation

**UNIT 3 & 4 Assessment:**

- School Assessed Courseworks (internally assessed)
- School Assessed Tasks (coursework project and folio - internally assessed)
- End of Unit 3 exam (internally assessed)
- End of Unit 4 exam (externally assessed)
STUDIO ARTS – PHOTOGRAPHY - UNITS 1 & 2  
COST: $255.00

Contact: Mr Michael Delaney

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Each unit encompasses 2-3 areas of study and each area must be completed to a satisfactory standard to receive an ‘S’ for that unit.

UNIT 1 – Artistic Inspiration and techniques. Students will learn to:

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

UNIT 2 - Design Exploration and Concepts. Students will learn to:

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

Assessment:

- Written responses
- SACs
- Portfolio of artworks
- Final artworks
- Exam

STUDIO ARTS – PHOTOGRAPHY - UNITS 3 & 4  
COST: $280.00

Contact: Mr Michael Delaney

UNIT 3 – Studio Production and Professional Art Practices

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. The process records trialing, experimenting, analyzing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.
The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

**Students will learn to:**

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

**UNIT 4 – Studio Production and Art Industry Contexts**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions, which the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the art and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

**Students will learn to:**

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

**Assessment**

- Written responses
- SACs
- Portfolio of artworks
- Final artworks
- Exam
Contact: Mr Michael Delaney

UNIT 1: Introduction to Visual Communication Design

VCE Visual Communication Design 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 create messages, ideas and concepts,

Students will learn to:

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

UNIT 2: Applications of Visual Communications within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and technical drawing methods to create visual communications to meet specific purposes in designated design fields.

Students will learn how to:

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

Assessment:

- A series of design portfolio tasks
- Mid-year and end of year exam
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. 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.

Students will learn:

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

UNIT 4 – Visual Communication design development, evaluation and presentation:

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication 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 and conveys ideas to the target audience.

Students will learn:

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

Assessment:

- Portfolio work
- School assessed coursework
- School Assessed Task
Year 11 & 12 VCAL

(Victorian Certificate of Applied Learning)

The Victorian Certificate of Applied Learning (VCAL) is designed to provide alternative pathways for students interested in vocationally oriented career options, attending TAFE or entering employment. At Mornington Secondary College we offer:

**VCAL – Intermediate and Senior**

- VCAL is available to students who wish to follow varied pathways.
- Students who select VCAL (Intermediate and Senior) must choose a Vocational Education and Training in Schools (VET) program.

**Who is VCAL suited to?**

VCAL could be considered by students who:

- Are interested in apprenticeships or traineeships
- Do not want to go to University and/or require an ATAR
- Want a Year 11 and/or Year 12 Certificate
- Want to stay at school to complete their secondary education
- Are more attuned to applied “hands on” learning
- May want to go out to work when they finish school
- Wish to pursue Higher Education or TAFE or ACE providers in the future
- Want to develop more confidence in the workplace

Our aim in VCAL is to offer as much flexibility as possible to suit individual student needs and pathways.

- Students may undertake the Intermediate level in Year 11 and the Senior level in Year 12.
- In VCAL, students are expected to undertake a work placement, community work, VET or SBAT program, or a combination of these as required.
- Work placement is mandatory one day per week in VCAL
- At Year 11 and 12, VCAL runs parallel to VCE and provides students with a wide range of educational and training pathways.

**VCAL Curriculum Strands**

VCAL Learning Programs comprise of four Curriculum Strands –

- **STRAND 1 & 2 – Literacy and Numeracy** are designed to enhance employability skills.
- **STRAND 3 – Work Related Skills** includes units such as occupational health and safety, and planning for employment, and will be addressed in the English, Science and VCAL Specific Skills classes.
- **STRAND 4 – Personal Development Skills** may be structured activities to help develop self-confidence, teamwork and other skills important for life, employment and active citizenship. The strand will be addressed in the English, Science and VCAL Specific Skills classes.
Assessment

Students are assessed against learning outcomes in each strand. All strands must be satisfactorily completed to attain the VCAL.

Certification

Students will receive a VCAL Certificate and/or VET Statement of Attainment on successful completion of their program.

Entrance Requirement (Intermediate and Senior)

Students must be aged between 15 and 19 years old.

Structured Workplace Learning (SWL)

VCAL Students are required to complete one day in the workplace each week. The work placement must be organized by the student, but must be approved by the school.

VCAL Application Process

Entry into the VCAL Program depends on an application, interview and selection process. Students must apply using the information provided in the VCAL information packs available from the Pathways Office.

<table>
<thead>
<tr>
<th>Course</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Literacy (11)</td>
<td>$52.00</td>
</tr>
<tr>
<td>Intermediate Numeracy (11)</td>
<td>$52.00</td>
</tr>
<tr>
<td>Intermediate Personal Development (11) – Including camp costs</td>
<td>$302.00</td>
</tr>
<tr>
<td>Intermediate Work Related Skills (11)</td>
<td>$102.00</td>
</tr>
<tr>
<td>Senior Literacy (12)</td>
<td>$65.00</td>
</tr>
<tr>
<td>Senior Numeracy (12)</td>
<td>$65.00</td>
</tr>
<tr>
<td>Senior Personal Development (12) – Including camp costs</td>
<td>$315.00</td>
</tr>
<tr>
<td>Senior Work Related Skills (12)</td>
<td>$115.00</td>
</tr>
</tbody>
</table>