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Curriculum Direction

The following pedagogical understandings are central to the programs delivered at Tarneit Senior College and they drive the development and delivery of the curriculum:

- Learner-centered classrooms focused on meeting individual learning needs
- Flexible multi-use working spaces with access to ICT facilities, to allow for cooperative and collaborative learning
- Each student from years 10 to 12 has access to a school electronic device to assist their learning
- Strong emphasis on self-assessment, goal setting and focused teaching
- Belief in professional collaboration between teachers

The College has a strong focus on developing students to:

- Become confident, responsible, independent and motivated learners
- Achieve personal success across the eight Key Learning Disciplines
- Develop thinking and leadership skills
- Learn to operate as part of a team

These practices are achieved through:
- Relationship building with students, teachers, and the local community.

General Information

Contact Details
Website: www.tarneitsc.vic.edu.au
Email: tarneit.sc@edumail.vic.gov.au
Office hours: 8.30am to 4.30pm

Postal address
PO Box 8499
Tarneit 3029
Ph: (03)9749 0246

Principal Team
Principal Michael Fawcett
Assistant Principal Suzie Gerada
(Student Engagement & Wellbeing)
Assistant Principal Martin Mielimaka
(Learning & Teaching)

School Leaders:
Teaching & Learning Julie Connell
Head of Literacy Robyn Paull
Teaching & Learning Coaches Jaclyn Levassuer, Josie Mineo
Student Welfare Coordinator Kate Andrews
PSD Coordinator Stephanie Zahra
Pathways and Careers Ben Scicluna and Tania Robertson
TERM DATES 2017 – Department of Education Future Term Dates

Term 1  30 January–31 March (student start date to be confirmed)
Term 2  18 April (Tuesday) – 30 June
Term 3  17 July - 22 September
Term 4  9 October - 22 December

Assemblies
Assemblies will be held at the beginning and end of each term. There are also student led assemblies that are held throughout the year.

BELLS AND ANNOUNCEMENTS
There are no bells or traditional PA systems at Tarneit Senior College.

BOOKLIST & BUNDLE
The College uses Google Apps for Education as a basis for its eLearning environment. The school bundle equips students with a Google Chromebook laptop, access to required eBooks, school padlock, diary, ID card and a copy of the end of year school magazine. Other student materials and books are available through Landmark School Supplies.

CASH HANDLING PROCEDURES – EXCURSIONS
All students are to hand their permission envelopes to the teacher in charge or to reception.

CREDIT CARD PAYMENTS
Bankcard, Visa and MasterCard payment is accepted for excursions and College commitments.

COMMUNICATION
The College uses various forms of communication. Essential information is available through the Compass Parent Portal. Parents are assigned a user name and login and can access live and up to date attendance data and student reports. Parents can also ring the College or email to contact specific staff members.

ELECTRONIC ROLL MARKING
The College has an electronic roll marking system and student attendance is recorded for every session including homegroup which commences at 8:50am. Students who are absent must bring a parent note or doctor’s certificate on their return to school. Text messages will be sent to parents of absent students. Parents can also approve absences using the Compass Parent Portal.

STUDENT ATTENDANCE AT TARNEIT SENIOR COLLEGE
Tarneit Senior College has a minimum attendance requirement of 90% attendance at Years 10-12. This means that students are required to be in class for every session, every day - unless they have a specific medical reason for an absence. Students are required to arrive on time and remain in class for the full school day. Classes begin at 8:50am finish at 3.00pm.
Students who arrive late or leave before the end of the day risk not having these sessions counted in their overall attendance rate. Please do not come to the General Office to pick your child up early unless it is an emergency.

PARENT INFORMATION
Tarneit Senior College is committed to fostering positive Home/School partnerships at all times. Please keep in touch with the school by contacting us if you have any concerns. Communication with parents takes place through:
• Organised parent/teacher interviews during the year
• 3-weekly interim progress reports
• Semester reports at the end of each semester June and December
• Information sheets on programs and key year level activities
• Information and Subject Selection nights
• College newsletters
• Compass parent portal and the College website

**SCHOOL COUNCIL AND OTHER PARENT BODIES**

Our School Council is the governing parent body of the school. The School Council meets at least 8 times per year generally on the third Wednesday of the month in the evening.

Elections for parent representatives on School Council are held in March each year. Candidates for election need to be nominated by parents from the school. You, as parents, have much to offer - please involve yourself whenever the opportunity arises. You will benefit, as will your children. There are 10 members of School Council – 5 parents, 3 staff, and 2 Council co-opted community members.

**CLASS TIMES:**

- 8.45 am Lockers
- 8.50 am Form Assembly
- 9.00 am **Session 1**
- 10.00 am **Session 2**
- 11.00 am Lunch
- 11.40 am **Session 3**
- 12.40 pm **Session 4**
- 1.40 pm Recess
- 2.00 pm **Session 5**
- 3.00 pm Dismissed

**LOCKERS**

All students at Tarneit Senior College are allocated a locker which must be secured at all times. This can only be done if you have a secure padlock. Locker security is the student's responsibility. Lockers are to be used to store school related materials only. College staff reserve the right to check lockers at any time. Students are liable to pay for any deliberate damage to lockers.

**LEAVING COLLEGE GROUNDS**

Students who need to leave the school grounds during the school day **must** provide their teacher with a note **before** school. A pass must be obtained from the office before you leave the school grounds. This procedure is for any time you leave school, for example:

- To go home to collect material
- Appointments
- Illness
- School related work – assignments, projects etc.

**Students are expected to be on the school grounds for the duration of the whole school day.**
COMPUTER USE
The Tarneit Senior College network is provided for staff and students to promote educational excellence by facilitating resource sharing, innovation and communication. All students are given access to the network via a protected password as well as school-administrated electronic mail, internet access and the option to utilise the laptop program. These facilities must be regarded as privileges, which may be withdrawn for misuse of the resources at any time at teacher’s discretion.

Internet access has been provided to assist students’ education. Students and parents are required to sign an ICT Acceptable Use Agreement that outlines appropriate behaviours and guidelines. Students are to ensure that activity undertaken on their devices is not offensive, inappropriate or illegal. The College uses DET service providers that provide filtering mechanisms that are designed to block inappropriate content. However this can never be guaranteed and in the end, it is the responsibility of individual users to ensure their behaviour abides within the law, school rules and any rules imposed by parents/guardians.

UNIFORM
Uniform at Tarneit Senior College is compulsory and supplied through:

- Rushfords School wear
  Shop 3-5, Watton Arcade
  28 Watton St, Werribee
  Ph: 9741 3211
  E: rushfords@noone.com.au

CANTEEN SERVICES
Tarneit Senior College provides students with a full cafeteria with a hot fresh menu with vegetarian options. Our Canteens are part of the Healthy Canteens Group.

ENROLMENTS
All new Tarneit Senior College enrolments must call the College direct and speak with the Office Manager who will provide details required for an enrolment interview with an Assistant Principal.

SCHOOL POLICIES
The College has a number of policies directly relating to students/Parent and Guardians, they can be viewed on our website. http://tarneitsc.vic.edu.au/policy.html
Tarneit Senior College Promotion Requirements

**Rationale**
This Policy aims to:
- ensure students are supported by college staff in the successful completion of their studies
- encourage and motivate students to achieve their maximum potential
- provide clear expectations to students, their parents and the teaching staff
- ensure students, caregivers and staff are aware of the demands of the VCE/VCAL to enable students to reach their potential in Year 12.

**Guiding Principles**
To better prepare students for the demands of the VCE/VCAL, in terms of meeting deadlines, submitting work, study skills, attendance and satisfactory completion of units.
To provide a clear and consistent framework within which decisions regarding student future pathways are made.

**Implementation**
At Year 10 and VCE, students are required to successfully complete:
- 8 out of 12 units over the year
- at least 4 out of 6 units in Semester 2
- at least one semester of English over the year
- at least one semester of Pathways over the year

Students are also required to attend a minimum of 90% of class time over each semester.

Students will be supported by Student Transition and Pathways Team, HomeGroup Teachers and House Leaders to achieve these outcomes.

Parent interviews will be held for students who pass 4 or fewer subjects at the end of Semester One.
The purpose of the interview is to:
- gain parental support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2.
- establish an agreed process for monitoring student learning

Each student will be reviewed on an individual basis.

Extenuating circumstances will be taken into consideration in determining a student’s suitability for promotion to the next year level such as:
- prolonged illness (with medical certificate)
- extended absences (eg overseas)
- time of arrival at the college

Pathways for students on modified curriculum programs will be considered separately liaising closely with the PSD coordinator, taking students’ individual learning needs into account.

Consultation will also take place between the students’ classroom teachers the student and their parents to determine a recommendation regarding their promotion.
We welcome you to our Year 10 program for 2017. This handbook has been designed to provide both parents and students with all the necessary information about the programs and opportunities that the school has to offer.

One of the key issues at Year 10 is the provision of effective and successful pathways. This will mean continuing development of literacy and numeracy. For some students it will mean an increasing specialisation by increased focus on a particular learning area. Students begin to make choices in preparation for their later years of schooling and for transition to employment or further training.

**A CRUCIAL STAGE IN SCHOOLING ...**

The Year 10 program ensures that we are:

- Equipping students to enable them to become independent learners capable of achieving to the very best of their ability
- Developing in students the knowledge and skills required for VCE/VET/VCAL
- Providing choices to students to enable them to take responsibility for their learning and increase motivation and engagement
- Developing student’s time management and organisational skills in order for them to be adequately equipped for VCE/VET/VCAL
- Developing social and emotional skills as well as knowledge of learning areas and academic skills
- Using the most recent research into the needs of adolescent learners to drive the development of our program
- Developing a range of opportunities for parents to be involved in their child’s education and be informed about their level of achievement
- Developing student’s thinking strategies to enable them to deal effectively with their world
Careers

In order to create opportunities for students to gain knowledge and understanding of potential career choices, Tarneit Senior College will be offering the following programs:

**Career Action Plans (formally known as MIPs)**
All students in Year 10 will spend time working on their Career Action Plan with a school consultant. The plan is designed to help students become more aware of their personal strengths, weaknesses and interests. This intensive process will assist students in determining possible areas for employment and/or further study.

**Short Courses**
A variety of short courses in a number of areas are run throughout the year by different Universities and TAFE Institutions. These courses usually run for one day a week for 8 to 10 weeks providing students with the opportunity to participate in some hands on experience that may influence their future subject and career choices.

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**ACCELERATED STUDIES**

**VCE Subjects**
Students have the opportunity to undertake a VCE subject in Year 10. Students who are interested need to complete an application form and submit it to an Assistant Principal along with their subject selection form. Information regarding VCE subjects can be found in the Year 11 and 12 component of this handbook. The application form can be found in the handbook appendix.

**Vocational Education and Training (VET)**
VET courses are run both internally and externally at other schools and TAFE Institutions. At Year 10, VET is considered an accelerated subject. Students wishing to participate in a VET course in Year 10 will need to complete an application form and sit a numeracy and literacy assessment.

Information regarding the structure of VET and the courses available can be found in the VET section of this handbook. The application form can be found in the handbook appendix.
STAR!

Tarneit Senior College is committed to ensuring all students have an opportunity to explore and understand possible career paths. In order to access some of these paths it is important students continue to develop their interpersonal skills as well as acquire a sound knowledge of future directions.

Throughout the year all students will be involved in a STAR! program. This program involves one hour a week of class time with their Form Group Teacher as well as time spent in consultation with the school’s Career Action Plan/Careers consultant. The consultant’s role is to support students and develop a Career Action Plan that can be used to guide students throughout their time at Tarneit Senior.

The pathways program is an important part of the school curriculum and therefore will be reported on at the end of each semester.

As a result, students will need to ensure they complete all work tasks in order to successfully complete the following outcomes:

**Personal Learning**

**Outcome 1:**
Demonstrate an ability to effectively utilise and reflect upon a variety of personal learning tools

**Interpersonal Development**

**Outcome 2:**
Demonstrate an awareness of a variety of resources and strategies to effectively develop social and emotional wellbeing

**Educational and Career Development**

**Outcome 3:**
Demonstrates an awareness of a variety of educational and career pathways

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**YEAR 10 CURRICULUM**

Tarneit Senior College follows the Victorian Curriculum in the areas of:

- English
- Mathematics
- Health and Physical Education
- Humanities
- LOTE
- Science
- Technology
- The Arts
## Compulsory Subjects

- English, Maths and Pathways are compulsory and run for the entire year.
- Students must choose at least one unit to complete for one semester from the areas of Science, Humanities and Health and Physical Education.

## Optional Units

Students are able to choose another two units to complete over one semester from any of the areas listed below:

### Year 10 Subject Offer

The units available for subject selection are listed below:

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<td>Adolescent Health</td>
<td>Music</td>
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ENGLISH

YEAR 10 TECHNICAL ENGLISH

Technical English focuses on developing the literacy skills needed for success at the senior level of schooling. Students will develop active reading techniques that support them to comprehend the texts they will use across the curriculum. Students will be introduced to and practise the critical senior school vocabulary used in assessment tasks across subjects and in exams. Students will also develop an understanding of and practice the technical skills of writing and will engage in a range of writing tasks to develop their writing confidence and competence. Students in this subject undertake classroom based activities organised by skill level. Progress is assessed in terms of development of skills that are relevant to each class group.

Knowledge and skill development:
- Spelling, vocabulary and grammar
- Reading and comprehension
- Writing

Outcomes: On completion of this study, students should:
1. Use spelling and grammar conventions and develop an increasingly specific vocabulary for senior school study.
2. Use active reading strategies to support their comprehension of increasingly complex senior school texts.
3. Use increasingly complex writing conventions and structures to express ideas clearly.

PATHWAYS INTO VCE OR VCAL
- VCE: English / VCE EAL
- VCAL: Literacy

YEAR 10 EAL

The EAL course aims to develop the skills required for clear communication by providing opportunities for creative self-expression through listening and speaking in a variety of contexts and writing a range of texts. By analysing print and digital materials, students equip themselves to participate in a democratic and global community. This study also encourages critical thinking and the expression of ideas by extending the use of the conventions of Standard Australian English.

Semester One:
- Listening and Speaking – Oral presentation and listening tasks.
- Reading and Creating – Text Response and Creative Response
- Exam

Semester Two:
- Reading and Comparing – Text Response and Comparison Response
- Analysing and Presenting Arguments – Language Analysis
PATHWAYS INTO VCE OR VCAL

- VCE: English /VCE EAL
- VCE Literature
- VCAL: Literacy

YEAR 10 ENGLISH

Semester one begins by continuing to develop students’ understanding of persuasive language and how it is used to position an audience to feel, act or think in a certain way. This includes the analysis of print media, noting the arguments, techniques and tones used by authors. A text study based on ‘Of Mice and Men’, examines the creation of meaning through characterisation and literary devices, while taking into account the historical period. The students explore plot and themes through an essay response. Lastly, students examine strategies used by authors to generate engaging and thoughtful reflective pieces through studying a number of stories from ‘Growing Up Asian in Australia’.

Semester two continues with skill development in writing (responding to a text) and the comparison of ideas, themes and values of two texts. Initially students will commence with an in depth reading of the novel ‘When Dogs Cry’ where plot, character development and themes are examined. Following this a film study on ‘10 Things I Hate About You’ where the main ideas, themes and values are compared. Students then analyse print and visual media, noting the arguments, techniques and tones used by authors, culminating in the student’s development of their own argument to present.

Semester One:
- Analysing and Presenting Arguments – Language Analysis
- Reading and Creating – Text Response and Creative Response
- Exam

Semester Two:
- Analysing and Presenting Arguments – Multi-language Analysis and Oral Presentation
- Reading and Comparing – Text Response and Comparison Response
- Exam

YEAR 10 LITERATURE

PATHWAYS INTO VCE OR VCAL

- VCE: English /VCE EAL
- VCE Literature
- VCAL: Literacy

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students will explore the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. The study of literature encourages independent and critical thinking in students, analytical and creative responses to texts. Students develop their skills of close
analysis through the analysis of poetry and plays. Students will build their understanding of adaptations and how texts develop and evolve with cultural changes.

**Outcomes:**
1. Adaptations and transformations: Fairy Tales
2. Close Analysis: Poetry
3. Views and Values: Greek Drama

**Assessment Tasks:**
- Adaptation of Fairy Tales
- Close Analysis of Poetry
- Close Analysis of Play
- Exam

*Note: This is a semester long study*

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**MATHEMATICS**

**YEAR 10 TECHNICAL MATHEMATICS**

Technical Mathematics focuses on developing key numeracy and algebraic skills required for everyday life and senior school success. Students will develop an in-depth understanding of numeracy skills involving the use and manipulation of fractions, percentages, decimals, order of operation and underlining arithmetic skills. Students will also develop an understanding of algebraic skills involving substitution and transposition of algebraic equations for senior school mathematics. Students in this subject undertake classroom based activities organised by skill level. Progress is assessed in terms of development of skills that are relevant to each class group.

**Outcomes:**
On completion of this study, students should:
- Use technology to solve mathematical problems.
- Demonstrate arithmetic skills and manipulation of numbers.
- Use and apply algebraic thinking to solve mathematical problems.

**Knowledge and skill development:**
- Use of technology
- Arithmetic skills
- Algebraic thinking.
- Statistical understanding
- Measurement

**Assessment Tasks:**
This subject will involve a series of tests to demonstrate the key knowledge and skills (arithmetic, algebra, statistics and measurement).

**PATHWAYS INTO VCE OR VCAL**
21
- VCE: General/Further Maths
- VCE: Maths Methods
- VCAL: Numeracy

**Note:** This is a year-long study

**YEAR 10 CORE MATHEMATICS**

**Theory**
Students are required to study Mathematics until the conclusion of Year 10. This study runs throughout the whole year and can be taken in conjunction with Advanced Maths and Technical skills Maths. In this subject they will study the topics of:

- Linear Functions and Graphs
- Networks
- Inequalities and Simultaneous equations
- Linear Algebra
- Pythagoras and Trigonometry
- Statistics

**Assessment tasks**
- **Tests:** The student should be able to define and explain key concepts in relation to the topics from the selected area of study, and apply a range of related mathematical routines and procedures. (Tests)
- **Application tasks:** The student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics (application tasks)
- **Technology use:** The student should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.
- **Examination:** End of unit examination across all areas of study, comprising of a selection of multiple choice, short answer and extended answer questions. The Exam contributes towards satisfactory completion of the course.

**PATHWAYS INTO VCE OR VCAL**
Students can go from standard mathematics into VCAL Foundation Mathematics Units 1 & 2 or into VCE General Mathematics (Further). However to do VCE Mathematical Methods or General Mathematics (Specialist) they will also need to do Advanced Maths as an elective in year 10 as this provides them with the skills they will need, especially in Algebra.

**Note:** This is a year-long study

**ADVANCED MATHEMATICS**

**Theory**
- Circular functions
- Linear Equations and Inequalations
- Quadratic Functions
- The Real Number System
- Advanced Linear Relations
- Extended Probability
- Algebraic Techniques
**Practical**
Much of the course is theoretical, but some scope for practical activities is possible. Students will also be utilising Scientific and/or Ti-Nspire calculators.

**PATHWAYS INTO VCE OR VCAL**
Students can go from Advanced Mathematics into VCE Mathematical Methods and General Mathematics (Specialist). Students can also elect to drop down to VCE General Mathematics (Further) or VCAL Foundation Mathematics. Advanced Maths must be taken in conjunction with the Year 10 Maths subject.

Note: This is a year-long study.

**MATHEMATICS FLOW DIAGRAM FROM YEAR 10 TO VCE OR VCAL**

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<tr>
<th>Year 10</th>
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The focus of this unit is to learn the fundamental skills to write, listen and speak in French. The themes centre on emotions, the classroom environment, francophone countries, and physical descriptions. The students learn how to introduce themselves, their family and friends and discuss popular pastimes. Students are required to control the past, present and future tenses in a variety of text types and respond to a range of oral and written material. Students participate in oral presentations, guided listening and writing tasks, and complete a variety of grammar and vocabulary tests.

Outcomes
1. Compilation of vocabulary and grammar tests.
2. Role play / Oral presentation.
3. Read written texts to obtain information to complete notes and tables in French.
   - Listen to spoken texts to obtain information to complete notes and tables in French.
4. Exam

Assessment Tasks
1. Apply knowledge of vocabulary and grammatical structures related to topics studied.
2. Establish and maintain a spoken exchange.
3. Listen to, read and obtain information from spoken and written texts.

Pathways into VCE:
- VCE French

The focus of this subject is to learn the fundamental skills to write and speak in French. The themes center on dining at a restaurant, travelling to a francophone city and influential French people. The students learn expressions related to eating, ordering food and travelling. Students are required to control the past and present verb tenses in a variety of text types and respond to a range of oral and written material. Students participate in oral presentations, guided writing tasks, and complete a variety of grammar and vocabulary tests.

Learning a language offers students the opportunity to:
- Use the language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how other languages, including English, are structured and function.
- Gain direct insights into the culture or cultures of countries and communities where the language is spoken
- Enhance their vocational prospects

Outcomes
- Apply knowledge of vocabulary and grammatical structures related to topics studied
Establish and maintain a spoken exchange
Listen to, read and obtain information from spoken and written texts

Assessment Tasks
- Compilation of vocabulary and grammar tests
- Role play/Oral presentation
- Read written texts to obtain information to complete notes and tables in French.
- Listen to spoken texts to obtain information to complete notes and tables in French
- Exam

Pathways into VCE:
- VCE French

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**HEALTH & PE**

**ADOLESCENT HEALTH**

Adolescent Health offers students with the opportunity for students to discuss issues relating to current health & wellbeing issues that affect young people. The class offers discussion and activities that create a cooperative environment where student can learn about how to face some of the difficult issues of adolescence.

The subject offers five units:
- Alcohol
- Drugs
- Driver Safety
- Human Sexuality
- Mental Health

The mental health unit educated students about different mental illness; the symptoms, causes and treatment; community attitudes toward mental illness and the ways in which positive mental health can be maintained.

The sexual health looks at what safe sex means, the different types of sexually transmitted infections, their symptoms, effects & treatment.

The drug & alcohol unit works through the reasons why young people choose to use alcohol or drug, the physiological effects of these substances & the health implications; both social and physical and how this may impact on road safety. This unit provides students with the opportunity for students to be creative in designing a safe party for their family & peers, but to implement harm minimisation strategies they have learned during the course.

Assessment Tasks
- Alcohol - Harm minimisation investigating
- Drug research task
The Fitness Studies unit allows students to set personal fitness goals by undertaking fitness tests and The course for ‘Fitness Studies’ will focus on developing a solid understanding of how an individual can reflect on and improve their own personal fitness and performance in sport. This includes the designing and implementation of improvement methods, training principles, accumulating in a personal training program. Learning will be enhanced through practical sessions in relation to energy systems and methods to measure physical activity.

**Outcomes:**
- Understanding of how to assess personal fitness via standardised testing, measurement of physical activity and the components of fitness necessary to improve personal fitness and to set goals.
- Understand and apply the primary principles of training and implement them via various training methods.
- Understand and develop a personal training program and apply the energy system interplay during different sports and physical activities.

**Assessment Tasks:**
- Research Task
- Training Program
- Lab on energy systems and measuring physical activity
- Unit Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Physical Education
- VCE Health and Human Development

The course for ‘Health & Sports Performance’ will focus on the make up and movement of the human body. We will explore factors affecting health such as nutrition, the National Health Priority Areas and the links with the Dietary Guidelines. Students will investigate biomechanical principles of movement and apply these in a practical setting via movement analysis.

**Outcomes:**
1. Understand the anatomy and functioning of various body systems of the human body and how they link to sporting performance.
2. Understand the biomechanics of movement to analyse and improve performance.
3. Understand key nutrients required for the main processes in the body, nutrition for sports performance and the National Health Priority Areas.

**Assessment Tasks:**
- Anatomy tests
- Biomechanics Laboratory
- Nutrition & NHPA Test.
- Unit Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Physical Education
- VCE Health and Human Development

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**OUTDOOR EDUCATION**

*The Outdoor Education Unit aims to provide every student with the opportunity to develop their individual strengths in a learning environment which is challenging, safe and outside of their normal experience. The theory component of this unit provides an opportunity for students to develop an understanding and appreciation for the natural environment and its resources. Minimal Impact Camping practices also help students recognise cause and effect relationships as well as developing respect for the natural environment and learning to be self-sufficient.*

**Practical**

Students will apply their knowledge base from theory classes and experience in number of day excursions and a compulsory attendance camp. Classes consist of leadership activities focusing on students working together in a range of activities that involve coordination problem solving and lateral thinking.

- Practical cooking using a trangia
- Mapping and compass work
- Aquatics program focusing on kayaking skills and kayak touring

**Theory**

Students participate in lessons focusing on a range of topics that look at outdoor pursuits.

**Outcomes**

1. Demonstrate an understanding of factors which influence different outdoor experiences.
2. Analysis of policies and procedures for minimising human impacts on nature.
3. Accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe.
4. Develop and implement strategies for improving team outcomes and act to improve their own and the team’s performance.

**Assessment Tasks**
- Research task
- Design task
- Reflective Journal
- Exam

**COST**
Cost for the semester will be $350.00
- Essential First Aid
- Camp deposit
- Equipment Hire
- Bus transport to Aquatics

**PATHWAYS INTO VCE OR VCAL**
- VCE & VET Outdoor Education/Recreation

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**THE ARTS**

**STUDIO ART**

*Practical*
This subject focuses on the development of creative ideas using traditional art making practices such as printmaking, painting, drawing and collage. Students will explore how to communicate and develop ideas by researching different sources of inspiration and creating a folio of art making practice and finished artwork/s.

*Theory*
Students develop skills in the written visual analysis of artworks and research different styles of art throughout history. They also learn about different job roles in the arts industry, along with issues such as copyright law.

*Outcome 1*
The student should be able to develop an art-making process that includes sourcing, developing, recording and evaluating inspiration and idea development to create a number of finished artworks.

*Outcome 2*
The student should be able to compare artist’s and analyse artworks from different times and cultures. They should also be able to demonstrate familiarity with arts industry roles, professions and issues such as legal and moral considerations involved in copyright.

*Assessment Tasks:*
- Folio of art development, research and finished artworks
- Written Task
- Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Studio Arts
Theory
Students will learn the principles of safe dance and injury prevention by identifying key muscle groups and constructing appropriate warm-up sequences. They will research and report on the history and major influences of dance across the ages. Students will also plan and choreograph short routines, utilising appropriate dance terminology and taking into account elements of movement.

Practical
Students will learn and rehearse several routines throughout the semester in a variety of dance styles. They will also monitor and maintain their fitness levels, strength and flexibility as part of their regular practical classes. Students will be required to perform for an audience as part of their assessment for the semester.

Outcomes
- Application of dance making or choreographic processes relevant to selected dance styles.
- Selection and application of suitable skills and techniques to communicate ideas.
- Responses to dance styles from a diverse range of cultural, historical and social context.
- Discussion of and response to the use of physical skills and dance elements in dance works using appropriate language.

Assessments
- Class Participation and Contribution
- Research Assignment, Presentation and Journal
- Performances
- Exam

PATHWAYS INTO VCE OR VCAL
- VCE Year 11 and 12 Dance
- VET Dance

In Drama, students observe, research and discuss a range of contemporary, traditional, historical and cultural examples of Performance Art. They analyse, interpret, compare and evaluate the stylistic, technical, expressive features created by a range of performers, made in particular times and cultural contexts. They also describe and discuss ways that their own and others’ performances communicate and challenge ideas and meaning.

Outcomes
- Duologues and Trilogues – Employment of stagecraft and play-making skills.
- Be the Reviewer – Critically review and critique the work of other performers
- Reflective Journal – Critically reflect on own learning and performance.
**Assessment Tasks:**
- Performance Piece
- Review of a Performance
- Reflective Journal
- Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Year 11 and 12 Drama

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**Theory**

Students’ focus on how different types of media are constructed through production and story techniques that are typical of specific genres. They develop written skills in analysing the construction and intention of different types of media.

**Practical**

Students plan and create media productions using production and story elements to represent different media genres and forms. Individual and collaborative projects give students an opportunity to learn how to work with others in a production environment and to create media products for a specific audience.

**Outcome 1**

The student should be able to use appropriate media language to communicate understanding of the relationship between selected genres and associated codes and conventions.

**Outcome 2**

The student should be able to understand the relationship between audience and genre when planning a media product, by experimentation with visual and/or technical codes in accordance with selected genre and/or style.

**Outcome 3**

The student should be able to understand and apply appropriate techniques and processes to communicate an idea, intention and/or genre within selected media forms.

**Assessment Tasks**
- Written Test
- Media Production
- Genre research task and movie poster
- Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Media Studies
In this subject students get the opportunity to perform in groups or as a soloist. Prior experience in playing an instrument is not essential however it will be preferable in order to be more productive in class. Students will also learn about music notation in addition to cultural and social influences on different musical styles. This subject runs as a semester subject however students can do both semesters if they request it early enough. Year 10 music is a great way to become part of the performing arts program at Tarneit where students can take part in major college events and other more informal performances.

**Outcome 1**
Performance on selected instrument in group or solo context

**Outcome 2**
Written report on area of musical history

**Outcome 3**
Musicianship – study of music theory

**Assessment Tasks**
1. Performance in class selected instrument in group or solo context
2. Written report on selected musical figure and musical style
3. Theory work completes in class and end of semester exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Year 11 and 12 Music Performance

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Students get the opportunity to get specialized tuition on guitar or piano. Woodwind instruments can also be taught if the student has their own instrument. Instrumental lessons are taught in small groups and held once per week. The lesson time will be rotated weekly so students do not miss the same class regularly. For students who have prior experience or those who are beginners this is a great way to learn how to play a musical instrument properly and become part of the performance program at Tarneit Senior. The school does not hire out instruments therefore it is recommended that students already have an instrument to practice on at home.

**Practical**
- Students will be developing skills on their chosen instrument.
- Selecting songs to perform in a group and solo context.
- Students must attend their lesson once per week.

**Assessment Task**
- Performance of works from notated music chart

**PATHWAYS INTO VCE OR VCAL**
- VCE Year 11 and 12 Music Performance
Note: This is a yearlong study

**VISUAL COMMUNICATION DESIGN**

**Theory**
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

**Practical**
The focus will be on developing students’ ability to represent three-dimensional form using a variety of drawing methods. Students will learn the importance of and develop the skills for drawing; freehand from direct observation using two-point perspective, rendering techniques, instrumental drawings using paraline projections and use the design process to produce visual communications to satisfy a stated purpose.

**Outcomes:**
- Drawing as a means of communication
- Computer based production processes
- Paraline drawing methods - Drawing for Industrial Design

**Assessment Tasks:**
- Rendered two-point perspective drawing
- Vector based artwork ready for the production of a skateboard
- Folio of orthogonal and isometric drawing

**PATHWAYS INTO VCE OR VCAL**
- VCE Visual Communication Design

**DIGITAL ARTS**
Digital Arts provides students with the knowledge and skills to achieve competence within industries such as photography, graphic arts, graphic design and media. Students focus mainly on Adobe Master Suite applications, such as Photoshop and Illustrator. Practical skills in the use of photographic equipment and image editing programs form a major part of the course, as well as studying graphic design. This course gives students the skills to prepare them for VCE Visual Communication, Media, Studio Arts and VET Digital Interactive Media.

**Outcomes:**
- The student should be able to demonstrate basic skills using digital equipment.
- The student should be able to demonstrate basic skills using digital software.
- The student should be able to research and analyse a form of digital media.
Assessment Tasks:
- Digital Photography Production
- Graphic Design Production
- Analysis Task
- Exam

PATHWAYS INTO VCE OR VCAL
- VCE Visual Communication Design
- VCE Studio Arts
- VCE Media

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SCIENCE

The following studies prepare students for VCE science in Year 11. Students are encouraged to complete as many of the following VCE Preparation Science studies as they like in order to best prepare themselves for VCE science.

**BIOLOGY**

**Theory**

In Biology students will gain an understanding of the cell theory and that cells are the basic unit of life with specialised structures and functions. They will explore how the body regulates itself by responding to stimuli and that regulation is coordinated by the nervous system and endocrine system. Students will be introduced to DNA and genetics and investigate how heritable characteristics and transferred from one generation to the next. They will also look at the theory of evolution by natural selection and discover how the diversity of living things are supported by a range of scientific evidence.

**Practical**

Students undertake regular practical activities to help develop their understanding of the theoretical components of this subject. Students will explore biological concepts through activities including:
- Using and viewing specimens under a microscope
- Investigate the effects of exercise on body temperature and heart rate
- Collect and analyse data to investigate heritable characteristics
- Explore natural selection and how organisms are adapted to their environment

**Outcomes**

Upon completion students should be able to:
- Conduct and report on practical investigations
- Describe and analyse how characteristics are inherited, the molecular basis of heredity and patterns of inheritance
- Describe and explain how organisms are classified, and how the theory of evolution supports the diversity of living organisms

**Assessment Tasks**
- Cellular structures and functions poster
- Homeostasis practical investigation and report
Pathways into VCE or VCAL

- VCE Biology.

Chemistry

Theory
The four main areas of study in Year 10 Chemistry are the Periodic Table; properties of materials; chemical reactions; and environment and sustainability. The Periodic Table topic involves a thorough investigation of the regions on the table and their significance, consideration of atomic theory, and electron configuration. Properties of materials covers ionic, covalent and metallic bonding and how they help to explain the behaviour of many important industrial materials. Chemical reactions looks at several types of reactions and their rate of reaction, and students will develop skills in balancing chemical equations. The final topic considers the green chemistry principles in industrial processes and protection of the environment.

Practical
Practical experiments and/or activities are conducted on a weekly basis to demonstrate and explore the theoretical concepts produced. Via experimentation, students will:
- Learn how the relative atomic mass on the Periodic Table was calculated
- Build models of the orbitals in an atom
- Discover electrical conductivity properties of various materials
- Build models of covalent compounds
- Separate ionic compounds from a mixture
- Conduct several different chemical reactions
- Monitor rates of reactions and factors that affect the rate
- Investigate industrial processes

Outcomes
- The student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge, specifically with respect to the development of the Periodic Table and atomic theory.
- The student should be able to identify and demonstrate an understanding of models of structure and bonding for various materials and substances.
- The student should be able to write balanced chemical equations and apply these to qualitative and/or quantitative investigations of various chemical reactions.
- The student should understand the importance of the Australian chemical industry, and the role of sustainability and green chemistry principles within these industries.

Assessment tasks
- Practical investigation: Calculating the concentration of sodium thiosulphate
- Extended practical investigation into ionic and covalent compounds
- Test: materials
- Test: chemical reactions
PATHWAYS INTO VCE OR VCAL

- This subject is highly recommended preparation for students who wish to complete VCE Chemistry.

Environmental Science

Theory

*Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behavior of individuals and groups for positive environmental outcomes.*

Practical

Students will conduct experiments on a wide range of areas:

- The nature and characteristics of solar energy.
- Types and effects of pollution.
- Water sampling.
- Environmental study of CS.

Outcomes

- To identify and describe the components and natural processes within the environment.
- To measure the health of an ecosystem.
- To analyse and describe human-induced environmental changes and options for remediation.

Assessment Tasks

- Analysing an Ecosystem
- Written Task - Ecolink field study- Environmental Indicators
- Research Assignment – project

PATHWAYS VCE OR VCAL

- VCE Environmental Science
- VCE Biology

Physics

During this unit of study students analyse and investigate the observations and ideas about the physical world explained through the use of conceptual models. Students study the two major theories of light and the electromagnetic spectrum. They learn about the Newtonian model of motion and apply it in a variety of contexts and practical investigations. Students develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components. Students extend their understanding of the particle model of matter to include subatomic particles, energy changes associated with nuclear phenomena and radioactivity, and their applications.
Learning outcomes:
- The student should be able to identify and explain the different models of light and analyse observed light phenomena in practical investigations.
- The student should be able to investigate and apply basic electromagnetic principles to simple battery operated devices, and DC circuit models.
- The student should be able to investigate, analyse and mathematically model motion of bodies in terms of classical mechanical theories.
- The student should be able to explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things.

Assessment Tasks
- A skill and knowledge test, focusing on each Area of Study. The tests will comprise of a selection of multiple-choice, short answer and extended answer questions. The test contributes 40% towards overall grade.
- An application task extended investigation, for light and Nuclear Physics. The task contributes 30% towards overall grade.
- A selection of experiments on topics covered throughout the course of the semester. These will contribute 30% towards overall grade.
- End of unit examination across all areas of study, comprising of a selection of multiple choice, short answer and extended answer questions. The Exam contributes towards satisfactory completion of the course.

PATHWAYS INTO VCE OR VCAL
- This subject is a highly recommended preparation for students who wish to complete VCE Physics.

In this unit students will obtain an introduction to the science behind psychology, including why psychology is considered a science and how it differs to pseudosciences. Students will explore the regions of the brain and look at various brain disorders and perceptual anomalies. This unit also examines a variety of mental illnesses and mental health issues as well as a brief overview of forensic psychology, particularly looking at stalkers, criminal profiling and eyewitness testimonies.

Outcome 1: Introduction to Psychology and Neuropsychology
On completion of this unit the students should be able to describe the roles of different psychology specialisations and explain why psychology is considered a science and how it differs to pseudosciences. Students will also be able to identify different regions of the brain and explain various brain disorders and perceptual anomalies.

Assessment Task 1:
- Introduction to Psychology and Neuropsychology Test

Outcome 2: Clinical Psychology and Forensic Psychology
On completion of this unit the students should be able to identify different categories of mental illnesses as presented in the DSM-V. Students will also be able to determine different assessment and treatment options for people with different mental illnesses. Students will be able to complete
criminal profiles of cases from Criminal Minds and distinguish between different types of stalkers and murderers.

**Assessment task 2:**
- Mental Illness Visual Presentation

**Outcome 3: Research Methods**
On completion of this unit the student should be able to design and undertake a practical investigation related to a topic of their choice, and present methodologies, findings and conclusions in a scientific poster.

**Assessment task 3:**
- Student-directed Empirical Research Assignment (ERA)
- Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE Psychology in Year 11.

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**HUMANITIES**

**20TH CENTURY HISTORY**

This unit focuses on the major events and movements that shaped Australia during the 20th century. Students will develop an understanding of Political Ideologies and how they have shaped the thoughts of governments in Australia and around the world. Students will complete in-depth studies of World War Two, the civil rights movements in the United States and Australia and of the path to a multicultural Australia; this will include the examination of print text, film and documentary footage as analytical resource tools. Students will be encouraged to think critically about the major events and movements of the 20th century, and make connections between historical and current contexts.

**Outcomes:**
- On completion of this study, students should:
  - the impact of World War II, with a particular emphasis on the Australian home-front.
  - Understand the historical and continuing nature of efforts to secure civil rights and freedoms in Australia and the USA.
  - Understand the contribution of migration to Australia’s changing identity as a nation

**Assessment Tasks**
- World War II test.
- Rights and Freedoms research task.
- Migration test.
- Exam

**PATHWAYS INTO VCE OR VCAL**
- VCE History
ANCIENT HISTORY

This course will introduce students to Ancient History which, explores the establishment of civilisations and how these developed into vast empires. Students explore Ancient Mesopotamia, the region between the rivers Tigris and Euphrates. They investigate the invention of agriculture and the subsequent emergence of city-states such as Ur (approx. 3500BC). Students examine change and continuity between the First Babylonian Dynasty (1900BC) and the Assyrian Empire, exploring emerging new cultures and the ruling elite. Students will also learn about Ancient Egypt (2920BC – 1550BC) a civilisation that endured for approximately three thousand years. The unit explores the significance of the kings in the Old Kingdom and addresses beliefs, values and attitudes in Ancient Egypt. The use of power and propaganda by the rulers of the Middle Kingdom is explored.

Outcomes:
1. On completion of this unit the student should be able to explain the development of civilisation in Mesopotamia
2. Students should be able to explain the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife

Assessment Tasks:
- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

PATHWAYS INTO VCE OR VCAL
- Ancient History
- 20th Century History

BUSINESS STUDIES

Students who study Business Studies will be given an introduction to Accounting, Economics and Business Management. The subject will cover:

- Planning and establishing a business including; the business idea, business environments, legal requirements, marketing a business and staffing a business.
- Accounting for business including; taxation obligations, elements of a cashbook, GST, price setting strategies and ethical accounting practices.
- Economics in Australia: the use of resources including; finance, wealth, banking, recessions and the production of goods.

Outcomes:
- On completion of this unit the student should be able to explain and apply a set of generic business concepts to a range of businesses.
- On completion of this unit the student should be able to record and report financial data and information for a sole trader
- On completion of this unit students should be able to understand the use of Economic resources used within Australia
Assessment Tasks:
- Case Study Analysis
- Short Answer Questions
- Examination

PATHWAYS INTO VCE OR VCAL
- VCE Business Management
- VCE Accounting
- VCE Economics

GEOGRAPHY

Students will study the characteristics of the Amazon and Madagascar rainforest environments and will develop an understanding of the importance of rainforests for the entire globe. They will analyse and explain changes in these natural environments due to human activities such as: logging, mining, cash crop agriculture and illegal poaching of endangered animals.

Outcomes:
- Describe the geographic characteristics of rainforest environments and how they are developed by natural processes.
- Analyse and explain the changes and consequences in rainforest environments due to human activity.

Assessment Tasks:
- Test: Short answer questions
- Research report
- Oral presentation

PATHWAYS INTO VCE OR VCAL
- VCE Geography

LEGAL STUDIES

This unit provides students with an introduction to the Australian Legal System and the way laws operate in society. Students cover a range of topics, including the structure of the Australian Government, crimes and defenses, Civil Law and the Victorian court hierarchy.

Outcomes
- Demonstrated understanding of the different types of voting systems and the structure of the Australian Government.
- Explain the role and importance of criminal laws, police and the courts.
- Explain the role of civil law in society and the reasons for the court hierarchy.
- Investigate and examine various crimes and defenses involved in issues relating to the law.

Assessments
- Test.
PATHWAYS INTO VCE OR VCAL

- VCE Legal Studies

Sociology

This course will introduce students to sociological methodology and meta-language by looking at the role of institutions in creating social beings. The focus will be on the family, education and the media.

- What is Sociology and what does it ‘do’? How is it different to Psychology?
- What is a family? What is its social function? How has it changed over time?
- What is the role of education in society? What social skills are acquired through education? How has education changed over time? How does politics determine education? Social class and education.
- How does the Media portray social values and morals? How does the media represent minority groups? Have these representations changed? How are media outlets ideological?

Introduction to Sociology will familiarise students with sociological methodology and inquiry. Students will look at how societal norms and values are created, how individuals become social beings, how society is forever changing and the effects these changes have on the individual.

Outcomes:
On completion of this unit the students should be able to:

- describe the nature of sociological inquiry and discuss, in an informed way, the role of the family in creating social beings.
- discuss, in an informed way, the role of education in socialising individuals and explore the ideological impacts on education.
- discuss, in an informed way, the role of the media in portraying social values and morals and the ideological impacts of the media.

Assessment Tasks:

- Document Analysis
- Test
- Short Answer Questions
- Film Analysis
- Examination

PATHWAYS INTO VCE OR VCAL

- VCE Sociology
TECHNOLOGY

COMPUTING

The study of Computing at Tarneit Senior College begins with the year 10 elective courses of Computing and Robotics. These subjects provide students with a basic understanding of programming, data types, computer hardware as well as the mechanics of robotic machines. In the years 11 and 12 courses, students undertake the VCE Informatics course, which focuses on the processing and analysis of data and the presentation of findings based on that analysis. Alternatively, students may elect to study (in year 12) software development, which is an applied programming course.

COMPUTING - SEMESTER 1

Theory
Students are introduced to a wide range of topics within computing. These include hardware, encryption and security, games programming, algorithms and binary number systems.

Practical
The course uses popular programming tools such as Game Maker and Scratch to teach programming skills. The study of hardware is undertaken with actual PCs, which the students are able to dismantle and reassemble. The course is examined via a range of practical programming tasks as well as written assignments and tests.

Outcomes
- Be able to create simple routines in a programming language.
- Identify and explain the basic hardware components of a computer.
- Programming simple games using the Gamemaker development environment.

Assessment Tasks
- Programming written Test
- Hardware Assignment
- Gamemaker project
- Final Exam

PATHWAYS INTO VCE OR VCAL
- This subject leads into VCE Computing

ROBOTICS - SEMESTER 2

Theory
Students explore robotics in a very hands on way. We begin by building robots from Lego kits and progress onto elementary programming to produce simple automated behaviours. The focus of the
course is the annual arts show in which a suite of working robots and robotic machines are put on display for our guests to enjoy.

Practical
The semester’s work is project based with students required to complete specific modules to build and program a Lego NXT robot. Students will then use their knowledge and skill to plan, produce, document, test, fault diagnose and evaluate through developing their own robot and using Lego NXT in response to a design brief.

Outcomes
- Construction of robots and simple procedures that create responses to sensor input.
- Major project that will showcase construction of robots that operate with 1 or more sensors.
- The subject of artificial intelligence covering definitions and future development of machine intelligence.

Assessment Tasks
1. Practical building and programming tasks
2. Major practical assignment for Arts Show presentation
3. Written or visual report on Artificial Intelligence
4. Exam

PATHWAYS INTO VCE OR VCAL
- This subject leads into VCE Design and Technology, VCE Systems Engineering

Food Studies

This unit of study exposes students to a range of relevant areas of Food Technology. Students are introduced to food safety, hygiene, properties of food, food trends, nutrition, diet, employment, menu planning and dietary requirements. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Students follow the design process to meet the requirement of a specified design brief. Students will investigate the requirements of the design brief in order to design and produce a product for a specific purpose. Students will design a range of design options and select and produce their preferred option. Students will then use evaluation criteria they have developed to analyse, evaluate and make suggestions for future modifications.

Outcomes
On completion of the unit students should be able to:
- Use a wide range of techniques, tools and equipment safely
- Compare their products to commercial equivalents
- Creatively solve complex problems

Assessment Tasks
- Design briefs - Design briefs will incorporate Investigate, Design, Produce, Analysis and Evaluate.
Product design is part of people’s responses to changing needs to improve quality of life through design. Central to Product Design (Technology) is the design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation. In Product Design (Technology) students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors and criteria relevant to their design.

Outcomes:

- Product redesign for improvement – students should be able to re-design a product using suitable materials with the intention of improving aspects of the products aesthetics, functionality or quality
- Applying the product design process – students should be able to apply the product design process and explain how the design process leads to product design development
- Producing and evaluating a re-designed product – students should be able to compare their product/prototype against the original design and evaluate using evaluation criteria set in the design brief.

Assessment Tasks:

- Production of a 3D paper craft design.
- Design 3D model using TINKERCAD.
- Product re-design project:
  - Investigate and define – Design Brief and Research report
  - Design and Develop - Folio of design options using technology CAD/CAM in the development and production of their product
  - Plan and Produce – Planning and production of a product that meets the requirements of the design brief
  - Evaluation Report - Evaluation of product/prototype using evaluation criteria set in the design brief and recommend improvements

PATHWAYS INTO VCE OR VCAL
- VCE Design & Technology
- VCE Visual Communication Design
Year 11 & 12 – Post Compulsory Education Options

There are two types of programs available to students at Tarneit Senior College:
- Victorian Certificate of Education (V.C.E.)
- Victorian Certificate of Applied Learning (V.C.A.L)

Within each of these programs students have the opportunity to participate in a Vocational Education and Training (VET) course of their choice.

**VICTORIAN CERTIFICATE OF EDUCATION (VCE)**
Participation in a VCE program provides students with the opportunity of completing a senior school certificate by selecting from a range of studies including VET. Students are able to focus on studies that will provide a pathway to University, TAFE or employment.

**SUMMARY OF VCE REQUIREMENTS:**

Your VCE program will normally be made up of 22 units completed over two years. Students usually complete 12 Units (6 subjects) of Units 1 & 2 in Year 11 before proceeding to 10 Units (5 subjects) of Units 3 & 4 in Year 12. It is possible for Year 11 students who have demonstrated ability to select a Unit 3 & 4 study in their first year.

To be awarded the VCE Certificate students must satisfactorily complete at least 16 units, including:
- at least three units of English
- at least three Unit 3 & 4 studies other than English

**VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**
Participation in a VCAL program provides students the opportunity of completing a senior secondary certificate to Year 12. The program is designed for students with a clear career focus in a particular industry/trade and may include a VET course. Students selecting this pathway will improve their literacy and numeracy skills, complete industry specific training and undertake regular work placement.

Students completing a VCAL program may undertake a TAFE course, pre-apprenticeship, apprenticeship or begin full time employment. It is possible for VCE students to transfer into a VCAL program.

**SUMMARY OF VCAL REQUIREMENTS**
A VCAL program consists of the following areas:
- Numeracy
- Literacy
- Personal Development
- Industry Specific Skills (either a VET program or a TAFE program in a specific industry.
- Work Related Skills – Work placement (on the job training)

**VOCATIONAL EDUCATION AND TRAINING (VET)**
VET courses are nationally recognised programs enabling students to obtain an accredited qualification in a number of areas. These courses can be used as part of a student’s VCE or VCAL program contributing towards their ATAR or VCAL Certificate.
Important Questions to Consider

**HOW DO YOU BEGIN PLANNING?**

Students should plan their units in VCE so that they have a number of options after VCE. This may mean a number of choices within a general interest area, or a number of choices that run across interest areas. This approach is important for a number of reasons:

- During the VCE students often change their mind about what they want to do after Year 12 and therefore must have enough flexibility in their unit choice to permit this.
- Some students will start individual subjects and find that they are not interested or motivated in that area. Therefore they should have sufficient subject breadth to be able to change direction.
- Other students will find they do not perform well in a particular unit and need to change units or particular career paths.
- VCE unit choice must provide the student with flexibility and a number of options at the end of Year 12. Unit choice that locks a student into one career direction is not a realistic approach.

Students are able to change their subject choices at the end of Semester 1 for Unit 1 & 2 studies but Units 3 & 4 studies must be completed as a sequence. Year 11 students are encouraged to consult subject and careers teachers before making requests to change subjects.

Finally, students must face the realities of life at the end of VCE. Work is extremely difficult to obtain and further education is highly competitive. Therefore, students must be flexible enough in their subject choice and attitude to be able to consider a number of different career paths after VCE or the VCAL.

**HOW DO YOU CHOOSE YOUR SUBJECTS?**

Find out about prerequisites (units in the VCE that you must satisfactorily complete to be eligible to apply for a University or TAFE course). Remember that prerequisites can include Unit 1 & 2 studies as well as Units 3 & 4 studies. In addition to prerequisites some courses will also consider your performance in other studies to assist them to pick the student most suited to their course.

After identifying studies that you MUST do, students should then consider two other factors - studies that they enjoy and studies that they are good at. Students should carefully read the subject descriptions and consider the content of each subject and ways in which each subject is taught.

It is worth checking for the studies you are interested in, whether there is advice about doing some units before attempting others. For example, if you are interested in studying Chemistry it is recommended that you do Unit 1 or Unit 2, or both, before attempting a sequence of Units 3 and 4 (or have equivalent experience or be willing to do some preparatory work).

**WHAT DO THE NUMBERS IN THE VCE UNIT TITLES MEAN?**

Each unit has a number: 1, 2, 3 or 4. Most studies are made up of four units. Each unit lasts for one semester or a half year, and represents approximately 100 hours of work conducted both within and outside the classroom.

Units 1 and 2 are usually undertaken in the first year of VCE (Year 11). Units 1 and 2 can be studied separately or as a sequence. Units 3 and 4 are generally taken after Units 1 and 2 (in Year 12) and are of a higher level of difficulty.

Units 3 and 4 must be studied as a sequence. Unit 3 can only be offered in the first half of the year and Unit 4 can only be offered in the second half of the year. This means that if you enrol in Unit 3 of
a study, you are expected to go on and do the Unit 4 that makes up the pair. It also means that you
cannot do a Unit 4 without doing the Unit 3 that precedes it.

**CAN YOU DO A UNIT 3 & 4 VCE STUDY IN YEAR 11?**
Yes. Students can undertake a Unit 3 & 4 study in their first year of the VCE. Students should only
choose this option if they are a highly able student and should carefully consider the advice of their
course counsellor as to the best Unit 3 & 4 study to select.

**HOW WILL YOU BE ASSESSED IN VCE?**

**Year 11-Units 1 & 2**
Learning Outcomes are prescribed for all units. Students must demonstrate the key knowledge and
skills of each Outcome through tasks set by the teacher. All Learning Outcomes for a unit must be
satisfactorily demonstrated for an overall 'S' to be gained for that study. An 'N' indicates non-
satisfactory completion of one or more outcomes. Learning Outcomes are completed mainly in class
time. In addition, one or more tasks per study will be graded from A-UG according to the descriptive
criteria supplied in class.

**Year 12-Units 3 & 4**
Assessment is made up of external examinations and School Assessed Coursework (SACs).
Coursework is completed in class and scores for the work are forwarded to the Victorian Curriculum
and Assessment Authority. Students receive feedback and are given a grade ranging from A+ to UG.

All Learning Outcomes for a unit of study must be satisfactorily demonstrated for an overall ‘S’ to be
gained for that study. An ‘N’ indicates non-satisfactory completion of one or more outcomes.

Note:
1. The VCE will be awarded if all Learning Outcomes are satisfactorily completed in the required
   number of subjects.
2. Study Scores in a study are cancelled by the Victorian Curriculum and Assessment Authority
   (VCAA) if an overall S is not gained for the study.

**CAN YOU STUDY A VCE UNIT TWICE?**
Yes. You can do a unit twice if you want to, but you can only get credit once for that unit towards the
award of the certificate.

**CAN YOU REPEAT A VCE UNIT 3 & 4 STUDY?**
Yes. Students can repeat a Unit 3 & 4 study in the hope of improving their Study Score. There is no
penalty imposed. The best Study score will be the only one considered in the calculation of your
ATAR.

**CAN YOU INCLUDE VET AS PART OF YOUR VCE PROGRAM?**
Yes, most VET courses can contribute to the completion of the VCE Certificate and also your ATAR
score. 1st Year VET courses are equivalent to the completion of VCE Units 1 and 2 while 2nd Year
VET courses are equivalent to the completion of VCE Units 3 and 4.

**WHAT HAPPENS IF I HAVE PROBLEMS COMPLETING WORK ON TIME?**
A written description of the Assessment Tasks to be completed for each unit will be provided for each
student along with a definite due date set by the teacher for all these tasks.
Students who expect difficulty meeting the due date should discuss this with their class teacher well before the due date. In some cases an extension of time may be granted in accordance with the College Assessment and Extension Policy.

**WHAT HAPPENS IF I FACE PROBLEMS DURING MY VCE?**

Special Provision is designed to allow students who are experiencing significant hardship or difficulties and who are unable to perform at an optimum level, the opportunity to demonstrate what they know and what they can achieve.

There are a number of special applications which can be made:

1. Special attendance arrangements or variations to school assessment coursework (SACs) are available for students seriously affected with short term hardship.
2. Special examination arrangements, such as extra time, use of a scribe etc... are available for students who require specific assistance during exams.
3. The calculation of a *derived score* is available for a student who is unable to sit an exam or is seriously disadvantaged at the time.
4. VTAC Access and Equity Applications are available for a number of disadvantage categories such as social disadvantage or family circumstances.
5. VTAC Chronic Circumstances Application is available for students who have been seriously disadvantaged for a prolonged period during their studies.
When a student moves from Year 10 into the VCE, it is important to make a subject plan for the two years that follow. While students may change subjects and possible directions within these two years, an overall plan allows for clarity and flexibility.

At the end of the VCE, students face a number of post-secondary options:

**Work:** many forms of work will involve on-the-job training or skills retraining and updating.

**Training:** Traineeship or apprenticeship.

**Further Education:** within the TAFE or Higher Education Sector/University (see below):

### THE TAFE SECTOR

Colleges of TAFE offer a wide range of courses for students, from short courses (including pre-apprenticeships) to Certificate, Advanced Certificate, Diploma and Associate Diploma courses. Many of the longer courses now require completion of Year 12 and/or an ATAR as an entry requirement.

### HIGHER EDUCATION SECTOR / UNIVERSITY

Entry into degree and diploma courses at the higher education level requires successful completion of Year 12 with scored assessment, ATAR, (with many institutions requiring specific prerequisite units) or completion of a TAFE pathway course.

It is important that students consider a variety of actual career directions in each of the areas; so that they are able to plan when selecting subjects and so they have a **choice** at the end of Year 12.

### PATHWAYS BEYOND YEAR 12
Vocational Guidance and Course Research Directory

TAFE Course Directories - This book lists all the available courses in the TAFE system, the colleges (and campuses) at which they are offered and the prerequisites required.

Tertiary Institution Handbooks - Lists all the courses available and the prerequisites.

Centrelink Career Information Centre: First Floor, 176 Bridge Road Richmond Vic 3121

COURSELINK [www.vtac.edu.au](http://www.vtac.edu.au) A computer program where students are able to list their VCE subjects and the program will give them a list of institutions and courses for which they are eligible. Follow link at VTAC website.

VCAA: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) for all VCE information, including course outlines and past exams.

MYFUTURE: [www.myfuture.edu.au](http://www.myfuture.edu.au) is a comprehensive career information service. It has a career exploration tool, career information, advice for those supporting others making decisions.


CAREERS THAT GO: [www.careersthatgo.com.au](http://www.careersthatgo.com.au) is designed to gives students a better understanding of where the study of science, technology, and maths can take them.


TERTIARY INSTITUTIONS
Provide information on courses, studying, events and open days, admissions, scholarships, accommodation.

Monash: [www.monash.edu.au](http://www.monash.edu.au)
Melbourne: [www.unimelb.edu.au](http://www.unimelb.edu.au)
Latrobe: [www.latrobe.edu.au](http://www.latrobe.edu.au)
Deakin: [www.deakin.edu.au](http://www.deakin.edu.au)
Ballarat: [www.ballarat.edu.au](http://www.ballarat.edu.au)
Swinburne: [www.swinburne.edu.au](http://www.swinburne.edu.au)
Victoria Uni: [www.vu.edu.au](http://www.vu.edu.au)
RMIT: [www.rmit.edu.au](http://www.rmit.edu.au)
Holmesglen: [www.holmesglen.vic.edu.au](http://www.holmesglen.vic.edu.au)
Box Hill: [www.boxhill.edu.au](http://www.boxhill.edu.au)
Swinburne TAFE: [www.tafe.swin.edu.au](http://www.tafe.swin.edu.au)
Interest Areas

ARTISTIC & CREATIVE
You like to design and create functional and artistic objects; you appreciate concepts, beauty and have a feeling for art, literature, music, drama, writing, architecture, media or you may be creative in a more general way, that is, by thinking of different ways to look at solving a problem. You may also be interested in jobs closely related to the arts, such as those in administration, marketing or promotion.

Suggested Subjects
- English/EAL
- Media
- Music
- Digital Arts
- Product Design
- Studio Arts
- Visual Communication Design
- Food Studies

CLERICAL & ADMINISTRATIVE
You might be interested in writing reports and letters or organising, checking and recording information accurately. At higher levels, you might plan, organise and supervise office activities, company programs and other workers. Clerical workers do not necessarily sit at a desk all day and from time to time work away from the office. They may also deal regularly with clients and other staff.

Suggested Subjects
- English/EAL
- Accounting
- Business Management
- Computing/Software Development
- Legal Studies
- Mathematics

FIGURES & COMPUTATIONAL
You might like to work with numbers, formulae and statistics or make calculations, estimations and costing. You may use databases, sample surveys, computers and calculators to collect, investigate and summarise information. Many people in this area have analytical minds and may also use data to make predictions or forecasts on economic, social, population or other trends.

Suggested Subjects
- English/EAL
- Accounting
- Business Management
- Economics
- Mathematics
- Psychology

HELPING & COMMUNITY SERVICES
You could be the kind of person who is interested in helping or teaching people. You could be involved in community welfare, education, health care, protective or information services.

Suggested Subjects
- English/EAL
- Business Management
- Health & Human Development
- History
- Computing
- Mathematics
- Physical Education
- Psychology

PERSONAL CONTACT
You like meeting people; talking, discussing and sometimes arguing with and influencing others; you understand problems and points of view. You should have good reasoning and listening skills and be able to make a good impression. You don’t always need to be outgoing to have interests in this area. You can be quietly effective and with further training and knowledge do this work well.

Suggested Subjects
- English/EAL
- Business Management
- History
- Legal Studies
- Literature
- Mathematics
- Physical Education
- Politics

LITERACY
You may like to work with words and ideas. This may involve creating original work or editing and reviewing other people’s work. You may also enjoy expressing your thoughts and opinions in writing and discussion. This area often involves a lot of research.

Suggested Subjects
- English/EAL
- History
- Literature
- Legal Studies
- Psychology
### Interest Areas

#### MEDICAL
You may like to work with people in preventing, relieving or curing physical and mental injuries and other medical conditions. You may work directly with patients. Some people feel they don't have an interest in this area because of fear of blood or operations but there are other jobs which don't involve contact with these things.

#### Suggested Subjects
- Biology
- Chemistry
- Mathematics – Methods & Specialist
- Physics
- Psychology

#### OUTDOOR
You might like to work out in the open and move about, often working and reporting to a central location such as a depot, office or station. Some of the industries offering outdoor work are building and construction, agriculture, mining and transport. Many so called indoor jobs may also involve some outdoor work, for example, community health nurse, architect, biological scientist or real estate sales person. The amount of time spent outdoors may depend on an employer's operation or the type of job or location.

#### Suggested Subjects
- Biology
- Health and Human Development
- Outdoor Education
- Physical Education
- Studio Arts

#### PRACTICAL & MANUAL
You might enjoy the kind of work, which involves using your hands or operating tools to prepare, make or repair things. You may prefer more practical tasks where precision and accuracy are often important.

#### Suggested Subjects
- Mathematics
- Media
- Studio Arts
- Systems Electronics

#### SCIENTIFIC
You might like to observe, investigate and inquire into scientific or technical processes. This often involves research and experimentation. You often need patience and persistence, particularly for long term or complicated experiments and observations.

#### Suggested Subjects
- Biology
- Chemistry
- Mathematics
- Physics
- Psychology

#### TECHNICAL & ENGINEERING
You might like to work with tools, equipment or machines, either in their design, construction, maintenance or use. You could be working with technical manuals, blueprints, manufacture or monitoring. You could have a curious nature, wanting to know how and why things work.

#### Suggested Subjects
- Physics
- Design and Technology
- Computing/ Software Development
- Mathematics
- Media
- Visual Communication Design
STAR! Program

Tarneit Senior College is committed to ensuring all students have an opportunity to explore and understand possible career paths. In order to access some of these paths it is important students continue to develop their interpersonal skills as well as acquire a sound knowledge of future directions.

Throughout the year all students will be involved in a pathways program. This program involves one hour a week of class time with the students Student Learning Manager as well as time spent in consultation with the school’s C.A.P.’s consultant. The consultant’s role is to support students and develop a Managed Individual Plan that can be used to guide students throughout their time at Tarneit Senior College.

The pathways program is an important part of the school curriculum and therefore will be reported on at the end of each semester. As a result students will need to ensure they complete all work tasks in order to successfully complete the following outcomes:

**Personal Learning**
**Outcome 1:** Demonstrate an ability to effectively utilise and reflect upon a variety of personal learning tools

**Interpersonal Development**
**Outcome 2:** Demonstrate an awareness of a variety of resources and strategies to effectively develop social and emotional wellbeing

**Educational and Career Development**
**Outcome 3:** Demonstrates an awareness of a variety of educational and career pathways

All tasks completed throughout the program will be assessed using the following scale:

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<thead>
<tr>
<th>High</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium</td>
<td>L</td>
</tr>
<tr>
<td>Low</td>
<td>UG</td>
</tr>
<tr>
<td>Ungraded</td>
<td>NA</td>
</tr>
</tbody>
</table>

If you have any queries regarding the Pathways program please contact your Home Group Teacher.
Guidelines for selecting a course of study - VCE

1. Remember to meet the certificate requirements of the VCE students must satisfactorily complete at least sixteen units, including:
   - 3 units of English from units 1,2,3 or 4
   - at least 3 sequences of units 3 and 4 other than English

2. You will undertake 12 Units in Year 11 and 10 Units in Year 12.

   A student who wishes to take more than 22 units and/or a Language other than English not offered at the College must consult their House Leader.

3. Study the programs on offer – you must select the program that best suits your pathway, rather than select individual studies. This helps to build your breadth of knowledge in that program area.

4. Use the sample selection sheets to plan a two year course. Choices may be reviewed at mid-year in Year 11.

5. Remember Units 3 & 4 must be completed together. No changes will be made in Year 12 as you must undertake a full year sequence to satisfy the VCE requirements.

6. When designing your pathway remember to:
   - Choose a program which is realistic in terms of your academic ability.
   - Choose a program which is consistent with your future career.
   - Choose subjects you like and are good at.
   - Be aware of any prerequisites for a particular career.
   - Ensure you choose Year 11 units which are required as prerequisites of the related Year 12 (unit 3 or 4) study.
   - Seek guidance from a wide range of people rather than rely on the judgement of any one person.
     - Parents
     - Relatives
     - Careers Advisors
     - Year 10 teachers
     - M.I.Ps consultant

YOUR COURSE SELECTION SHEET MUST BE COMPLETED AND RETURNED ON THE COURSE COUNSELLING DAY ON TUESDAY 16TH OF AUGUST, 2016.
Finding Your Pathway

Students should plan their program in 2016 so that they have a number of options after their VCE or VCAL. To begin this planning process, students should consider the following:

1. **Subjects that I am good at NOW**
2. **Subjects that I like NOW**
3. **Subjects that I would like to study next year**
4. **Subjects I have to do (prerequisites)**
5. **The extra training I will need to do after secondary school**
6. **Other ways to reach my career goal**
NOTE:
- Each student must select the program below that best fits with their pathways plan.
- Remember that you undertake six studies in Year 11 and five studies in Year 12.
- CORE subjects are listed for each of the 13 available programs below.
- Students must choose these CORE subjects and will have free choice of other subjects where indicated only.
- ‘Free choice’ subjects can be chosen from other blocks as long as the core subjects of that program have been accounted for.
- Changes cannot be made to any program (only accelerated students may make one alteration to cater for their current VCE/VET study).

Subjects offered

<table>
<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Humanities</th>
<th>Art</th>
<th>Health &amp; PE</th>
<th>LOTE</th>
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<tbody>
<tr>
<td>Literature</td>
<td>General Further Maths Methods General Specialist</td>
<td>Biology Chemistry Enviro Science Physics Psychology</td>
<td>Accounting Business Management Geography History Legal Studies</td>
<td>Studio Arts Visual Communication Design Media</td>
<td>Health &amp; Human Development Outdoor Education Physical Education</td>
<td>French TECH Computing Food Studies</td>
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<tr>
<th>MATHS SCIENCE</th>
<th>Chemistry</th>
<th>Specialist Maths</th>
<th>Methods</th>
<th>Physics</th>
<th>English/ESL</th>
<th>Free Choice</th>
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<tr>
<td>SCI</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Methods</td>
<td>English/ESL</td>
<td>Free Choice</td>
<td>Free Choice</td>
</tr>
<tr>
<td>HUMS SCIENCE</td>
<td>Any Science</td>
<td>Any Humanities</td>
<td>Any Maths</td>
<td>English/ESL</td>
<td>Free Choice</td>
<td>Free Choice</td>
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<tr>
<td>HUMS</td>
<td>Any Humanities</td>
<td>Legal</td>
<td>Free Choice</td>
<td>English/ESL</td>
<td>Free Choice</td>
<td>Free Choice</td>
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<tr>
<td>BUSINESS</td>
<td>Business Management</td>
<td>Any Humanities</td>
<td>Any Maths</td>
<td>Free Choice</td>
<td>English/ESL</td>
<td>Free Choice</td>
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<tr>
<td>VIS ARTS</td>
<td>Studio Arts 0r Media</td>
<td>Visual Comm Or Studio Arts</td>
<td>Free Choice</td>
<td>English/ESL</td>
<td>Free Choice</td>
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<td>H&amp;PE</td>
<td>HHD</td>
<td>PE</td>
<td>Free Choice</td>
<td>English/ESL</td>
<td>Free Choice</td>
<td>Free Choice</td>
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<tr>
<td>PE/SCIENCE</td>
<td>PE</td>
<td>Biology</td>
<td>Any Maths</td>
<td>Free Choice</td>
<td>English/ESL</td>
<td>Free Choice</td>
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<tr>
<td>ENGLISH</td>
<td>English/ESL</td>
<td>Literature</td>
<td>Free choice</td>
<td>Free Choice</td>
<td>Free Choice</td>
<td>Free Choice</td>
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</tbody>
</table>

If choosing Specialist Maths, you must also select Maths Methods. It is also highly recommended that Physics be taken with Specialist Maths. Also, English/ESL is compulsory in all programs.
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled microorganisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival.

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They consider the role regulatory mechanisms play in maintaining the internal environment and the interconnectedness of systems found within both plants and animals.

Outcomes:
On completion of this unit the student should be able to:
- Investigate and explain how cellular structures and systems function to sustain life.
- Explain how organisms maintain a stable internal environment and describe factors that affect an organisms ability to maintain homeostasis
- Design and undertake an extended investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment Tasks
- Regular practical investigations and reports
- Cellular structures & transport short answer test
- Cellular energy production extended response task
- Homeostasis second hand data practical report
- Student designed extended investigation and poster
- Unit exam

UNIT 2: HOW IS THE CONTINUITY OF LIFE MAINTAINED?
In this unit, students focus on how cell reproduce and how biological information is transferred from generation to generation. Students explore the advantages and disadvantages of both sexual and asexual reproduction and compare this process in different cell types. Students investigate the role of stem cells and how cells differentiate. They also explore possible uses of genetic technologies in medical therapies, farming and horticulture.

Students use classic genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of gene. In this unit the uses of genetic screening and its social and ethical issues are also explored.

Outcomes
On completion of this unit students should be able to:
- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on function and identify the role of stem cells in cell growth, cell differentiation and in medical therapies.
• Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
• Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment Tasks
• A range of practical reports and investigations
• Stem cells and cloning research task
• Forensic analysis of genetics and patterns of inheritance
• An extended response to an issue relating to the use of genetic technologies in medical, horticulture or farming industries
• Unit exam

UNIT 3: HOW DO CELLS MAINTAIN LIFE?
Unit 3 Biology focuses on the cell components and their functions including the role of DNA and process of gene regulation. Students will explore cellular processes including cellular respiration and the contribution of enzymes to these processes. Students will investigate how signals are transmitted and received within organisms and the role the immune system plays in defending the body. Students will explain how malfunctions in signalling pathways cause various disorders in the human population and how developing technologies assist in managing these.

Outcome 1
On completion of this areas of study students should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

Outcome 2
On completion of this area of study students should be able to apply stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment Tasks
• Practical report (at least 2 practical activities) related to cellular processes
• Practical report related to cell communication
• Test related to the immune system

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?
Unit 4 Biology addresses evolutionary changes, exploring the explanation of how relatedness between species is determined and elaborate on the consequences of biological change in human evolution. Students will investigate tools and techniques used to manipulate DNA as well as the applications in society. Students will undertake designing, implementing and collating experimental data, as well as formulating a scientific poster on this practical investigation to communicate practical investigation findings.

Outcome 1
On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
Outcome 2
On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

Outcome 3
On completion of this unit the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment Tasks
- Report on second hand data related to evolutionary relatedness between species
- Response to an issue related to genetic engineering tools and techniques
- Scientific poster related to a student designed investigation

UNIT 2: ESTABLISHING A BUSINESS

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

UNIT 1: PLANNING A BUSINESS
Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcome 1
On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Outcome 2
On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3
On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment Tasks
- Case Study Analysis
- Short Answer Tests
- Examination
In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Outcome 1**
On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

**Outcome 2**
On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

**Outcome 3**
On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

**Assessment Tasks**
- Case Studies Analysis
- Short Answer Tests
- Examination

**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.

**Outcome 1**
On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

**Outcome 2**
On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

**Outcome 3**
On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

**Assessment Tasks**
- Case Study Analysis
- Short Answer Tests
UNIT 4: TRANSFORMING A 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 investigate the importance of leadership in change management.

**Outcome 1**
On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

**Outcome 2**
On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

**Assessment Tasks**
- Case Studie Analysis
- Short Answer Tests
- Examination

Studying Chemistry can enrich students’ lives through the development of particular knowledge, skills and attitudes, and enable them to become scientifically capable members of society. It will also provide a window on what it means to be a scientific researcher, working as a member of a community of practice, including insight into how new ideas are developed and investigated, and how evidence or data collected is used to expand knowledge and understanding of chemistry.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

**Outcome 1**
On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.

**Outcome 2**
On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

**Assessment Tasks**
- Outcome 1: Data analysis - trends in the periodic table (25 marks)
- Outcome 2: (50 marks)
  - Extended research investigation (Empirical formula, Ionic properties, modelling molecules)
  - Organic bonding test
- Outcome 3: Research project (25 marks)

**UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?**
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

**Outcome 1**
On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

**Outcome 2**
On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

**Outcome 3**
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 tasks**
- Outcome 1: Properties and reactions of water test (25 marks)
- Outcome 2: (50 marks)
  - Extended research investigation (pH, acids and bases, concentration and dilutions)
  - Topic test
- Outcome 3: Scientific poster (25 marks)

**UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?**
In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

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

Assessment tasks
- Outcome 1: Analysis and evaluation of stimulus material (50 marks)
- Outcome 2: (50 marks)
  - Extended research investigation
  - Topic test

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Outcome 1
On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

Outcome 2
On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

Outcome 3
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 Tasks:
- Outcome 1: (30 marks)
  - Extended research investigation
  - Topic test
- Outcome 2: Analysis and evaluation of stimulus material (30 marks)
- Outcome 3: Research investigation (30 marks)
VCE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

English Language is central to the way in which students understand, critique and appreciate their world and the ways in which they participate socially, economically and culturally in Australian society. This study is designed to enable students who have English as their second language to extend their language skills through thinking, reading, writing, speaking and listening.

UNIT 1:
This unit consists of two area of studies called: Reading and Creating Texts and Analysing and presenting argument. In this unit, students read and respond to texts analytically and creatively. Students develop their skills in creating written, spoken and multimodal texts. In this area of study students also explore how meaning is created in a text and identify, discuss and analyse, authorial decisions. In addition, they analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Outcome 1:
On completion of this unit, students should be able to complete an analytical response which demonstrates an understanding of the text and explores the authorial decisions using the conventions of Standard Australian English.

Outcome 2
On completion of this unit, students should be able to plan creative responses to texts (written, spoken and multimodal), by either considering an alternative perspective or explore a gap or moment in the text, taking account of the purpose, context and audience in determining the selected content and approach. They should also be able to explain and justify decisions made in the writing process.

Outcome 3:
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment Task:
- Text response essay
- Creative task
- Oral presentation
- Exam - 3 hours

UNIT 2:
This unit consists of two area of study called Reading and comparing texts and Analysing and presenting argument. In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language and create their own texts intended to position audiences.
**Outcome 1:**
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

**Outcome 2:**
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

**Assessment task:**
- Text response essay
- Comparative essay
- Essay analysing the language used in media articles.
- Exam -3 hours

**UNIT 3:**
This unit consists of three areas of study: Reading and Creating Texts, Analysing Arguments and Listening tasks. In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. They develop and justify their own detailed interpretations of texts. Students also prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, editing to produce clear and coherent expression.

Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

**Outcome 1: Reading and Creating texts:**
On completion of this unit students will be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

**Outcome 2: Analysing Arguments**
On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

**Outcome 3: Listening Task**
On completion of this unit students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

**Assessment tasks:**
- Text response essay
- Creative task
- Listening Task
- Essay analysing the language used in media articles.

**UNIT 4:**

65
In this unit students compare the presentation of ideas, issues and themes in texts. Students create an oral presentation intended to position audiences about an issue currently debated.

**Outcomes 1: Reading and Comparing texts**

On completion of this unit the student will be able to produce a detailed comparison of two texts which analyses ideas, issues and themes. They will be able to express the features of comparative analysis: structure, conventions and language, including relevant metalanguage in a clear Australian Standard English.

**Outcome 2: Presenting Arguments**

On completion of this unit students will build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a current issue debated in the media. Students should be able to construct and present a sustained and reasoned point of view on an issue currently debated in the media.

**Assessment Tasks**

- Outcome 1: A detailed interpretation in written form of the selected text
- Outcome 2: A sustained piece of writing for a specified audience and purpose and an explanation of their decisions as writers.

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**UNIT 1:**

This unit covers three areas of study which focus on the development of written and verbal skills in exploring key ideas, themes and concerns. Students also investigate an undeveloped area of a text producing their own creative response demonstrating further insight into the plot, characters and/or themes. Students also analyse the way in which an audience is positioned to feel, act and think about an issue.

**Area of Study 1 – Reading and Creating**

**Outcome 1A: Text Response – Text A**

On completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct a written response.

**Outcome 1B: Text Response – Text B**

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

**Outcome 2: Creative Response**

On completion of this unit the student should be able to identify and discuss in writing how language can be used to persuade readers and/or viewers. Students also orally present a point of view on an issue.

**Area of Study 2 – Analysing and Presenting Argument**

**Outcome 3A: Analysing and Presenting Argument – Multi Language Analysis**

On completion of this unit the student should be able to identify and analyse how language is used in a persuasive piece.
Outcome 3B: Analysing and Presenting Argument – Oral Presentation
On completion of this unit the student will show an understanding of argument and persuasive language through the creation of an oral point of view.

UNIT 2:
In Area of Study 1, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students do this by exploring how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect the world and human experiences, including historical and social contexts. Moreover, in Area of Study 2, students build on their understanding of argument and the use of persuasive language in texts and how they attempt to influence an audience.

Area of Study 1 – Reading and Comparing
Outcome 1: Text Response
On completion of this unit the student should be able to discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

Outcome 2: Comparative Response
On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Area of Study 2 – Analysing and Presenting Argument
Outcome 3: Analysing and Presenting an Argument – Multi Language Analysis
On completion of this unit the student should be able to identify and analyse how language is used in a persuasive.

Assessment Tasks
In each unit students need to complete:
- A Text Response Essay
- A Comparative Essay
- A Language Analysis Essay
- Oral Presentation – Point of View
- A three hour examination: including a Text Response essay, Language Analysis essay, Comparative essay

UNIT 3:
This unit covers three areas of study which focus on the development of written and verbal skills in exploring key ideas, themes and concerns. Students also investigate an undeveloped area of a text producing their own creative response demonstrating further insight into the plot, characters and/or themes. Students also analyse the way in which an audience is positioned to feel, act and think about an issue.

Area of Study 1 – Reading and Creating
Outcome 1A: Text Response – Text A
On completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct a written response.
Outcome 1B: Text Response – Text B
On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 2: Creative Response
On completion of this unit the student should be able to identify and discuss in writing how language can be used to persuade readers and/or viewers. Students also orally present a point of view on an issue.

Area of Study 2 – Analysing and Presenting Argument
Outcome 3A: Analysing and Presenting Argument – Multi Language Analysis
On completion of this unit the student should be able to identify and analyse how language is used in a persuasive piece.

UNIT 4:
In Area of Study 1, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students do this by exploring how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect the world and human experiences, including historical and social contexts. Students will also compose and present their own persuasive piece.

Area of Study 1 – Reading and Comparing
Outcome 1: Comparative Response
On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 2: Analysing and Presenting Argument – Oral Presentation
On completion of this unit the student will show an understanding of argument and persuasive language through the creation of an oral point of view.

ENVIRONMENTAL SCIENCE

The Environmental Science program allows students to understand the structure, function and diversity of natural ecosystems on this planet and to 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: THE ENVIRONMENT
This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components will be investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

Outcome 1
Students will be able to identify and describe the components and natural processes within the environment

Outcome 2
Students will be able to analyse one human-induced environmental change and options of remediation.
Outcome 3
Students will be able to explain the flow of energy, nutrient exchange and environmental changes in ecosystems.

Assessment Tasks:
- Fieldwork and Report
- Fieldwork and Report
- Report in a Multimedia or Poster Format

UNIT 2: MONITORING THE ENVIRONMENT
This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

Outcome 1
Students will be able to explain the nature of environmental indicators for pollution and ecological health of ecosystems.

Outcome 2
Students will be able to investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.

Outcome 3
Students will be able to analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.

Assessment Tasks:
- Fieldwork and Report
- Poster Report
- Test

UNIT 1: FOOD ORIGINS
This unit focuses on food historically and culturally. Students investigate the origins and roles of food through time and across the world. Students will explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food.
Students will also look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.
Throughout this unit students complete practical cooking tasks to enhance, demonstrate and share their learning with others.

Outcome 1
On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
**Outcome 2**
On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

**Assessment**
A range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures and two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. Records can include production plans and evaluations of products or analysis of dietary intake.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:
- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.

**UNIT 2: FOOD MAKERS**
In this unit students investigate food systems in contemporary Australia. We look at commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

**Outcome 1**
On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

**Outcome 2**
On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

**Assessment**
To design and develop a practical food solution in response to an opportunity or a need in the food industry or school community and another in response to an opportunity or a need in a domestic or small scale setting.
UNIT 3: FOOD IN DAILY LIFE
This unit investigates the many roles and everyday influences of food. Students first explore
the science of food: our physical need for it and how it nourishes and sometimes harms our
bodies. They investigate the physiology of eating and appreciating food, and the
microbiology of digestion. They also investigate the functional properties of food and the
changes that occur during food preparation and cooking. Students then focus on influences
on food choice and look at factors that establishment of lifelong, healthy dietary patterns.
The practical cooking part enables students to understand food science terminology and to
apply specific techniques to the production of everyday food that facilitates the establishment
of nutritious and sustainable meals.

Outcome 1
On completion of this unit the student should be able to explain the processes of eating and
digesting food and absorption of macronutrients, explain causes and effects of food
allergies, food intolerances and food contamination, analyse food selection models, and
apply principles of nutrition and food science in the creation of food products.

Outcome 2
On completion of this unit the student should be able to explain and analyse factors affecting
food access and choice, analyse the influences that shape an individual’s food values,
beliefs and behaviours, and apply practical skills to create a range of healthy meals for
children and families.

Assessment
School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score – 15% from each outcome. The school assessment tasks are:

- a range of practical activities and records of two practical activities related to the
  functional properties of components of food for outcome 1 and related to healthy
  meals for children and families for outcome 2

Both outcome 1 & 2 will also have any one or a combination of the following:

- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent.

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES
In this unit students examine debates about global and Australian food systems. Students
focus on issues about the environment, ecology, ethics, farming practices, the development
and application of technologies, and the challenges of food security, food safety, food
wastage, and the use and management of water and land. They then focus on individual
responses to food information and misinformation and the development of food knowledge,
skills and habits to empower consumers to make discerning food choices. The practical
cooking component of this unit provides students with opportunities to apply their responses
to environmental and ethical food issues, and to extend their food production repertoire
reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
**Outcome 1**
On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

**Outcome 2**
On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

**Assessment**
School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score – 18% from outcome 1 and 12% from outcome 2. Outcome 1 school assessment tasks are:
- a range of practical activities and records of two practical activities related to sustainable and/or ethical food choices
- a written report that includes a selected food related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.

Outcome 2 school assessment tasks are:
- a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating.
- and any one or combination of the following:
  - a short written report: media analysis, research inquiry, structured questions, case study analysis
  - an annotated visual report
  - an oral presentation or a practical demonstration
  - a video or podcast

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent.

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**FRENCH**

The study of French aims to enable students to use French to communicate with others, understand and appreciate the cultural contexts in which French is used, understand language as a system and apply French to work, further study, training or leisure. Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

The areas of study for French comprise themes and topics, text types, kinds of writing (persuasive writing, for example), vocabulary and grammar. They are common to all four units of the study. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

**UNIT 1:**

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The focus of this unit is to learn the fundamental skills to write, listen and speak in French. The core themes emphasise French culture around the world, social issues in France and Australia and family and personal world. Students are required to control the past, present and future tenses in a variety of text types and respond to a range of oral and written material. Students participate in oral presentations, informal conversations, guided writing tasks, and complete a variety of grammar and vocabulary tests.

Outcomes:
On the completion of this unit you will be able to:
- Establish and maintain a written exchange related to personal areas of experience.
- Produce a personal response to a real or imaginary experience.
- Listen to, read and obtain information from spoken and written texts.

Assessment Tasks
- Response to a personal email
- Oral presentation
- Reading and responding
- Exam

UNIT 2:
The focus of this unit is to learn the fundamental skills to write, listen and speak in French. The core themes emphasise French culture, environmental issues, the geography of France and regional French cuisine. Students are required to control the past, present and future tenses in a variety of text types and respond to a range of oral and written material. Students participate in oral presentations, informal conversations and guided writing and listening tasks.

Outcomes:
On the completion of this unit you will be able to:
- Able to participate in a spoken or written exchange related to making arrangements and completing transactions.
- Able to listen to, read, and extract and use information and ideas from spoken and written texts.
- Able to give expression to real or imaginary experience in spoken or written form.

Assessment Tasks:
- Interview
- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
- Personal account

UNIT 3:
The focus of this unit is to learn the fundamental skills to write, listen and speak in French. The core themes emphasise French culture, immigration in France, French media and environmental issues. Students are required to control the past, present and future tenses in a variety of text types and respond to a range of oral and written material. Students participate in oral presentations, informal conversations and guided writing and listening tasks.
Outcomes:
On the completion of this unit you will be able to:
- Express ideas through the production of original texts
- Analyse and use information from spoken and written texts
- Exchange information, opinions and experiences

Assessment Tasks:
5. An imaginative written piece
6. Listening, reading and responding
7. A role play focusing on the resolution of an issue
8. Exam

UNIT 4:
The focus of this unit is to learn the fundamental skills to write, listen and speak in French. The core themes emphasise French culture, environmental issues, the geography of France and regional French cuisine. Students are required to control the past, present and future tenses in a variety of text types and respond to a range of oral and written material. Students participate in oral presentations, informal conversations and guided writing and listening tasks.

Outcomes:
On the completion of this unit you will be able to:
- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

Assessment Tasks:
- Response to specific questions, messages or instructions, extracting and using information requested.
- 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
- Three-to-four minute interview on an issue related to the texts studied.

UNIT 1: HAZARDS AND DISASTERS
In this unit students study a wide range of hazards and disasters including: volcanoes, earthquakes, tsunamis, landslides, avalanches, fire and pests, disease epidemics, oil spills, chemical disasters and nuclear explosions. Students seek to understand the nature of these hazards and disasters and gain insight into the impacts that these natural and technological phenomena have on society and the environment. Students then evaluate the effectiveness of a range of responses to selected hazards and disasters.

Outcome 1:
Analyse, describe and explain the nature of hazards and the impacts of event at a range of scales.

Assessment Task:
- Structured questions
**Outcome 2:**
Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

**Assessment Task:**
- A case study

**UNIT 2: TOURISM**

**Area of study 1: Characteristics of tourism**
In this area of study students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world in countries such as Thailand, Fiji, Rwanda and France. They investigate in detail the tourism industry in St Kilda, Melbourne on an excursion using appropriate fieldwork techniques, and complete research on one other popular location elsewhere in the world.

**Outcome 1:**
You will be able to analyse, describe and explain the nature of tourism at a local, national and global scale.

**Assessment Tasks:**
- Structured questions
- Case study

**Areas of study 2: Impacts of tourism**
In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate the tourism location of St Kilda, Melbourne, using appropriate fieldwork techniques, and another location elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

**Outcome 2:**
You will be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

**Assessment Tasks:**
- Field Study Report
- Structured questions

**UNIT 3: CHANGING THE LAND**

**Area of study 1**
In this unit students focus on two investigations of geographical change: change to land cover and change to land use. Land cover includes forests, grasslands, tundra and wetlands, as well as land covered by ice and water. Students gain an understanding of how land cover develops over time through the interconnection between climate, soils, landforms, plants and animals and, increasingly, interconnections with human activity. Students gain insight into natural processes such as deforestation, desertification, melting glaciers and climate change as well as human use of the land to access resources and to build human
environments. Student then investigate the impacts that these activities have on social, political, economic and environmental spheres around the globe.

**Outcome 1:**
Students will be able to analyse, describe and explain land use change and its impacts

**Assessment:**
- Structured questions
- Field study report

**Area of study 2:**
In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts and discuss responses to these land cover changes at three different locations in the world. They also evaluate three different global responses to the impacts of land cover change.

**Outcome 2:**
Able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

**Assessment:**
- Analysis of geographic data

**UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES**

**Area of Study 1**
Students will study factors that affect human population patterns across the globe and the consequences that population growth rates pose on the environment. They will identify and explain factors that influence a population to either grow or decline. Students will examine case studies such as China’s One-Child Policy, India’s Two-Child Policy and the role of immigration in Australia, Canada and European countries to increase the population.

**Outcome 1**
On completion of this unit the student should be able to evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.

**Assessment Task:**
- A case study

**Area of Study 2**
This area of study focuses on the ways in which people and organisations respond to the global impact of two phenomena, including human population and climate change.

**Outcome 2**
On completion of this unit the student should be able to compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective

**Assessment Task:**
- Structured questions
The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities.

**UNIT 1: THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH**

In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

**Outcome 1**

On completion of this unit the student should be able to describe the dimensions of, and the Inter-relationships within and between, health and individual human development.

**Outcome 2**

On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.

**Outcome 3**

On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

**Assessment Tasks**

- Test on Youth health and development
- Test on Nutrition and Determinants of health
- Research Task on A youth health issue
- Unit Exam

**UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES**

In this unit students develop an understanding of the health and individual human development of Australia’s children. Students study the period from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth. They also study the individual human development of Australia’s adults, including the elderly. They also investigate a variety of health issues which can include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health and the ageing population.

**Outcome 1**

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

**Outcome 2**

On completion of this unit the student should be able to to describe and explain the factors that affect the health and individual human development of Australia’s adults.
**Outcome 3**
On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

**Assessment Tasks**
- A test in prenatal health and individual human development
- A case study and data analysis on child health and individual human development
- A written test in adult health and individual human development
- Unit Exam

**UNIT 3: AUSTRALIA’S HEALTH**
In this unit, students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

**Outcome 1**
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

**Outcome 2**
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

**Assessment Tasks**
- Data Analysis on variations in health status
- Test on National Health Priority Areas
- Test on Promoting Health in Australia
- Unit Exam

**UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT**
This unit focuses on the developmental changes that occur as individuals move through the lifespan as well as an exploration of inherited factors that determine developmental potential. There is an analysis of the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries.

**Outcome 1**
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
Outcome 2
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment Tasks
- Data Analysis on Introducing global health and human development
- A Test on the Sustainable Development Goals
- Case Study on Promoting global health and human development
- VCAA Exam

History

20th Century History

Students will develop an understanding of political ideologies and how they have shaped the thoughts of governments around the world. For Outcome 1 and 2 students will complete an in-depth study on the interwar period from 1918-1939; this will include the examination key events, movements and ideas. They will also analyse and extract from this same time period the social and cultural change and/or continuity that occurred. For Outcome 3 and 4 students will complete an in-depth study on the end of World War II and the development, emergence and length Cold War. Students will also analyse and extract from this same time period the social and cultural change and/or continuity that occurred, and the consequences of these changes/continuity.

UNIT 1: TWENTIETH CENTURY HISTORY 1918–1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Area of Study 1: Ideology and conflict
Outcome 1
On completion of this outcome the student should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

Area of Study 2: Social and cultural change
Outcome 2
On completion of this outcome the student should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Assessment Tasks
- Document analysis task based on the interwar period.
- An essay which analyses the social and cultural changes of the interwar period.
- An evaluation of historical perspectives.

UNIT 2: TWENTIETH CENTURY HISTORY 1945–2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.
Area of Study 1: Competing ideologies
Outcome 1
On completion of this outcome the student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.

Area of Study 2: Challenge and change
Outcome 2
On completion of this outcome the student should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment Tasks
- Research task based on the film ‘Charlie Wilson’s War’.
- Research report on a specific Cold War conflict.
- A construction of an argument related to Cold War social and cultural changes/continuity.
- Exam.

AUSTRALIAN HISTORY

Over the last two hundred years the history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. From 1788 onwards people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence.

Transformations in Australia’s history have occurred sometimes chaotically in response to a sudden rush for land or gold and at other times in a debated and planned fashion, as in the creation of what was, in the early twentieth century, an advanced democracy. Over this time, crises and movements have also led governments and people to modify the status quo to confront critical challenges to the stability and defence of the nation.

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.

UNIT 3: TRANSFORMATIONS - COLONIAL SOCIETY TO NATION
The study introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over the colonial period, especially under the impetus of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including the Indigenous people.

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.

Assessment Tasks:
- Document analysis tasks.
- Research report.

UNIT 4: TRANSFORMATIONS - OLD CERTAINTIES AND NEW VISIONS
This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War I, The Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties.

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.

Assessment Tasks:
- An evaluation of historical perspectives.
- History essay.
- Exam.

Computing Unit 1 & 2
The study of VCE Information Technology encompasses information systems, programming and databases design and construction. It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions.

UNIT 1: IT IN ACTION
In this unit students focus on data, information and computer networks. In Area of Study 1 students collect data on an issue and graphically presents the findings of their investigation. In Area of Study 2 students examine networks and security controls that protect data. Students also design a network solution that meets an identified need. In Area of Study 3 students acquire and apply their knowledge of information architecture, acquire web authoring skills and construct a website. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Outcome 1
On completion of this unit the student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.
Outcome 2
On completion of this unit the student should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

Outcome 3
On completion of this unit the student should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary issue.

Assessment Tasks:
- A graphical solution in response to an identified topic or issue
- A test on the design of networks
- A website project
- An exam

UNIT 2: IT PATHWAYS
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs.

Outcome 1
On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to create simple programs that meet users’ needs.

Outcome 2
On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.

Outcome 3
On completion of this unit the student should be able to apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Assessment Tasks:
- A suite of short programming tasks
- A visualisation presenting the findings of a data analysis
- A database project
- An exam

SOFTWARE DEVELOPMENT UNIT 3 & 4

UNIT 3: SOFTWARE DEVELOPMENT
In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and the skills required to create purpose-designed solutions using a programming language. In Unit 3 students learn the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.
**Outcome 1**
On completion of this unit the student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

**Outcome 2**
On completion of this unit the student should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

**Assessment**
- Outcome 1 : Short programming assignment
- Outcome 2 : Design task for a major software project

**UNIT 4: SOFTWARE DEVELOPMENT**
In this unit students continue to study the programming language used in Unit 3. In Area of Study 1 students further their programming skills by transforming their detailed design into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting the needs of their users. In Area of Study 2 students apply systems knowledge in explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

**Outcome 1**
Students transform their design prepared in Unit 3 into a software solution that meets specific needs or opportunities.

**Outcome 2**
Student are able to analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data

**Assessment**
- Outcome 1 : Extended programming task
- Outcome 2 : Report or written test on a system dependency problem or scenario

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**LEGAL STUDIES**

*Legal Studies allows students to explore and learn about the processes of law-making and the methods of resolving disputes. Students will develop an understanding of the way in which our legal system impacts the lives of citizens.*

**UNIT 1: CRIMINAL LAW AND JUSTICE**
Students will learn and explore the difference between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through parliament. Students focus on the role of police and their powers of investigation. Criminal trial procedures including the possible sanctions given during sentencing will also be studied.

**Outcome 1**
On completion of this unit the student should be able to explain the principles of criminal law and apply them to one or more cases to justify a decision.
Outcome 2
On completion of this unit the student should be able to evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

Assessment Tasks
- Short Answer Test
- Case Studies
- Structured Questions
- Extended Response Question

UNIT 2: CIVIL LAW AND THE LAW IN FOCUS
Students learn the effective resolution of civil disputes. It looks at the processes and procedures involved in civil cases and the possible defences that can be used in enforcing civil rights. As well as the court procedures to resolve civil disputes. Students also investigates the alternative methods of dispute resolution and their effectiveness.

Outcome 1
On completion of this unit the student should be able to explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.

Outcome 2
On completion of this unit the student should be able to evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.

Outcome 3
On completion of this unit the student should be able to analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

Assessment Tasks
Some assessment tasks include:
- SACs on topics including the principles of criminal law, technology and the law and civil and criminal law in action
- Class tests
- Exams

UNIT 3: LAW-MAKING
Students will develop an understanding of the parliamentary process in making laws. They will consider and evaluate the necessity of laws and the impact of the Commonwealth Constitution on the operation of the legal system.

Outcome 1
On completion of this unit the student should be able to describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.

Outcome 2
On completion of this unit the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
Outcome 3
On completion of this unit the student should be able to describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Assessment Tasks
- Short Answer Test
- Case Studies
- Structured Questions
- Extended Response Test

UNIT 4: DISPUTE RESOLUTION
Students learn the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution, with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system.

Outcome 1
On completion of this unit the student should be able to describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.

Outcome 2
On completion of this unit the student should be able to explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

Assessment Tasks
- Short Answer Test
- Case Studies
- Structured Questions
- Extended Response Test

LITERATURE

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

UNIT 1: APPROACHES TO LITERATURE
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

**Outcome 1**

Reading Practices:
On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

**Outcome 2**

Ideas and concerns in texts:
On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

**Assessment Tasks**
- Reading practices: Close Analysis
- Ideas and Concerns in Texts: Views and Values Close Analysis
- Exam

**UNIT 2: CONTEXT AND CONNECTIONS**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

**Outcome 1**

The Text, the Reader and their Context:
On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

**Outcome 2**

Comparing texts:
On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

**Assessment Tasks**
- The Text, the Reader and their Context: Close Analysis
- Comparing Texts: Epic Poetry Comparison
- Exam
UNIT 3: FORM AND TRANSFORMATION
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

**Outcome 1**
Adaptations and transformations:
On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

**Outcome 2**
Creative Response to Text:
On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

**Assessment Tasks:**
- Adaptations and Transformations: Analyse how meaning changes when the form of a text changes.
- Creative Response to Text: Imaginative piece that mimics the stylistic features of the set text.

UNIT 4: INTERPRETING TEXTS
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

**Outcome 1**
Literary Perspectives:
On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

**Outcome 2**
Close analysis:
On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

**Assessment Tasks:**
- Literary Perspectives: Produce an interpretation of a text using different literary perspectives to inform their view.
- Close Analysis: Analyse critically features of a text, relating them to an interpretation of the text as a whole.
- Exam
<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>No. of Units</th>
<th>Units</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>For students wanting to complete a Maths program with the maximum number of units. Suitable for all tertiary courses requiring Maths prerequisites. The Victorian curriculum &amp; Assessment Authority recommend this program as the best possible preparation to complete Specialists Maths 3/4.</td>
<td>8</td>
<td>Maths – Methods CAS 1/2 General – Specialist 1/2 Maths Methods CAS 3/4 Specialists Maths 3/4</td>
<td>Engineering Computer Systems Mathematics</td>
</tr>
<tr>
<td>II</td>
<td>Suitable for the majority, but not all, tertiary courses requiring Maths prerequisites. This program offers the most usual preparation for students to study Maths methods 3/4.</td>
<td>6</td>
<td>Maths – Methods CAS 1/2 General – Specialist 1/2 Maths – Methods CAS 3/4</td>
<td>Most Science &amp; Medical Sciences Most Commerce, Finance, and Business Most Engineering, Computer &amp; Mathematics</td>
</tr>
<tr>
<td>III</td>
<td>For students wanting a general Maths program. This option is suitable for tertiary courses requiring a minimum prerequisite of one unspecified level 3/4 Maths subject. This program feature strong preparation for students intending to study Further Maths 3/4 by completing two Maths subjects at level 1/2.</td>
<td>6</td>
<td>General – Further 1/2 Maths – Methods CAS 1/2 Further Maths 3/4</td>
<td>Some Business, Commerce Some Science Some Computer</td>
</tr>
<tr>
<td>IV</td>
<td>This program is the minimum suitable for tertiary courses with Maths Methods 3/4 as a prerequisite. This option can be seen as an alternative to Option II allowing more choices when selecting other subjects, but less preparatory Maths at level 1/2.</td>
<td>4</td>
<td>Maths – Methods CAS 1/2 Maths – Methods CAS 3/4</td>
<td>Most Science Most Commerce, Finance, and Business Most Engineering, Computer &amp; Mathematics</td>
</tr>
</tbody>
</table>
### Program Details

<table>
<thead>
<tr>
<th>V</th>
<th>This 4 unit program offers more scope to select other subjects while still providing a level 3/4 Maths to satisfy many tertiary entrance requirements. It does, however, only provide one level 1/2 Maths subject as preparation for level 3/4.</th>
<th>4</th>
<th>General – Further 1/2  Further Maths 3/4</th>
<th>Some Business, Commerce Some Science Some Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>This program is for students choosing to study only two units of Maths as part of the minimum Maths/Science requirements for the VCE. There are also other subjects that can satisfy this requirement</td>
<td>2</td>
<td>General – Further 1/2</td>
<td>Most Apprenticeships</td>
</tr>
</tbody>
</table>

#### Mathematics Flow Diagram From Year 10 to VCE

**Year 10**
- Core Maths
- Technical Maths
- Technical Maths
- Core Maths
- And Advanced Maths

**Year 11**
- General Maths-Further Units 1 & 2 (Foundation Mathematics Unit 2)
- Maths – Methods CAS Units 1 & 2
- General Maths- Specialist Units 1 & 2

**Year 12**
- Further Maths Units 3 & 4 OR VCAL Numeracy
- Maths Methods CAS Units 3&4
- Maths Methods CAS Units 3&4 and Specialist Maths Units 3 & 4
Mathematics is the study of function and pattern in number logic, space and structure. Students will apply mathematical skills to solve standard problems; use mathematics when dealing with real life situations and use technology to support their learning.

**Units 1 & 2:**
General Mathematics – Further
Mathematical – Methods CAS
General Mathematics – Specialist

**Units 3 & 4:**
Further Mathematics
Mathematical Methods CAS
Specialist Mathematics

**General Mathematics - Further**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

**UNIT 1:**
Topics include ‘Univariate statistics’, ‘Number sequence’ and ‘Financial arithmetic’.

**Outcome 1**
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3**
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

**Assessment Tasks**
- An extended response task on Linear graphs and linear programming
- A test on Matrices
- A short answer task on Bivariate data.

**UNIT 2:**
Topics include ‘Linear graphs and modelling’, ‘Linear inequalities and linear programming’, ‘Matrices’ and ‘Bivariate statistics’.
Outcome 1
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Tasks
- An extended response task on Univariate statistics.
- A test on Matrices
- A short answer response task on Number sequence.

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’.

UNIT 3: FURTHER MATHEMATICS
Unit 3 Further Mathematics consists of a compulsory Core area of study. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. Data analysis comprises 40 per cent of the content to be covered, Recursion and financial modelling comprises 20 per cent of the content to be covered.

Outcome 1
On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

Outcome 2
On completion of this unit the student should be able to use mathematical concepts and skills developed in the ‘Data analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

Outcome 3
On completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study ‘Data analysis’ and Financial recursion and modelling.

Assessment Tasks
- Data analysis Problem solving task
- Financial maths problem solving task
UNIT 4: FURTHER MATHEMATICS

Unit 4 Further Mathematics consists of an Applications area of study. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: Matrices, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. Each selected module comprises 20 per cent of the content to be covered. At TSC, the modules that are on offer will be ‘Matrices’ and ‘Graphs and relations’ in 2017.

Outcome 1

On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the ‘Applications’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the selected module from the ‘Applications’ area of study.

Assessment Tasks
- Linear graphing modelling task
- Matrices modelling task

FOUNDATION MATHEMATICS UNIT 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Unit 2 Foundation Mathematics are selected from ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’.

UNIT 2:

Unit 2 is a suitable option for many students mid-way through the year as it has no pre-requisites and it requires only foundation mathematical skills. Potential students may include those who attempted a Unit 1 subject – mathematics or otherwise - and have decided that they would rather not continue with Unit 2 of that subject. VCAL students may also undertake Unit 2 to contribute towards their course.

Outcome 1

On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.
Outcome 2
On completion of this unit the student should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.

Outcome 3
On completion of this unit the student should be able to select and use technology to solve problems in practical contexts.

Assessment Tasks
Demonstration of achievement of Outcomes 1 and 2 and 3 will be based on the student’s performance on selection of tasks, with and without the use of technology. These tasks may include investigations, projects, assignments, summaries and tests based around topics such as personal budgeting, costing, surveys and wage calculations.

These units are designed to introduce students to mathematical structure in a closely sequenced development of topics. Units 3 & 4 will follow directly from Units 1 & 2 and may be taken alone or together with other mathematics subjects.

UNIT 1&2:
The areas of study for Unit 1 and Unit 2 of Mathematics Methods CAS are algebra, functions and graphs, rates of change and calculus, probability and statistics.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- Polynomial Functions analysis task
- Quadratic Functions test
- Probability test
- Calculus modelling task
- Exam
UNIT 3&4:
The Topics include functions and their graphs, calculus, algebra, statistics and probability.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- An Application Task
- A problem solving task
- A Modelling Task
These units are suitable as additional background for Mathematical Methods students and also for students who intend to study Specialist Maths Units 3 & 4.

UNIT 1:
The areas of study for Unit 1 of Specialist Maths are Complex numbers, Vectors and Trigonometric Applications

**Outcome 1**
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3**
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

**Assessment Tasks**
- Short answer and extended response tests

UNIT 2:
Topics include Non-Linear Algebra, Kinematics and Applications of Calculus, and Statistics.

**Outcome 1**
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3**
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

**Assessment Tasks**
- Short answer and extended response Test
This course is intended for those with a strong interest in mathematics and who wish to undertake further studies in mathematics or related disciplines. These units must be taken with Mathematical Methods Units 3 & 4.

**UNIT 3&4:**
Areas of Study include: Complex numbers, Vectors, Calculus, Dynamics and Mechanics, and Inferential Statistics.

**Outcome 1**
The student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

**Outcome 2**
The student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics.

**Outcome 3**
The student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment Tasks**
- An Application Task
- A Problem Solving Task
- A Modelling Task

**MEDIA**

VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

**UNIT 1: REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION**

**Practical**
This area of study focuses on the production of representations in different media forms, for example; students will learn how to represent different ideas using photography and image manipulation programs.
Theory
This area of study focuses on an analysis of media representations and how such representations present, for example, events, people, places and organisations. These representations involve the selection of images, words or sounds and the ways in which they are presented, related and ordered. Media products are approached in terms of how they construct meaning with audiences.

Outcome 1
On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

Outcome 2
On completion of this unit the student should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

Outcome 3
On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Assessment Tasks
- Written Test
- Production Task
- Written Task
- Exam

UNIT 2: MEDIA PRODUCTION AND THE MEDIA INDUSTRY

Practical
Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production. They perform specialist roles in the development of a media product from its inception to completed production.

Theory
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Outcome 1
On completion of this unit the student should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.

Outcome 2
On completion of this unit the student should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.
Outcome 3
On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

Assessment Tasks
- Written Test
- Production Task
- Written Test
- Exam

UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN
In this unit students learn to recognise the role and significance of narrative organisation in fictional film. Students develop practical skills in media design and production. They present the relevant specifications as a written planning document, with visual representations that use media planning conventions.

Outcome 1
Narrative - students analyse the narrative organisation of fictional film texts.

Assessment Tasks
- Short answer responses
- Short essay responses

Outcome 2
Media production skills – students develop specific media production skills and technical competencies using media technologies. The skills learnt are selected by each student and are completed at school.

Assessment Tasks
- Students complete two individual production skill exercises.
- Students write a report on what they have learnt about media production as a result of the exercises they have undertaken.

Outcome 3
Media production design – Students develop a written design plan for their media production they will individually undertake in Unit 4.

Assessment Tasks
- Students submit a fully documented design plan for their individual media production.

UNIT 4: MEDIA: PROCESS, INFLUENCE AND SOCIETY’S VALUES
Students will produce a media product for an identified audience from the media production design plan prepared in Unit 3. Students further develop practical skills in the production of media products.
Students critically analyse the relationship between social values and media influence on the audience.
Outcome 1
Media process – development of a media product using a variety of skills, management and organisational techniques to move from planning through production and postproduction processes to a completed media product.

Assessment Tasks:
- Individual Media product.

Outcome 2
Media texts and society’s values - students focus on the relationship between society’s values and media texts via the study of a significant social attitude across a range of media texts to critically analyse its representation in the media.

Assessment Tasks:
- Assessment tasks take the form of short answer tasks and essays.

Outcome 3
Media influence - students focus on an analysis of media influence. Theories of media influence and communication models are explored as they seek to explain the complexities between the media and its audiences.

Assessment Tasks:
- Assessment tasks take the form of short answer tasks and essays.
- Exam.

It is strongly advised that students can play an instrument to a reasonable standard if undertaking this subject. Students will present works on one or more instruments in group contexts. They also study the work of other performers and explore strategies to optimise their own approach to performance. Students in music performance will learn to play different styles of music and learn to address challenges in presenting music for performance. Students will study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 1: MUSIC PERFORMANCE
The unit focuses on building performance and musicianship skills. They will work on building technical skill on an instrument in addition to developing skills in presenting different styles of music. Students will study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing music performances.

Outcome 1
Group Performance

Outcome 2
Performance Technique

Outcome 3
Musicianship
Assessment Tasks
1. Presenting a performance on chosen instrument
2. Folio on instrumental techniques and how they improve performance
3. Theory work completed in class and end of semester exam

UNIT 2: MUSIC PERFORMANCE
Students will build upon the skills and knowledge covered in unit one. They will also develop skills in performing previously unseen notated music and improve on technical aspects of playing an instrument. Students will also devise an original improvisation or composition.

Outcome 1
• Performance in group and solo context

Outcome 2
• Performance Technique

Outcome 3
• Musicianship

Outcome 4
• Organisation of Sound

Assessment Tasks:
1. Group or solo performance using from notated sheet music
2. Written report analysing the musical elements of a chosen piece of music
3. Aural and written theory exercises completed in class
4. Perform an instrumental solo over a given chord progression or backing track using appropriate scales and stylistic effects

UNIT 3: MUSIC PERFORMANCE
This unit prepares students to present more convincing musical performances. This unit gets students to play a range of styles in groups and solo contexts. They will also use instrumental techniques to present informed presentations of different styles of music. There will also be further studies in music theory, aural transcription and music analysis.

Outcome 1
• Present musically engaging performance in a group context

Outcome 2
• Performance technique

Outcome 3
• Musicianship

Assessment tasks
• Informed engaging performance on chosen instrument in a group context
• Demonstration of techniques on chosen instrument with a written report and sight reading demonstration
• Theory work covering music notation and aural exercises covered in class

UNIT 4: MUSIC PERFORMANCE
In this unit students will work toward the end of year performance exam. Performance exam times depend on the size of the group usually lasting between 35 and 40 minutes. They will also continue with theory and music analysis work in order to prepare them for the VCE Written and Aural exam.

**Outcome 1**
- Performance on chosen instrument in group context

**Outcome 2**
- Performance technique

**Outcome 3**
- Musicianship

**Assessment tasks**
- End of year performance exam
- Demonstration of techniques on chosen instrument with a written report and sight reading demonstration
- End of year written and Aural examination

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**OUTDOOR AND ENVIRONMENTAL STUDIES**

The main aim of Outdoor and Environmental Studies at VCE level is to develop students understanding of the environment and educate them on the impact humans have on the environment. Through practical experiences students are able to see first-hand how different environments are altered and the way we interact within them.

**Vision** – Is to "Empower all students to develop values, attitudes, beliefs and behaviours that will lead to sustainable living".

**Aims** – For students to:

1. Develop connections with the environment and its relationship to their home community;
2. Extend themselves in mind and body;
3. Develop independence, self-reliance and confidence for lifelong learning;
4. Develop the social skills and knowledge to successfully work and learn in teams.
5. Develop leadership skills that will assist them in maturing within the school community as potential future leaders.

**UNIT 1: EXPLORING OUTDOOR EXPERIENCES**

**Area of Study 1: Motivations for outdoor experiences**

In this area of study, students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to nature. They evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk in outdoor experiences.
**Outcome 1**
On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.

**Area of Study 2: Experiencing outdoor environments**
This area of study broadens the focus of students from personal responses to the ways in which others respond to, understand and value outdoor experiences and outdoor environments. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments.

**Outcome 2**
On completion of this unit the student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

**Assessment Tasks:**
Assessment tasks will include a variety of the following:
- Journal/report of outdoor experiences
- Case study analysis
- Oral presentations
- Practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- Data analysis
- Tests/exam
- Written responses, including essays, short answers, weblogs, web discussion forums.

**UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS**

**Area of Study 1: Investigating outdoor environments**
This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

**Outcome 1**
On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

**Area of Study 2: Impacts on outdoor environments**
In this area of study students focus on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human induced changes on components of the environment, the focus here is on human impact – both positive and negative.

**Outcome 2**
On completion of this unit the student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

**Assessment Tasks:**
Assessment tasks will include a variety of the following:
UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Area of study 1 - Historical relationships with outdoor environments
This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students must study the role of at least one environmental movement in changing relationships with outdoor environments. Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Outcome 1
On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Area of study 2 - Contemporary relationships with outdoor environments
In this area of study students examine current relationships between humans and outdoor environments. They examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Assessment Tasks:
Assessment tasks will include a variety of the following:

- Journal/report of outdoor experiences
- Case study analysis
- Oral presentations
- Practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- Data analysis
- Tests/exam
- Written responses, including essays, short answers, weblogs, web discussion forums.
- VCAA End of Year Exam
UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

Area of study 1 - Healthy outdoor environments
This area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments. Practical outdoor experiences enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with outdoor environments.

Outcome 1
On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

Area of study 2 - Sustainable outdoor environments
In this area of study student’s focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

Outcome 2
On completion of this unit the student should be able to analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment Tasks:
Assessment tasks will include a variety of the following:

- Journal/report of outdoor experiences
- Case study analysis
- Oral presentations
- Practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- Data analysis
- Tests/exam
- Written responses, including essays, short answers, weblogs, web discussion forums.
- VCAA End of Year Exam

Physical Education examines how the human body works and moves during physical activity. The course involves both a theoretical and practical component.

UNIT 1: THE HUMAN BODY IN MOTION
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the
relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

**Outcome 1**
On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

**Outcome 2**
On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

**Assessment Tasks**
- A written report analysing body movement in physical activity
- Musculoskeletal Test
- Cardiorespiratory Test
- Unit Exam

**UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY**
In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

**Outcome 1**
On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

**Outcome 2**
On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.
Assessment Tasks

- Reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- Unit Exam
UNIT 3: PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

Topics include: physical activity guidelines, researching participation patterns, promotional strategies to increase participation in physical activity, the use of the different body systems in physical activity, how the body makes energy, the causes of fatigue and methods of recovery.

Outcome 1
On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

Outcome 2
On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Assessment Tasks
This unit will include a combination of the following:
- Practical laboratory report
- Case study analysis
- Data analysis
- Critically reflective folio/diary of participation in practical activities
- Visual presentation
- Multimedia presentation.
- Test

UNIT 4: ENHANCING PERFORMANCE

Topics include: sport analysis and training program design, sports nutrition, recovery and overtraining, legal and illegal aids used to enhance performance and adaptations to the body as a result of exercise.

Outcome 1
On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment Tasks
- Practical laboratory report
- Case study analysis
- Data analysis
- Critically reflective folio/diary of participation in practical activities
- Visual presentation
- Test
- A practical laboratory report analysing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities.
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

UNIT 1: HEAT AND THE WORLD AROUND US
In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth’s thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limit

Outcome 1
On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

Outcome 2
On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Outcome 3
On completion of this unit the student should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Assessment Tasks
- Assessments tasks will include a range of tests and practical tasks. In addition to this students will undertake a student designed, extended practical investigation

UNIT 2 WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD
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. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Outcome 1
On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.
**Outcome 2**

Twelve options are available for selection in outcome 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:

- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

**Outcome 3**

On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

**Assessment Tasks**

- Structured test on motion
- Research Assignment on detailed study
- Practical Investigation
- Exam

**UNIT 3: HOW DO THINGS MOVE WITHOUT CONTACT**

They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.

**Outcome 1**

On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

**Outcome 2**

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.
**Outcome 3**
On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

**Assessment Tasks**
- Exam style tests
- Practical reports

**Unit 4: How do fields explain motion and electricity?**
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

**Outcome 1**
On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

**Outcome 2**
On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

**Outcome 3**
On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

**Assessment Tasks**
- Exam style tests
- Practical Investigation

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Psychology is the study of the mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

**UNIT 1: HOW ARE BEHAVIOURS AND MENTAL PROCESSES SHAPED?**
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

**Outcome 1**
On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

**Outcome 2**
On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.

**Outcome 3**
On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

**Assessment Tasks:**
- Test on the brain and how it functions
- Media response on the application of the biopsychosocial model to anxiety
- Student-directed research investigation related to brain function or psychological development

**UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

**Outcome 1**
On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

**Outcome 2**
On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
Outcome 3
On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment tasks:
- A test on perception
- A media response on a movie that illustrates stereotyping, prejudice and discrimination
- Practical investigation on the bystander effect

UNIT 3: HOW DOES EXPERIENCE EFFECT BEHAVIOUR AND MENTAL PROCESSES?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Outcome 1
On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

Outcome 2
On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Assessment tasks:
- A test on the nervous system
- Annotated folio on memory and learning

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.
Outcome 1
On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.

Outcome 2
On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

Outcome 3
On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment tasks:
- A test on sleep
- A visual presentation on a mental illness using the biopsychosocial framework
- Structured scientific poster

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist the understanding and development of art making and professional practices. Students create experimental and developmental folios that allow them to creatively interpret the world around them. They also learn how and why art is made within different times and cultures enabling them to develop their analytical, written, and communication skills.

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

Practical
Students focus on researching and recording art ideas that are documented in a folio. Students develop ideas and identify sources of inspiration to be used as starting points for exploring a range of artforms. They also learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork.

Theory
The work of artists from different times and cultures is studied to gain a broader understanding of how artworks are produced and exhibited. Students discuss the way artists have used materials and techniques, and interpreted ideas and sources of inspiration in producing artworks.

Outcome 1
On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

Outcome 2
On completion of this unit the student should be able to 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.

Outcome 3
On completion of this unit the student should be able 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.

Assessment tasks
- A visual folio including a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.
- Written test
- Exam

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

Practical
Students focus on developing artworks through an individual studio process based on visual research and inquiry. They explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal.

Theory
Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created visual qualities and identifiable styles. Students develop an understanding of issues associated with appropriation such as copyright and artists’ moral rights.

Outcome 1
On completion of this unit the student should be able 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.

Outcome 2
On completion of this unit the student should be able to 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 Tasks
- A folio including design explorations and finished artworks based on individual concepts
- Written Test
- Exam

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

Practical
Students focus on the development of an exploration proposal that their individual studio process. They progressively refine ideas through investigation and art practice by producing a visual diary that investigates the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities. Students progressively present a range
of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4.

**Theory**
Students focus on the practices in relation to particular art forms and artists of different times and cultures; investigating ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. They also study recognised historical and contemporary artworks in a range of art forms to develop analytical written skills.

**Outcome 1**
On completion of this unit the student should be able 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.

**Outcome 2**
On completion of this unit the student should be able to 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.

**Outcome 3**
On completion of this unit the student should be able 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.

**Assessment Tasks**
- An exploration proposal and a visual diary that develops the concepts and ideas and produces potential directions that will form the basis of at least two finished artworks in Unit 4. (contributes to 30% of study score)
- Written Test (contributes to 5% of study score)

**UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS**

**Practical**
Students focus on the planning, production and evaluation required to develop, refine and present artworks that link according to the ideas resolved in Unit 3. Students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. These artworks aim to 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.

**Theory**
Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study. Students analyse how specific artworks are presented and demonstrate their understanding of the artists’ and curators’ consideration of how artworks are displayed within the art exhibitions.
Outcome 1
On completion of this unit the student should be able 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 and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.

Outcome 2
On completion of this unit the student should be able to 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.

Outcome 3
On completion of this unit the student should be able to 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 Tasks
- Production of two finished artworks based on the concepts and explorations completed in unit 3 (contributes to 30% of study score)
- Written Test (contributes to 5% of study score)
- Exam (contributes to 30% of study score)

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and
design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

**Outcome 1 – Drawing as a means of visual communication**
On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

**Outcome 2 – Design elements and design principles**
On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

**Outcome 3 – Visual communication design in context**
On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

**Assessment Tasks**
- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Folio demonstrating the application of design elements and principles to satisfy a stated purpose
- Written report/short answer test how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

**UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN**
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

**Outcome 1 - Technical drawing in Context**
On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

**Outcome 2 - Type and imagery**
On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

**Outcome 3 - Applying the design process**
On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.
**Assessment Tasks**
- Folio of technical drawing
- Folio demonstrating the manipulation of type and images through the application of design process created using manual and/or digital methods
- Final presentation/s of visual communications

**UNIT 3: DESIGN THINKING AND PRACTICE**
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

**Outcome 1 - Analysis and practice in context**
On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

**Outcome 2 - Design industry practice**
On completion of this unit the student should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

**Outcome 3 - Developing a brief and generating ideas**
On completion of this unit the student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

**Assessment Tasks**
In response to given stimulus material, create three visual communications designed for different contexts, purposes and audiences, These visual communications will include evidence of:
- two- or three-dimensional presentation drawing
- use of digital methods.

And an explanation of the connections between each of these visual communications and existing visual communications using one of the following forms:
- annotated visual communications
- written or oral report supported by visual evidence.

Describe how visual communications are designed and produced in the design industry and explain those factors that influence these practices through either:
- a written report
- short and extended responses
- structured questions
- an annotated visual report.

**UNIT 4: DESIGNING TO A BRIEF**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**Outcome 1 - Development of design concepts**

On completion of this unit the student should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

**Outcome 2 - Final Presentations**

On completion of this unit the student should be able to produce final visual communication presentations that satisfy the requirements of the brief.

**Outcome 3 - Evaluation and explanation**

On completion of this unit the student should be able to devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

**Assessment Tasks**

- A brief that identifies the contexts, constraints, client’s needs and target audience, and a folio generating ideas relevant to the brief.
- A folio of conceptual developments for each need.
- Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3.
- End of year exam that will contribute 35%
The VCAL program aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:
- Accredited pathways for Secondary Students.
- Tailoring a program to suit student’s interests.
- Personal Development.
- Development of work related and industry specific skills.

These principles are within the context of applied learning.

**QUALIFICATIONS**
VCAL is accredited at three levels, Foundation, Intermediate and Senior. The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development.

**FOUNDATION LEVEL**
At this level the focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

**INTERMEDIATE LEVEL**
At intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

**SENIOR LEVEL**
At this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills which apply directly to the workplace or further training is also important.

**ENTRY REQUIREMENTS**
All successful VCAL applicants must:
- Successfully complete Year 10
- Complete an application form
- Participate in a parent/student/teacher interview
- Satisfy the selection criteria, at the interview, that demonstrates commitment, cooperation and understanding of expectations

Students can enter at the level of VCAL to suit their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed in should take into account the student’s literacy level, interests, goals and ability. The decision about entry level should also take into account the student’s:
- Strengths and interests
- Preferred learning style
- Vocational goals
- Readiness for participation in structured workplace learning or formal vocational education
- Teacher and peer support needs
- Envisaged pathways
Leadership capabilities

**VCAL STRUCTURE**
The VCAL has four curriculum areas, called strands. These strands are:
- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

**Achieving a VCAL Qualification**
A student is awarded a Certificate when they gain credits for ten units that fulfil the minimum requirements for a student’s learning program. A credit is gained for successful completion of a unit of study.

A unit of study can be:
- 1 VCE Unit
- 1 VCAL Unit
- Approximately 100 hours of VET modules/units of competence and/or Further Education modules.

A student’s VCAL learning program must include:
- A minimum of two VCAL units
- At least one literacy unit
- At least one numeracy unit
- At least one unit from the Industry Specific Skills Strand. At the Intermediate and Senior levels this must include a unit of study from a VET qualification
- At least one unit from the Work Related Skills Strand
- At least one unit from the Personal Development Skills Strand
- At least six units at the level or above, of which one must be literacy and one VCAL Personal Development Skills unit
In 2017 Tarneit Senior College will offer the Foundation, level of VCAL. Students may complete a VCAL certificate in the first year of their post compulsory education and then move on to other training or employment. Students are expected to undertake work placement ONE day each week and complete a VET course for ONE day each week. Students are also expected to participate in community based projects.

Sample Program:
Foundation Level

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<thead>
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<th>Curriculum Type</th>
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<th>Numeracy</th>
<th>Industry Specific Skills</th>
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<td>Foundation Units 1 &amp; 2</td>
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<td>Foundation Units1 &amp; 2 Integrated Community Projects</td>
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<td>2</td>
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</tbody>
</table>

As part of the Industry Specific Skills students will need to complete a VET course.

Further information on the structure of VET and the courses available can be found in the VET section of the Handbook.
VET IN SCHOOLS

Widen your horizons and multiply your opportunities

WHAT IS VET?
A VET in the VCE program enables you to widen your horizons and on successful completion, gain two qualifications instead of one, a VCE Certificate and a nationally recognised VET/TAFE Certificate. VET in the VCE provides you with the opportunity to obtain a broad based education which links training to industry and encourages innovation, independence and entrepreneurial endeavour.

VET in the VCE may be delivered in a number of ways including your secondary college, a TAFE Institute, and the workplace. Research has confirmed that a significant number of students are entering higher education or continuing with further training after successfully completing a VET in the VCE program.

FEATURES OF VET

- VET is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (eg. Certificate II Multimedia) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

How does VET work?
A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students' school or another school within the Wyndham Cluster of schools.

Course availability
It is the intention that students apply for courses in their geographical area. However, if they are on a waiting list they may be referred to another similar course elsewhere. *Classes will not run where there are insufficient numbers.

Travel to venues
Students will travel to schools within the Wyndham network, please see each course description for location details. Students need to ensure independent travel to and from venues for VET classes all year. It will be the responsibility of the student to get to and from the venue of the course they have chosen. Schools will attempt to facilitate the need for transport to other venues by tapping into the existing public transport systems and cluster transport arrangements, where possible.

Attendance
Attendance is critical. Non-attendance equates to a week missed. All absences are reported back to the home school. **VET requires 90% attendance; failure to meet this requirement will mean no result as well as no certificate.** Students must be prepared for flexible delivery times i.e. late afternoon or early morning classes.
Delivery of VET programs
Every effort is made to deliver the 2nd year of a course; however if numbers do not reach the minimum class size there is no guarantee the program will run.

Enrolling in VET Units 3 & 4
It is highly recommend that students complete Units 1 & 2 before enrolling in Units 3 & 4, Structured Workplace Learning (SWL). Students may undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job. The time and arrangements for structured workplace learning will vary for each program and may be organised during term, holidays or early December. Travel to and from work placements is the responsibility of each student. Students are encouraged to find their own work placements or use the services of a placement organisation.

Contribution to the VCAL .... VET is fully incorporated into the VCAL.
- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills
- 100 hours of VET gains one VCAL credit.
- This usually represents one semester of classes.

Advantages of studying VET

VET increases Students’ Learning Potential
- Broadens VCE/ VCAL options.
- Develops the student’s capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interest and career directions through the provision of strong pathways.

VET provides National Qualifications and Skills
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE. Eg Cert II in Automotive Technology provides students with a pre apprenticeship in this industry area.
- VET provides access to a range of different technologies related to the workplace

VET Prepares Students for the Workforce
- Expands post school opportunities and improves employment prospects.
- Provides the opportunity to trial a career. Helps students explore possible areas of interest, which promote further study and work choices.
**VET Charges**

By choosing a VET course, students will be selecting subjects that involve training in industry as well as at school, which on completion will provide them with two qualifications instead of one, a VCE Certificate and a nationally recognised VET/TAFE Certificate. Students pay for each year that they complete the course.

**VET PAYMENT REQUIREMENTS**

- All students will need to pay a $100 deposit upon enrolment into the program as confirmation of their enrolment into the VET program.
- Students will then need to pay the rest of the costs (i.e. balance of account prior to the end of 2016), as there are students on waiting lists who wish to enrol in the courses. Enrolment in this subject is only confirmed when it is paid in full.
- If a student wishes to leave a course, they must do so before the end of February 2016 to receive a refund.
- Monies paid will not be refunded after the end of February 2016.
- Please note that charges are not negotiable as VET fees must be paid to TAFE Institutions.
- Please note the extra cost apply for uniforms and equipment in Hospitality and Building & Construction courses.

---

**VCE/VET CERTIFICATE II IN BUSINESS (VCAL STREAM)**

The Certificate II in Business (VCAL stream) allows students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment. Students cover many of the business skills they will require post secondary school including invoicing, GST, time management, setting up a business, career planning and more.
EXAMPLES OF EMPLOYMENT OPPORTUNITIES

Automotive Technology

Animal Studies
Pet shop, animal shelter or boarding facility, animal grooming business or veterinary clinic.

Building and Construction
Labourer, Contractor, Inspector, Site Manager, Surveyor, Project Manager, Driver, Crane Operator, Administration.

Business Administration (Office Administration)
Administrative Assistant, Receptionist, Secretary, Information Officer, Customer Service Officer.

Clothing Production – Fashion
Textile Design, Pattern Making, Couture, Wardrobe Supervisor, Fashion Designer, Theatre And Film Costume, Clothing Production Manager, Retail Buyer, Sales Manager, Accessories Designer, Sales Assistant, Soft Furnishing Designer.

Community Recreation
Recreation Officer, Assistant in a Gymnasium/Fitness Centre, Personal Trainer, Sporting Events Assistant, Leisure and Cultural Services Officer, Youth Leader, Outdoor Activity Leader.

Community Services
Social Worker, Nursing, Psychologist, Counselor, Nanny, Youth Worker, Rehabilitation, Residential Care Worker, Welfare Officer, Personal Carer, Physiotherapist, Occupational Therapist.

Dance
Full Time Dance Courses, Production Companies, Musical Theatre, Professional Agencies Linked To Television.

Integrated Technologies (Electro-technology)
Technician, Technologist, Tradesperson, Serviceperson, Engineer, Engineering Technologist.

Engineering

Furnishings

Food Processing (Retail Baking)
Retail, bakeries and commercial kitchen which require bakers. It will open opportunities for employment in franchise bakeries with further development in small business management and/or ownership.

Hair and Beauty
Hairdresser, Hair Stylist, Beauty Therapist, Beautician, Make-up Artist.

Hospitality
Executive Chef, Senior Cook, Apprentice Cook, Kitchen Hand, Cocktail/Lounge or Food Waiter, Bar Manager, Bar Attendant, Housekeeper, Room Attendant, Front Office Manager, Duty Manager, Receptionist, Accounts Clerk, Concierge, Porter.

Computing/Software Development

Media
Web Site Supervisor, Project Manager, Graphic Designer, Animator, Script Writer, Editor, Video/Sound Producer, Sound Editor, Systems Designer, Programmer, Network Administrator, Special Effects Engineer, Producer, Director, Publisher, New Product Developer.

Music
Vocalist, Musician, Music Retailer, Venue Manager, Music Director, Promoter, Production Crew Member, Stage Manager

Outdoor Recreation
Aerobic Instructor, Fitness Instructor, Physical Education Teacher, Sports Management/Administrator, Sports Coach, Recreation Officer, Sportsperson, Leisure and Cultural Services Officer, Outdoor Recreation Activity Leader, Dietician, Nutritionist, Physiotherapist, Referee, Broadcasting and Sports Journalism.

Picture Framing
Picture framing manufacture, retail and business opportunities as a picture framer.
Plumbing
Apprenticeships selecting from a broad range of areas that plumbers specialise in, including roofing and gas fitting.

VET COURSE REQUIREMENTS

Students enrolling in a VET program will be required to complete a commitment from covering their code of conduct. Further to this, additional course requirements set out by the Cluster must also be adhered to. It is important that parents and students take time to read the course requirements and student responsibilities before submitting an enrolment form.

STUDENTS ABSENCES
In order to successfully complete the course students are expected to attend all VET Classes. Absences will be allowed for school camps, excursions etc. A medical certificate needs to be supplied for all other absences. Where possible, students need to notify their VET coordinators, trainers and / or workplace in advance.

Make up classes
Where necessary, students may be required to attend make up classes after school, during the school holidays or on the weekend.

Punctuality
All students are expected to arrive on time to class. Students who arrive late will be marked as ‘late’ on the roll and may be asked to make up the missed class time outside regular class hours.

Work Requirements
All tasks as assigned by the trainer/ employer are to be completed by the due date. Students who fail to meet deadlines will be given a warning and a second submission date will be negotiated. Students who fail to complete set tasks, by the end of the term that the tasks were set, will be withdrawn from the program.

School Uniform
Students are expected to attend VET classes in their home school uniform. For VET classes held at VU students are required to comply with VU uniform requirements.

Student Behaviour
Students will abide by the trainer’s rules and the rules of the Delivery School whenever they are on the site. This includes meeting Occupational Health and Safety Requirements in and out of the classroom. Attitude and behavior are to be of the expected standard and comply with the VET Student Contract.

Transport Arrangements
Students are expected to make their own travel arrangements to and from VET venues. Where possible a bus service may be provided with sufficient student numbers to assist students traveling between schools during the course of all day school programs. A fee will apply to users of the bus service.
**Structured Workplace Learning**
Students will meet the Structured Workplace Learning requirements of the course.

**Enrolling in Units 3 & 4**
It is highly recommend that students complete Units 1 & 2 before enrolling in Units 3 & 4.

**Absence from Assessed Task – Units 3 & 4**
Students who are absent from class, on a day when an assessed task is held must:
Phone their VET Coordinator at school and their VET classroom teacher by 9.00 am.

Provide detailed parental note immediately on return to school. A copy should be given to the VET Coordinator, and a copy sent to the VET classroom teacher.
AND
Provide a Doctor’s Certificate, immediately on return to school. The original to be given to the VET Coordinator, and a copy sent to the VET classroom teacher.

The VET Coordinator in conjunction with the VET classroom teacher will determine whether the absence is excused and whether rescheduling the missed task will be granted. Students who fail to report to their VET Coordinators on their first day back will not have their assessment task rescheduled.

**HOW DO I APPLY FOR VET?**

Students who opt to undertake VCAL after the commencement of the school year may not be able to access the VET in schools program due to demand (will need to pursue a school-based apprenticeship instead). Interested applicants should complete the VET Application Form and Student Contract within the appendix section.

**Forms should be returned to the front office, by Friday 2nd Sept 2016 with a $200 deposit towards your course.**

Students must also:

1. Attend the compulsory Orientation Session in Term 4: Details to be advised.

2. Students must carefully consider their VET choice and commitment as students will not be permitted to alter VET choices once an offer of a position has been confirmed.

3. There is a cost associated with each program.

**A deposit of $200 is required by Friday 2nd of September with the full balance due by Monday 31st of October 2016.**
Australian School Based Apprenticeships (ASBAs) allow you to work as a paid part time trainee or apprentice whilst completing your secondary education at school.

ASBAs are a great option if you wish to enter the workforce and remain at school. The program offers you a chance to get a head start in the industry you choose whilst completing the last two or three years of your education. They are ideally suited for VCAL students meeting the VET and Structured Workplace Learning requirements for the certificate.

**How does ASBA work?**

You will:
- Be enrolled in year 10, VCE or VCAL studies (subject to your schools policy)
- Sign a Training Agreement, together with the employer and your parents
- Gain part-time employment
- Attend TAFE or other Registered Training Organisation (RTO) one day a week, after school or block release.
- Commit to 10-15 hours per week in work and training.

**Who is eligible to be an Australian School Based Apprentice?**

- Students 15 years of age or over who are permanent residents of Australia.
- Students who attend school and are wishing to complete their secondary studies.
- Students who are prepared to commit a minimum of 15 hours a week in **work and training**.
- Students who are available during the school week.
- Students in Years 10, 11 & 12.
- Students who can manage their time between three settings: school, work and training.

**What are the rewards for students?**

- Great career prospects
- A Certificate that is recognised all over Australia
- Getting paid for training
- Gaining Credits towards your VCE, VCAL and/ or full time new apprenticeships
- Finish secondary school with two certificates (eg. Certificate II in Retail and VCE or VCAL)
- Improved employment opportunities.

**Are there any costs?**

There may be some costs associated with enrolling in an ASBA, however most course fees are paid for by the host organization.
Interested Students

1. Interested applicants should see their VET / VCAL / Careers Coordinator for their school’s process for applying.
2. Positions are advertised by a range of organisations and selection is determined by each individual organisation and not the school.
3. Applicants will be required to complete an application form and attend a possible interview with the relevant organisation.
On the following pages you will find the required forms to complete for subject selections 2017
Use the Year 10 curriculum table on page 13 in the handbook to help complete the subject selection form below. Forms must be signed and handed into your current Year 9 Home Group Teacher by Friday 19th August 2016.

FULL NAME:__________________________________CONTACT PH : _______________

Current School ________________________________________________________________

Compulsory Subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Choice</th>
<th>Second Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>English x4 hours</td>
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<tr>
<td>&amp; Technical English x2 hours</td>
<td>Full Year</td>
<td></td>
</tr>
<tr>
<td>Maths x4 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Technical Maths x2 hours</td>
<td>Full Year</td>
<td></td>
</tr>
</tbody>
</table>

Students must choose at least one subject from each of the following learning areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Choice</th>
<th>Second Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
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<tr>
<td>Humanities</td>
<td></td>
<td></td>
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<tr>
<td>Health and P.E</td>
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</tr>
</tbody>
</table>

Optional subject selection:
Please place any other subjects in order of preference. You may use your second choice subjects from above in this section:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________

Please note that the running of subjects offered next year will be dependent on the number of students wanting to participate and placement on the timetable.

Student Signature: _____________________________Date:________________

Parent/GuardianSignature:_______________________Date:________________

Full Name: _____________________________  Current School: _____________________________

Please list below the Year 11 VCE subject you would like to apply for. English, Literature and all Maths classes are not available as accelerated studies:

Subject student wishes to apply for: ____________________________________________

Results in related subjects in Semester 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Result/s</th>
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</table>

Recommendation by Teachers of related subjects. Students must get at least two recommendations. Please comment on the student’s suitability to do this subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Teacher Comments</th>
</tr>
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<tbody>
<tr>
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Please turn over…. 
Reasons for wanting to do a VCE Subject in 2016

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Please Note:
All positions are subject to student numbers, staffing and room availability. Preference will be given to Year 11 students. Students will be required to sit a formal written assessment to assist with determining their suitability and possibly an interview. Students achieving a ‘B’ in Year 9 in three studies will be considered.

HG Teacher comments must be complete to be considered – see next page.

Complete once student has submitted the application form:

Include comments based on:

- the student’s attendance
- work ethic
- suitability to accelerated studies

Student Name: ____________________________   Study: _________________________

Teacher’s Name:
YEAR 11 VCE SUBJECT SELECTION

Ensure this form is submitted at the Course Counselling Day On **Tuesday 16th of August, 2016.**

2017 PROGRAM SELECTED (please circle):

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<tbody>
<tr>
<td>Maths/Science</td>
<td>Business</td>
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<tr>
<td>Science</td>
<td>Vis Arts</td>
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<tr>
<td>Hums/Science</td>
<td>H&amp;PE</td>
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<td>Hums</td>
<td>PE/Science</td>
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<td>English</td>
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FULL NAME: ............................................................ HOME GROUP: ............... CONTACT NO (student): ...................................(parent): ..................................

WRITE THE STUDY NAME AND THE UNIT NUMBER IN EACH BOX

<table>
<thead>
<tr>
<th>SUBJECT CHOICES 2017</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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OTHER PREFERENCES

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<th>OTHER PREFERENCES</th>
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Year 12 Subjects for 2018

2018

<table>
<thead>
<tr>
<th>MUST INCLUDE AT LEAST THREE SEQUENCES OF LEVEL 3 AND 4 UNITS</th>
</tr>
</thead>
</table>

INTENDED COURSES OR CAREERS:

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________

I submit this course of study. Signed: ______________________________ (Student)

I acknowledge the course of study selected. Signed: ______________________________ (Parent)

Signed: ______________________________ (Course Counsellor)

Program Selected: Science (circled)

<table>
<thead>
<tr>
<th>SUBJECT CHOICES 2017</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Maths Methods</td>
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<tr>
<td>Specialist Maths</td>
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<td>English</td>
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</table>

WRITE THE STUDY NAME AND THE UNIT NUMBER IN EACH BOX

OTHER PREFERENCES

MUST INCLUDE AT LEAST THREE SEQUENCES OF LEVEL 3 AND 4 UNITS

Students should select 22 units over a minimum period of 2 years. Most students will select 12 units in Year 11 and 10 units in Year 12.

In order to successfully complete VCE requirements, all students must include in their program:

- 4 units of English
- At least 3 sequences of level 3/4 units other than English
- VET courses can be included as one of the sequences

INTENDED COURSES OR CAREERS:

1. Veterinarian
2. Scientist
3. Pharmacist
4. Bio technician
VCE

Ensure this form is submitted at the Course Counselling Day
On Thursday 18th of August, 2016.

FULL NAME: ............................................................. HOME GROUP: ..............

CONTACT NO (student): ........................................ (parent): ......................................

WRITE THE STUDY NAME AND THE UNIT NUMBER IN EACH BOX

Please indicate if other subjects taken this year

<table>
<thead>
<tr>
<th>SUBJECT STUDIED IN 2016</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Subjects for 2017</td>
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<tr>
<td>2017</td>
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</tbody>
</table>

MUST INCLUDE AT LEAST THREE SEQUENCES OF LEVEL 3 AND 4 UNITS

INTENDED COURSES OR CAREERS:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

I submit this course of study.
Signed: ______________________________ (Student)

I acknowledge the course of study selected.
Signed: ______________________________ (Parent)

Signed: ______________________________ (Course Counsellor)

For a copy of the full subject offerings in the 2017 Tarneit Senior College Handbook, visit www.tarneitsc.vic.edu.au/policy.html
Units 1&2 studies provide students with a range of skills and approaches to the subject material that prepares students for success in Unit 3&4 studies in the same subject area. Therefore, students who are considering making a significant change to their course by selecting a 3&4 unit that they have not studied in Units 1&2 need to realise that the following requirements apply:

- This form needs to be completed and submitted on Course Counselling day in order to be considered
- The student must be committed to completing extra work in preparation for their Unit 3&4 studies in order to facilitate their familiarisation with key concepts and vocabulary essential for their success

Student Name:___________________________________  Home Group: ______

Subject you wish to move into: | Current Teacher’s Signature: | Year Level Co-ordinator Signature:
--------------------------------|-----------------------------|----------------------------------

Student’s Reason:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student Signature:________________________________________________________________________

Parent/Guardian Signature:____________________________   Dated: ___/___/______
If you are intending to participate in a VCAL program in 2017 complete the following form and ensure it is submitted at the Course Counselling Day on Tuesday 16th August, 2016.

Name: ________________________________________________
Address: ________________________________________________
Home Phone: ________________________________________________
Mobile Phones: ________________________________________________
Email Address: ________________________________________________
Parent/Guardian(s): ________________________________________________

Have you undertaken work experience? ________________________________________________
If yes, where and who was your employer? ________________________________________________
Reasons for choosing VCAL: ________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Preferred Career Pathway: ________________________________________________
All students are required to complete a VET subject as part of their VCAL
VET Choice:

Student Signature: ___________________ Parent/Guardian Signature: ___________________ Date: / /

Note: This is an application form and does not guarantee acceptance into the VCAL program. Students will be required to attend an interview with their parent/guardian and a decision will be made based on that interview and the information gathered from the student’s current teachers.

Home Group Teacher/Year Level Leader Recommendations:

Teachers Name: ___________________ Signed: ___________________ Date: / /

Student accepted into VCAL program:  Yes / No
Award Level: Foundation / Intermediate / Senior

VCAL Leader: ___________________ Principal: ___________________ Date: / /
1. Submit this form to an Assistant Principal or your course counselor by **18th August, 2016**.
2. Attend the compulsory Orientation session on November 2016 (TBA).
3. Pay a $200 deposit by **Fri 26th Aug, 2016** & the full balance by **Mon 31st Oct, 2016**.

### Part 1: PERSONAL DETAILS

Surname: ___________________________________________________________________

Given Name: _________________________________________ Year Level 2017: ___________

Home Address: _____________________________________________ PostCode__________

Home Telephone:________________________________________ Female / Male (please circle)

Student email ____________________________________ Student mobile ________________

D.O.B: ______________Do you have any special needs: Yes  No  (Please Circle)

Please Specify: __________________________________________

### Part 2: VET PROGRAM DETAILS

I wish to apply for admission to: (List by order of preference)

<table>
<thead>
<tr>
<th>Preference</th>
<th>Course Title</th>
<th>Venue (school)</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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</table>

Reasons for applying:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student’s Signature: ____________________________ Date: __________

Parent/Guardian’s Signature: ____________________________ Date: __________

VET Coordinator’s Signature: ____________________________ Date: __________

(must submit this form)
Name of Student: __________________________________________________________

Name of VET Course ______________________________________________________________

I agree to abide by the following conditions while I am enrolled in the above VETIS Certificate Course:

1. I will make payment of fees and course costs according to due dates.

2. I agree to attend classes regularly and punctually.

3. I will carry out the set work to the best of my ability and try to make as rapid progress as I can.

4. If I am unable to attend through illness or other cause I will inform the home school as soon as possible.

5. I will follow the instructions of the VETIS teachers and other teachers and behave sensibly and appropriately at all times both in class and when travelling to and from the VETIS venue.

6. I agree to follow the rules of any school that I attend for VETIS programs.

7. I will wear correct home school uniform at all times. I will also wear protective clothing as required.

8. I will attend private study sessions as timetabled when required, work quietly during these sessions and cooperate with supervising teachers.

9. I will give my parents/guardian any notices or correspondence from the home school or the VETIS institution regarding fees to be paid, or any other matters.

10. I will organise and undertake appropriate work placement as part of my VETIS program if required at a time agreed upon by my home school.

11. I understand that if I do not keep to these conditions I may have to withdraw from the above VETIS Certificate.

Signed (student) ____________________________ Date: __________

Signed (parent/guardian) ____________________________ Date: __________

Return to an Assistant Principal by Friday 19th August, 2016.