

# SENIOR YEARS **HANDBOOK** 2019



CRANBOURNE SECONDARY COLLEGE

WHILE WE LIVE WE GROW





## Principal's Perspective

Dear Parents/Carers and Students,

Welcome to Cranbourne Secondary College and to our Senior School Subject Handbook for 2019.

Our College takes pride in its commitment to support every senior member of our College in their pursuit of a meaningful and appropriate pathway destination. Our Senior program is diverse and offers students the opportunity to complete one or more of the following: The VCE (Victorian Certificate of Education), VCAL (Certificate of Applied Learning) and VET (Vocational Education & Training). The correct combination of these certificates will enable our students to proceed to either higher or further education, or into employment or training.

We encourage students to choose the pathway and subjects aligned to their interests and abilities. The choices students make are critical to their enjoyment of study and their success, which in turn leads to pathways to higher education, training or employment. This publication is intended to assist students in making those choices.

Our College has a history of producing excellent results and outcomes for students. Past students have achieved the necessary results to continue on to either University, TAFE, apprenticeships or employment. Students have been provided with the necessary support and guidance to make informed and appropriate decisions about their pathway destinations.

Students who are enrolled in our Senior Program, will have the best our College can offer. From our committed and competent staff to our state of the art Senior School Facility and Applied Learning Centre, you can be confident that our students will find themselves in an environment geared for success. Our College has a history of fostering successful outcomes for its students, and we are confident that there is a diverse range of programs that can cater for the needs of all of our students. After all, student success is a matter to be celebrated by our entire College community.



*John Jovic*

Principal

## Introduction

This handbook contains information about the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) for students enrolled at Cranbourne Secondary College.

Cranbourne Secondary College also offers a comprehensive range of Vocational Education and Training (VET) units from within the Cranbourne VET group of schools and the SELLEN VET cluster.

This handbook should be used by students to help them plan their pathway through the senior school by selecting a program and subjects that lead to their intended career and post school destination.

In selecting their senior years program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

## Senior School Highlights

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- Two year course of study
- Structured Workplace Learning in VCAL
- Opportunities to participate in careers education and counselling
- Extra curricula opportunities in sport, student leadership and our school production



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## 2018 Key Dates

<b>Tuesday, June 19</b>	Course Selection Information Evening for 2018 Year 9 families
	2019 Year 10 Handbook available at Course Selection Information Evening
<b>Thursday, June 21</b>	Senior School Course Selection Information Evening for 2018 Year 10 families
	2019 Senior Years Handbook available at Senior School Course Selection Information Evening
<b>Thursday, July 19</b>	Course counselling appointments for current Year 9 families
	2019 Year 10 course selection forms due in
<b>Wednesday, July 25</b>	Course counselling appointments for current Year 11 families
	2019 Year 12 course selection forms due in
<b>Thursday, July 26</b>	Course counselling appointments for current Year 10 families
	2019 Year 11 course selection forms due in

## 2018 Key Contacts

If you have a general question about our Senior School please contact the school and direct your enquiry to the most appropriate person.

<b>Senior School Assistant Principal</b>	Catherine Gilchrist
<b>Business Manager</b>	Lydia Sayer
<b>Head of Year 10</b>	Ray Holdsworth
<b>Head of VCAL</b>	Tim Bray
<b>Head of VCE</b>	Ross Huggard
<b>Careers Practitioners</b>	Sharon Bourne, Carren Brennan & Kathie Jacobs
<b>VET Coordinator</b>	Lynlee Coutts

If you have a specific subject related question please contact the appropriate Learning Area Leader and seek their advice.

<b>Art Learning Area Leader</b>	Catherine Savery
<b>English Learning Area Leader</b>	Jessica Rennick
<b>English as an Additional Language Learning Area Leader</b>	Danielle Radivo
<b>Humanities Learning Area Leader</b>	Erica Sherlock
<b>LOTE-German Learning Area Leader</b>	Lena Kuligowska
<b>Mathematics Learning Area Leader</b>	Corey O'Shea
<b>Performing Arts Learning Area Leader</b>	Josh Mitchell
<b>Science Learning Area Leader</b>	Jennifer Rice
<b>Technology &amp; Food Learning Area Leader</b>	Maree Schmidt

## What Do You Want To Be?

Before deciding on their senior school pathway students are encouraged to consider what career path they would like to pursue. Some courses at university or TAFE require students to complete prerequisite subjects at high school. Some career fields require a certain proficiency in Maths, for example, whilst employers are looking for students with proven evidence of a range of different competencies.

Before deciding on their senior school program students should consider:

- What are the possible career or job directions they might wish to follow?
- How they access that career field via the VCAL program and the VCE program?
- What type of senior school program will afford them the greatest opportunity to achieve success in Year 11 and 12?
- What senior school program would best fit the career or job they have in mind?
- What further education paths might they take?
- What are the entry requirements stipulated by TAFE for a vocational program?
- What are the prerequisite studies for tertiary courses at university?



# What To Do Now?

## You are advised to:

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- Consider the differences between the two senior school pathways and select the one which suits your learning style the best.

**Applied Learning (VCAL)** - hands-on, project based learning, focused on the development of employability skills, immersive learning with a real life application.

OR

**Theoretical Learning (VCE)** - process of learning and analysing complex concepts and responding to prompts primarily in extended written responses and detailed oral presentations & the completion of SACs and exams.

- Consider the various subjects being offered.
- Read the program and subject descriptions carefully.
- Begin researching careers and courses that you are interested in pursuing.
- Choose subjects in accordance with the guidelines.
- Talk to teachers, parents and people whose opinion you respect and trust about your choice of studies.
- Consult with class teachers for specific information about subjects.

## Advice for selecting courses

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- Select studies that are based on interests, careers, further study and your strengths.
- Students should choose a course with the flexibility to enable them to vary their pathway if required.
- The course should fulfil the requirements to successfully complete a two year program, ie., either VCE or VCAL.

## Tips

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- Don't leave subject selection to the last minute.
- Ask questions and seek advice.
- Do your own research.
- Select a program that will allow you to achieve success.
- Reflect honestly on yourself and on your preferred learning style.
- Consider different pathways to the career field you are interested in.

# PART 1: **VCAL**

VCAL

A decorative graphic on the right side of the page consisting of numerous horizontal lines of varying lengths and colors, including shades of pink, red, and grey, arranged in a pattern that resembles a stylized staircase or a series of steps.

# What is the VCAL?

The VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as 'applied learning'.

Applied learning is an approach that emphasises the relevance of what is being learnt to the 'real world' outside the classroom, and makes that connection as immediate and transparent as possible. This focus on a real-life application will often require a shift from a traditional focus on discrete curriculum areas, as students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the workforce.

As a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out-of-school context for students to demonstrate the relevance of what they have learnt.

Of equal importance, applied learning is concerned with nurturing and working with a student in a holistic manner, which takes into account their personal strengths, interests, goals and previous experiences. Working with the whole person involves valuing skills and knowledge that may not normally be the focus of more traditional school curricula. It also means taking into account differences in preferred learning styles and ways of learning.

Finally, applied learning also acknowledges that part of the transition from school to work is being treated as an adult, and that moving students out of the classroom to learn also means helping them to make a shift to become more independent and responsible for their own learning.

**If a student chooses to do the VCAL, they will gain practical experience and 'employability' skills, as well as the skills they will need to go onto further training in the workplace or at a TAFE. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.**

## What does a VCAL program look like?

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The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students study **Intermediate VCAL in Year 11 & Senior VCAL in Year 12.**

Students attend classes at school on 3 days per week.

Students do their VET program on one of the days that they are not required to attend classes at school.

Students are required to obtain and attend their structured workplace learning placement on the other day that they are not required to attend classes at school.

Subjects studied in Intermediate and Senior VCAL include:

- Literacy
- Numeracy
- Work Related Skills
- Industry Specific Skills (VET)
- Personal Development Skills.
- All students must also find a Structured Workplace Placement (SWL)

Plus students at Cranbourne Secondary College are also required to complete a **technology elective.**

## What is Structured Workplace Learning?

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As a part of the VCAL Intermediate and Senior program students are required to undertake 20 days of Structured Workplace Learning (SWL) each year. In 2019 on successful completion of SWL and SWL Reflections students will be given credit towards their VCAL certificate.

Structured Workplace Learning (SWL) involves a student choosing an **industry** placement aligned with their VET program, which can give them **experience** and an **understanding of work** and career opportunities within that industry. The student generally observes various aspects of the work within the industry and is given relevant tasks to complete under supervision from an allowed staff member.

Therefore, SWL provides an opportunity for students to apply what they have learnt in their VET program to the real-world work context and develop their employability skills.

## Assessment and Reporting in VCAL

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The award of satisfactory achievement for a VCAL unit is based on a decision that the student has achieved the learning outcomes specified for the unit. Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

To be awarded a satisfactory 'S' result students must demonstrate successful completion of all learning outcomes in the unit. Successful completion may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.

A student is awarded a certificate when they gain credits for 10 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study.

## Where to after VCAL?

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The VCAL will give students practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help students move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

VCAL students will gain knowledge and skills that will assist their preparation towards entering a trade, eg Occupational Health and Safety. The statewide *OnTrack* destination survey for students who completed a VCAL Intermediate or Senior certificate, indicated that 87% of the cohort followed a pathway to education, training or work after their VCAL.

If a student is considering entering university straight from school, VCAL is not the best choice. Students planning to go straight into university usually undertake VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC). However, not all VCE students receive an offer to a university degree program because their ATAR is well under the clearly-in ranking.

Entry straight from school is not the only route into university. Some people study a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

## Who should study a VCAL program?

- Students who are seeking to transition into employment, a trade or TAFE after completing school.
- Students who are seeking access to a university degree but wish to obtain a vocational qualification to be able to work in their chosen career field and then pathway into university with greater certainty that they have chosen the career field for them.
- Students who prefer greater flexibility in their senior years.
- Students who learn by doing things rather than by sitting SACs and exams.
- Students who study Literacy in Year 10 or who would prefer to study Literacy rather than English.
- Students who are applied learners (see page 10 for an explanation of applied learning).
- Students who learn through experience, group work and the application of inter personal and organisational skills to real world learning opportunities.
- Students who want to gain more than one accredited Victorian senior school qualification, eg., Intermediate VCAL Certificate, Senior VCAL Certificate, VET Certificate.
- Students who relish the opportunity to participate in group projects.
- Students seeking to develop their employability skills.
- Students with sound organisation and time management skills.
- Students who are prepared to work with their teachers both in and outside of the classroom.
- Students who will achieve success in practical work-related experience and a qualification that will be recognised by TAFE institutes and employers.



## Specific Advice for You

### Current Year 10 Students Transitioning into Intermediate VCAL (Year 11)

It is important that all students understand that VCAL students are required to show a level of maturity, responsibility and independence when dealing with their course at school and as part of the broader community including TAFE and in the workplace.

Students must be prepared to participate in and meet the outcomes for all the VCAL Units in order to gain their VCAL certificate. All VCAL students study **Literacy, Numeracy, Personal Development Skills** and **Work Related Skills**. This includes theory and project work in class, as well as practical learning activities, excursions, camps etc.

Students are required to list their preferences for their technology elective— **FOOD STUDIES, PRODUCT DESIGN (WOOD)** or **ART & DESIGN** - on their course application.

It is important that students consider the Cranbourne VET and SELLEN VET programs and make a choice based on their career aspirations. Some students may be continuing into the second year of their VET certificate if they commenced a specific VET program in Year 10. It is important to note that the Year 10 Taster VET is a one year program in Year 10 and any student wishing to transition into Intermediate VCAL must now select a VET program from the Cranbourne VET or SELLEN VET lists.

Students are required to attend a structured workplace learning placement for one day per week . This is a compulsory part of the program. If you do not do work placement you cannot gain your VCAL certificate.

### Current Intermediate VCAL (Year 11) Students Transitioning into Senior VCAL (Year 12)

A student's choice is mostly to do with confirming the pathway they are currently on.

All Senior VCAL students study Literacy, Numeracy, Personal Development Skills and Work Related Skills.

Students have the choice of Food Studies, Product Design (Wood) and Art & Design. Students can continue in the elective they selected in their Intermediate VCAL program and develop their skills further OR they can select a different technology elective.

In most cases, students will continue the VET program they have already started.

In some instances, students might wish to change courses. It is expected that students have committed to complete the whole two year program (most VET programs are a two year study). In some circumstances, students may change their VET program. Any VET program changes need to be discussed with our VET Coordinator, Mrs Lynlee Coutts.

Students need to list their VET program and technology elective preferences on their course application form prior to course counselling.

Some students may complete their two year VET program at the end of 2018 and in this case, they will work with their coordinator/s to design their Senior VCAL program. Students have, in the past, been allowed to complete two days of work placement when they complete their VET program in Year 11.

### Changing from VCE Year 11 to Senior VCAL in 2019

If you wish to move into the Senior VCAL program in 2019, you will need to complete and submit a Senior VCAL course application form at course counselling. You can select a VET course if you are not already studying VET.

# VCAL Literacy

## Course Overview

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Study in Literacy is designed to:

- develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community
- provide pathways to further study (TAFE/Vocational Education) and work.

### Outcomes for Year 11 Intermediate VCAL Literacy

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#### WRITING AND READING

1. Writing for Self-expression - Write a recount, narrative or expressive text.
2. Writing for Practical Purposes - Write an instructional or transactional text.
3. Writing for Knowledge - Write a report or explanatory text.
4. Writing for Public Debate - Write an argumentative or discursive text.
5. Reading for Self-expression - Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
6. Reading for Practical Purposes - Demonstrate that meaning has been gained from reading an instructional or transactional text.
7. Reading for Knowledge - Demonstrate that meaning has been gained from reading a report, explanatory or informative text.
8. Reading for Public Debate - Demonstrate that meaning has been gained from reading an argumentative or discursive text.

#### ORACY

1. Oracy for Self Expression – Use and respond to language to communicate to others, story and life experience.
2. Oracy for Knowledge - Use and respond to spoken language in informative talks.
3. Oracy for Practical Purposes - Use and respond to spoken language in instructions and transactions.
4. Oracy for Exploring Issues and Problem Solving - Use and respond to spoken language in discussions to explore issues or solve problems.

### Outcomes for Year 12 Senior VCAL Literacy

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#### WRITING AND READING

1. Writing for Self-expression - Write a complex recount, narrative or expressive text.
2. Writing for Practical Purposes - Write a complex instructional or transactional text.
3. Writing for Knowledge - Write a complex report or explanatory text.
4. Writing for Public Debate - Write a complex argumentative or discursive text.
5. Reading for Self-expression - Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
6. Reading for Practical Purposes - Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
7. Reading for Knowledge - Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text.
8. Reading for Public Debate - Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

#### ORACY

1. Oracy for Self Expression – Use and respond to language to effectively communicate to others, story and life experience, in different contexts.
2. Oracy for Knowledge - Use and respond to spoken language in sustained informative presentations in different contexts.
3. Oracy for Practical Purposes - Use and respond to spoken language in sustained and complex transactions in different contexts.
4. Oracy for Exploring Issues and Problem Solving - Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

# VCAL Numeracy

## Course Overview

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Study in Numeracy is designed to:

- develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community
- provide pathways to further study (TAFE/Vocational Education) and work.

## Outcomes for Year 11 Intermediate VCAL Numeracy

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1. **Numeracy for Practical Purposes** – Design. Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.
2. **Numeracy for Practical Purposes** – Measuring. Can use straightforward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations.
3. **Numeracy for Personal Organisation** – Money and Time. Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.
4. **Numeracy for Personal Organisation** – Location. Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.
5. **Numeracy for Interpreting Society** – Data. Can use and create everyday tables and graphs to represent and interpret public information that is of interest or relevance.
6. **Numeracy for Interpreting Society** – Numerical Information. Can identify and translate everyday numerical concepts to interpret public information, which is in texts of interest or relevance.

## Outcomes for Year 12 Senior VCAL Numeracy

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1. **Numeracy for Practical Purposes** – Design, can translate between 2-dimensional and 3-dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.
2. **Numeracy for Practical Purposes** – Measuring, can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations.
3. **Numeracy for Personal Organisation** – Location, can use the conventions of distance, location and direction to read, create and use maps.
4. **Numeracy for Interpreting Society** – Data, can create, use and interpret tables and graphs, and calculate and use averages, in order to reflect on information of relevance to self, work or community.
5. **Numeracy for Interpreting Society** – Numerical information, can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.
6. **Numeracy for Knowledge** – Further Study in Maths (formulae), can develop and use simple formulae to describe and represent relationships between variables in real life contexts.
7. **Numeracy for Knowledge** – Further Study in Maths (problem solving), can use simple mathematical problem solving techniques to interpret and solve straightforward mathematical problems.

# VCAL Personal Development Skills (PDS)

## Course Overview

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The purpose of the Personal Development Skills is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, for example, through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

## Outcomes for Year 11 Intermediate VCAL Personal Development Skills

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1. Research and analyse the roles of citizens/ members in a community.
2. Plan and organise a complex community project or activity.
3. Use a range of communication strategies to raise awareness of a complex social issue or community activity.
4. Manage problems related to a complex social issue or community activity.
5. Actively contribute to group cohesion to manage a complex social issue or community activity.

## Outcomes for Year 12 Senior VCAL Personal Development Skills

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1. Research a community problem or issue that affects citizens/members in a community.
2. Establish or build on an external partnership to address and/or promote awareness of a community problem or issue.
3. Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner.
4. Demonstrate effective teamwork skills in relation to a complex community project.
5. Present and communicate ideas and information relating to the complex community project.

# VCAL Work Related Skills (WRS)

## Course Overview

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The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

### Outcomes for Year 11

#### Intermediate VCAL Work Related Skills

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1. Collect, analyse and organise information to prepare for a work related activity.
2. Communicate information for a work related activity.
3. Plan, organise and manage activities for a work related activity.
4. Identify and solve common work related problems.
5. Work in teams to achieve a work related activity.
6. Use information and communications technology in relation to a work related activity.

### Outcomes for Year 12

#### Senior VCAL Work Related Skills

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1. Collect, analyse and evaluate information required for a complex work related project.
2. Communicate ideas and information in a work environment.
3. Plan, organise and manage a complex work related project.
4. Identify and solve problems in the workplace.
5. Work in teams to undertake a complex work related project.
6. Use information and communications technology in relation to a complex work related project.
7. Use workplace technology and equipment in a complex work related project.
8. Evaluate new technology and equipment introduced into the workplace.

# Intermediate and Senior VCAL Elective Subjects

Intermediate and Senior VCAL students must rank these electives in order of preference on their course application form.

Students can select to progress into the same elective as they completed in Intermediate VCAL (into Senior VCAL) or select a different elective as part of their Senior VCAL application

## VCAL Food Studies

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This unit focuses on safe and hygienic food handling and storage. Students learn about the properties of the foods used, and the way in which these properties influence food preparation, storage and presentation.

Students will build on these skills if they continue with Food Studies in Year 12.

### Outcomes

- \* Keeping food safe - explain and apply safe and hygienic storage and work practices when handling food in order to maximise quality
- \* Food properties and presentation – analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties

## VCAL Product Design and Technology - Wood

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This unit focuses on the process of product design. It looks at the role of the designer and the factors that influence design. Students learn about techniques to make products. Students will build on these skills if they continue with Wood in Year 12.

### Outcomes

- \* Analyse, modify and improve a product design
- \* Listen and respond to a design scenario and show understanding of design elements and principles
- \* Research existing and possible design solutions, and develop criteria for design
- \* Build the re-designed product, and evaluate the finished product

## VCAL Art and Design

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In this area of study students will be offered the opportunity to experience and experiment with varied techniques and skills including drawing to represent three dimensions, canvas painting, surface graphics design, watercolour illustration and many more.

Students will be encouraged to negotiate with the teacher to ensure that they learn the skills to reach their own personal goals in the Arts.

### Outcome 1

Mixed media

### Outcome 2

Representation

# PART 2: **VCE**

# VCE



## What is the VCE?

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance.

This handbook provides information to assist students in planning their pathway through the VCE. We encourage students to read the handbook carefully and use it to ask questions about the subjects in which they have an interest.

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.

## Who should do the VCE?

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- Students who are **realistically** seeking a university pathway should do their VCE.
- Students who have a proven track record in their English studies.
- Students who prefer to work independently.
- Students who can complete the **minimum** number of hours of homework per night, ie., 3 hours in VCE Year 12.

*NB. Students aiming for a high ATAR will study for 4-5 hours, as a minimum, per day, in addition to the extra time they devote to their studies on the weekend.*

- Students who are well equipped to devote the time and energy to the production of sustained written responses to prompts in all subjects.
- Students who passionately conceptualise and produce folios reflecting their creativity.
- Students who are prepared to challenge themselves and are able to comprehend abstract concepts.
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams.
- Students with excellent organisation and time management skills.
- Students who are prepared inside and outside of class to work intensively with their teachers.
- Students who are prepared to devote a significant amount of time to their studies over school holiday periods and attend holiday classes if and when required.

# VCE Assessment

## Outcomes

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Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For Unit 3 & 4 students' work is graded on a scale from A+ to E. These marks are used with students external exam results to calculate a study score, which is used to determine their Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.

## Graded Assessment Tasks

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For students undertaking Units 1 & 2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA.

Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

## Calculating the ATAR

ATAR stands for Australian Tertiary Admissions Rank, so it is a rank – not a score. It is represented as a number between 0 and 99.95 in intervals of 0.05, with 99.95 being the highest rank.

Because the ATAR is a rank, there is no pass or fail ATAR. **Everyone who receives an ATAR has successfully passed the VCE.** The ATAR simply demonstrates each student's achievement in relation to all other students in the Year 12 age group. Someone receiving an ATAR of 55, for example, has performed better than 55 per cent of the Year 12 age group that year.

Subjects aren't scaled because of how 'hard' or how 'easy' we think they are. In reality, every subject is scaled in the same way: based on the strength of the competition in a particular year. VCE Study Scores are standardised rankings, or relative positions, reported on a scale between 0 and 50, with a middle ranking of 30. So, a student with a Study Score of 30 has performed better than half the students in that subject for that year. Scaling is applied to determine the difficulty in achieving the middle ranking – the median study score of 30 – in each subject.

Take Economics as an example. To scale this subject, VTAC looks at all of the students that took Economics this year and calculates the average of each of these students, across all of their other VCE studies. Where the average study score of a subject is above the mean (30), then the study is scaled up, because it shows that those students performed above average overall, meaning that there was higher competition in Economics – it was harder to get that middle score of 30. If Economics students performed below average in all of their other studies, then Economics would scale down, because that shows us that there was less competition in Economics this year. For more information about the scaling process, check out our 'ABC of Scaling' [www.vtac.edu.au/files/pdf/publications/abcscaling.pdf](http://www.vtac.edu.au/files/pdf/publications/abcscaling.pdf)

**An ATAR aggregate is calculated by adding:**

- the scaled study score in any one of the English studies, plus
- the scaled study scores of the student's next best three permissible studies, plus
- 10 per cent of the scaled study score for a fifth study (where available), plus
- 10 per cent of the scaled study score for a sixth study (where available).

The aggregate will be converted into a ranking of between 0 and 99.95 (the ATAR).

## Specific Advice for You

### Current Year 10 Students Transitioning into a VCE Year 11

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Current Year 10 students wishing to enrol in a VCE program must choose 6 VCE Unit 1 and 2 subjects. Students can also select a VCE-VET (Cranbourne VET) to include into their program. A VCE-VET (Cranbourne VET) can be selected in place of one Unit 1 and 2 subject.

Maths is not a compulsory subject but it is highly recommended for students who are unsure about their career pathway.

Students are planning a two year study program. The majority of students will study 6 subjects in VCE Year 11. In VCE Year 12 students complete 5 subjects.

Students need to include prerequisites for any university or TAFE courses that they intend to pursue. Students should visit the VTAC website to complete research into course prerequisites.

Year 11 VCE students can choose a **Cranbourne VET program (NOT a SELLEN VET)** as one of their subjects. Upon successful completion of a Cranbourne VET program a student will receive the nationwide Certificate level qualification for that program. Some VET subjects can be calculated as part of the final ATAR score. For more about VET studies, please refer to the VET section in this handbook or speak to our VET Coordinator, Mrs Lynlee Coutts.

Some VCE students might have a slightly unusual program – for example, if a student is enrolled in an external language study, or they are completing additional units or they are completing a course over three years. \*If this is your situation, you need to **speak directly to the Head of VCE** to discuss the implications of this for your subject selection.

### Current VCE Year 11 Students Transitioning into Year 12

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A student's choice is mostly to do with confirming the pathway they are currently on.

Year 12 students choose five subjects including English or EAL - most students will have to decide which subject they will drop from their VCE Year 11 study program. Students cannot pick up a VCE-VET program in VCE Year 12. They can do a VET subject if they move into the Senior VCAL program.

In some cases, students will need to make changes. In this case, please note that some subjects cannot be studied at Unit 3&4 level unless a student has completed the Unit 1&2 sequence in the same subject. Please see the **2019 VCE Subject List** for further information.

### Changing to Senior VCAL for 2019

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If a student wishes to move into the Senior VCAL program in 2019, they will need to complete and submit a Senior VCAL course application form at course counselling.

IT IS RECOMMENDED THAT STUDENTS WHO WISH TO MOVE INTO THE VCAL PROGRAM SUBMIT AN APPLICATION FORM AT COURSE COUNSELLING AND DO NOT DELAY THEIR DECISION as Senior VCAL classes fill very quickly.

# 2019 VCE Subject List

In **Year 11** students complete Units 1 & 2 in their chosen subjects.

In **Year 12** students complete Units 3 & 4 in their chosen subjects.



= Subjects that students in VCE Year 11 can pick up in VCE Year 12



= Subjects that VCE Year 11 students can pick up in VCE Year 12 only after speaking to the current subject teacher and/or Head of Senior School



= Subjects that VCE Year 11 students cannot pick up in VCE Year 12



= Subjects that are not running

**English (or English as an Additional Language for eligible students) is COMPULSORY.**

**ALL students must complete English or English as an Additional Language (EAL).**

Subject	Unit 1	Unit 2	Unit 3	Unit 4	Specific Advice
Accounting					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Art					VCE Year 11 students can pick this subject up in Year 12
Biology					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Business Management					VCE Year 11 students can pick this subject up in Year 12
Chemistry					This subject cannot be picked up in VCE Year 12 without satisfactory completion in VCE Year 11 (Units 1 & 2)
Computing					Look at Informatics or Software Development for Year 12 - Computing is not offered in Year 12 (VCAA guidelines)
Food Studies					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Geography					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Health and Human Development					VCE Year 11 students can pick this subject up in Year 12
History: Twentieth Century					Students interested in Units 1 & 2 20th Century History can only move into History: Revolutions in Units 3 & 4 (VCAA)
History: Revolutions					VCE Year 11 students can pick this subject up in Year 12 BUT students should have <b>excellent</b> critical thinking and writing skills
Industry & Enterprise					Year 10 students can select it as an accelerated unit & VCE Year 11 students can pick it up as a VCE Year 12 subject
Informatics					VCE Year 11 students can pick this subject up in Year 12
Language: German					VCE Year 11 (Units 1 & 2) is the prerequisite for VCE Year 12
Legal Studies					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Literature					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher

# 2019 VCE Subject List

In **Year 11** students complete Units 1 & 2 in their chosen subjects.

In **Year 12** students complete Units 3 & 4 in their chosen subjects.



= Subjects that students in VCE Year 11 can pick up in VCE Year 12



= Subjects that VCE Year 11 students can pick up in VCE Year 12 only after speaking to the current subject teacher and/or Head of Senior School



= Subjects that VCE Year 11 students cannot pick up in VCE Year 12



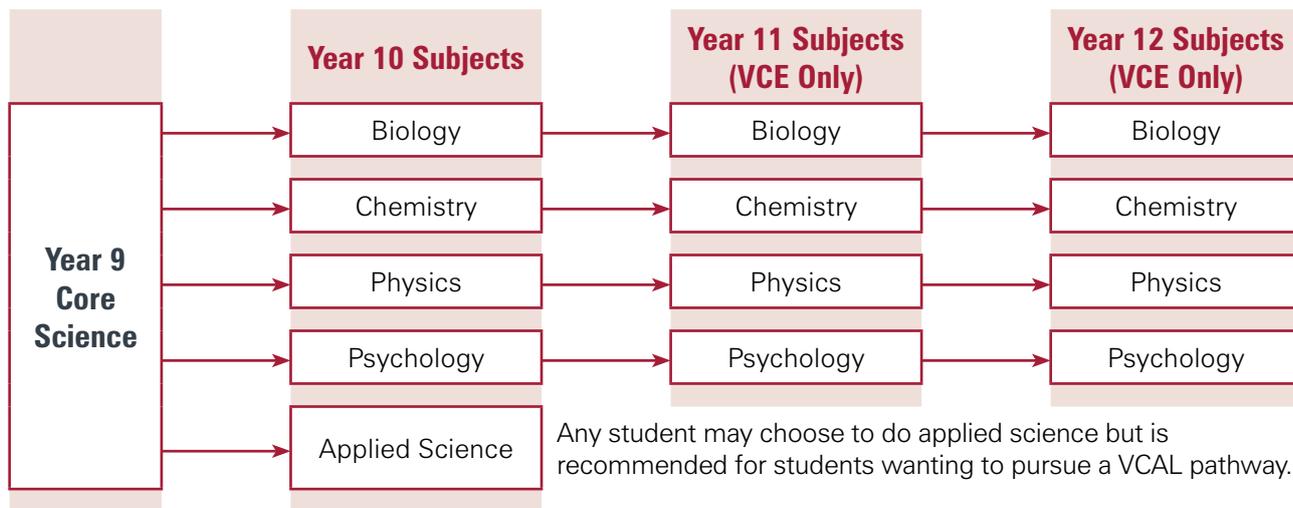
= Subjects that are not running

**English (or English as an Additional Language for eligible students) is COMPULSORY.**

**ALL students must complete English or English as an Additional Language (EAL).**

Subject	Unit 1	Unit 2	Unit 3	Unit 4	Specific Advice
Maths: General Maths			X	X	Check Mathematics Pathways Chart
Maths: Further Maths	X	X			Check Mathematics Pathways Chart
Math Methods					Check Mathematics Pathways Chart
Specialist Maths					Check Mathematics Pathways Chart
Media					VCE Year 11 students can pick this subject up in Year 12
Music Performance			X	X	Prior instrumental skill and knowledge required. Not offered in Year 12 in 2019. VCE Year 12 units may be offered in 2020.
Physical Education					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Physics					This subject cannot be picked up in VCE Year 12 without satisfactory completion in VCE Year 11 (Units 1 & 2)
Product Design (Wood)					VCE Year 11 students can pick this subject up in Year 12
Psychology					VCE Year 11 students can pick up this subject in VCE Year 12 ONLY after speaking to the current subject teacher
Software Development	X	X			Can follow on from Year 11 Computing (VCAA guidelines)
Sociology					VCE Year 11 students can pick this subject up in Year 12
Studio Arts					VCE Year 11 students can pick this subject up in Year 12
Theatre Studies					VCE Year 11 students can pick this subject up in Year 12
Visual Communication Design					This subject cannot be picked up in VCE Year 12 without satisfactory completion in VCE Year 11 (Units 1 & 2)

## Suggested Science Pathways Chart



All Year 10 Science subjects run for one semester with the exception of Applied Science.

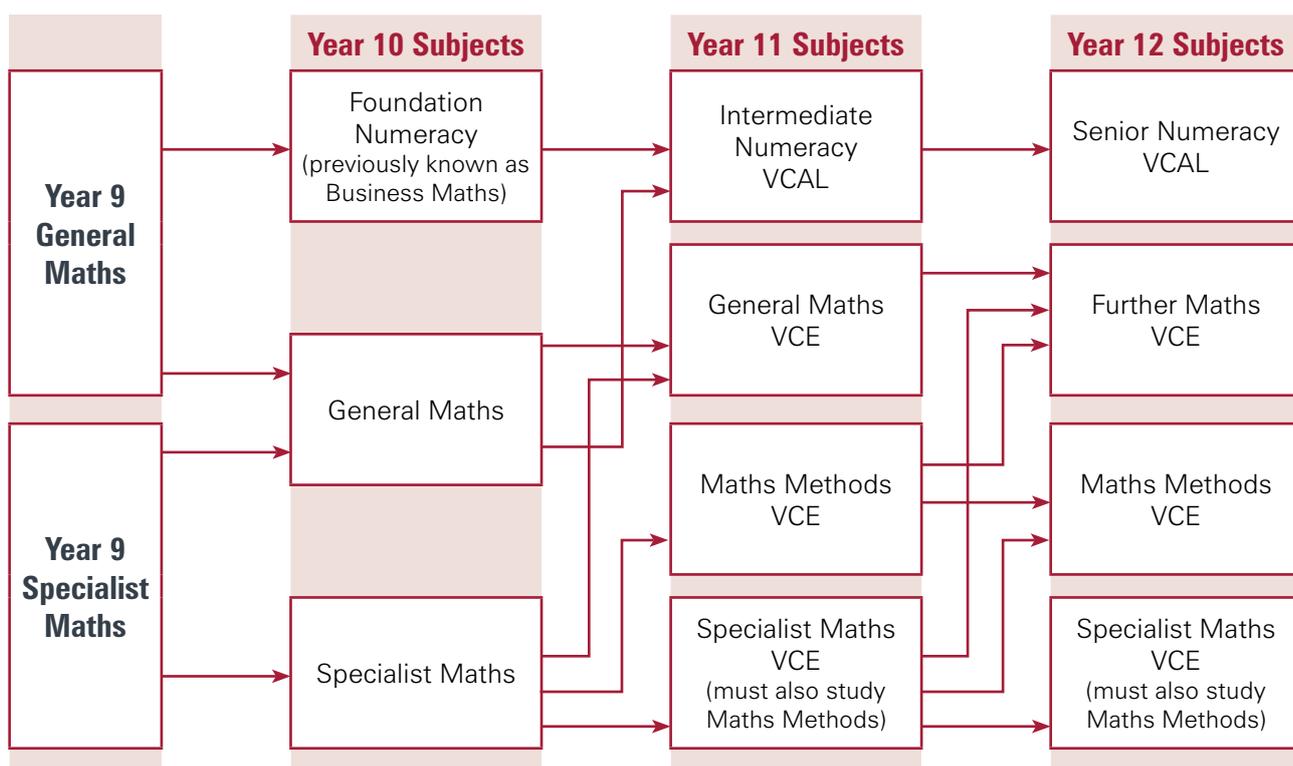
Applied Science runs for the entire year. Students who select Applied Science must list it as their first preference for both Semesters 1 & 2 on their course application form.

Year 10 Science teachers will make recommendations to students as to the most appropriate Science subject they should select to pursue in VCE Year 11.

Students who are undertaking Year 10 Literacy and students who are considering a VCAL pathway are encouraged to select Applied Science.

**Please Note: Subject to available classes running and timetable arrangements.**

## Mathematics Pathways Chart



# VCE Accounting

## Course Overview

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Do you enjoy stats? You're a natural with numbers. You would thrive off crunching the sums for governments, companies or your own business. You're perfect for Accounting. Many students who study VCE Accounting will go on to further studies and careers in business and finance.

## Year 11 – Units 1 & 2

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### UNIT 1: ESTABLISHING AND OPERATING A SERVICE BUSINESS

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

### UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business.

Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information.

## Assessed Tasks

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Small business assignment, topic tests, folio of bookwork/homework/ICT assignments using Microsoft Excel and MYOB Accounting Software, exam

## Year 12 – Units 3 & 4

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### UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting.

### UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

## Assessed Tasks

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Exam style topic tests and extended tasks, ICT enrichment tasks, external exam

# VCE Art

## Course Overview

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If you have creative flair and an artistic leaning Art will allow you to explore and experiment with your expressive nature. Entwined with theory, the program will support you towards realising your creative vision through research, art history, traditional practice methods, and contemporary approaches to art in materials and process.

### Year 11 – Units 1 & 2

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#### Unit 1: Artworks, experience and meaning

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning.

Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists.

#### Unit 2: Artworks and contemporary culture

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group's sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve.

### Assessed Tasks

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Written task – visual analysis, visual diary/folio and exam

### Year 12 – Units 3 & 4

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#### Unit 3: Artworks, ideas and values

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

#### Unit 4: Artworks, ideas and viewpoints

In Unit 4, students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view.

### Assessed Tasks

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Development folio, written analysis essays, external exam

# VCE Biology

## Course Overview

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Biology teaches critical thinking and practical skills and enables you to study life in all its forms, from microbes to plants and animals, while learning about animal and plant biology, microbiology, genetics, molecular biology, social and ethical issues surrounding science.

## Year 11 – Units 1 & 2

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### Unit 1: How do living things stay alive?

Students examine the cell and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises the resources of its habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### Unit 2 - How is continuity of life maintained?

Students focus on the different types of cell reproduction and the transmission of biological information from generation to generation through the cell cycle for growth, repair and replacement.

Students develop an understanding of the processes involved in cell division, describing the characteristics of each of the phases of both mitosis and meiosis. Students use chromosome theory and terminology from classical 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 consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions to discuss the uses of genetic screening and its social and ethical issues.

### Assessed Tasks

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Poster, practical work folio, data analysis, problem solving, tests, exam

## Year 12 – Units 3 & 4

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### Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. In this unit students investigate the workings of the cell, including cell structure, permeability, the effects of enzymes and molecular interactions, and other cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students learn about the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit, students consider change to a population's gene pool over time, including biological evolution by natural selection that leads to the rise of new species. They examine change in life forms using the human fossil record, and investigate modern contexts in order to consider the biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies for both the individual and the species.

### Assessed Tasks

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Reports, practical activities, bioinformatics exercise, evaluation of research, data analysis, laboratory investigation, structured scientific poster, external exam

# VCE Business Management

## Course Overview

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Do you want to become an innovator, a creative force, a member of the business world? Do you aspire to continue your family's business, join a global company or launch your own start-up? Business Management will help you begin your journey.

## Year 11 – Units 1 & 2

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### Unit 1: Planning a business

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

### Unit 2: Establishing a business

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

## Assessed Tasks

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Structured questions, essays, case studies, tests, exam

## Year 12 – Units 3 & 4

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### Unit 3: Managing a business

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

### Unit 4: Transforming a business

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

## Assessed Tasks

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Structured questions, case studies, tests, external exam

# VCE Chemistry

## Course Overview

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Chemistry is everywhere in the world around you! It's in the food you eat, the clothes you wear, water you drink, medicines, air, cleaners... you name it. Chemistry helps you to understand the world around you. It means learning how to be objective and how to reason and solve problems.

### Year 11 – Units 1 & 2

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

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.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

#### 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. Students examine the nature of a water molecule and the intermolecular forces between water molecules.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

### Assessed Tasks

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Tests, practical work folio, data analysis, exam

### Year 12 – Units 3 & 4

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

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

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

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. They study the ways in which organic structures are represented and named. They analyse organic compounds and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They investigate key food molecules through an exploration of their chemical structures, and the way in which they are both broken down and reformed as a result of chemical reactions involving enzymes and coenzymes. They use the language of chemistry to explain observations.

### Assessed Tasks

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Tests, practical work folio, data analysis, external exam

# VCE Computing (Year 11 Units 1 & 2 ONLY)

## Course Overview

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Computer scientists, software engineers, programmers and other computing professionals are experts on how technology works and how computing can address even the most complicated and intricate problems. This subject will provide you with an introduction to the types of skills and knowledge you need to develop for a career in the rapidly evolving information and communications technology industry.

## Year 11 – Units 1 & 2

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### Unit 1: Computing

Students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. They examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.

They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

### Unit 2: Computing

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

### Assessed Tasks

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**Year 11** – Create a solution in response to a need, visual presentations, use of digital systems and techniques, oral presentation, written reports

## Year 12 – Units 3 & 4

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Computing only exists at Units 1 and 2 level (Year 11).

Computing can lead to **VCE Units 3 & 4 Informatics AND/OR VCE Units 3 & 4 Software Development in Year 12.**

Please see page 41 for a subject description of **VCE Informatics** and page 56 for the subject description of **VCE Software Development.**

# VCE English

## Course Overview

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English (or EAL) is the subject that all students must achieve a satisfactory result in to be eligible to be awarded their VCE. It is a prerequisite for nearly all university courses. It is a challenging subject for those students who have found English particularly difficult in Year 10 and/or Year 11.

## Year 11 – Units 1 & 2

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### Unit 1: Reading and creating texts/ Analysing and presenting argument

Students explore how meaning is created in a text. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students also focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument.

### Unit 2: Reading and comparing texts/ Analysing and presenting argument

In Unit 2, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. In this unit students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

## Assessed Tasks

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Analytical interpretation of a selected text in written form, creative response to a selected text, detailed comparison in written form of how two selected texts present ideas, issues and themes, an analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form, an oral presentation, statement of intention, exam

## Year 12 – Units 3 & 4

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### Unit 3: Reading and creating texts/ Analysing argument

In Unit 3, students read and respond to texts analytically and creatively. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. In this unit, students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts.

### Unit 4: Reading and comparing texts/ Presenting argument

In Unit 4, students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts. They analyse the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed in two texts. In this unit, students also build on their understanding of both the analysis and construction of texts that attempt to influence (persuade) 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 topical issue.

## Assessed Tasks

---

Analytical interpretation of a selected text in written form, creative response to a selected text, detailed comparison in written form of how two selected texts present ideas, issues and themes, an analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form, oral presentation, statement of intention, external exam

# VCE English as an Additional Language (EAL)

## Course Overview

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EAL (or English) is the subject that all eligible English as an Additional Language students must achieve a satisfactory result in to be eligible to be awarded their VCE. It is a challenging subject.

### Year 11 – Units 1 & 2

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#### Unit 1: Reading and creating texts/Analysing and presenting argument

Students explore how meaning is created in a text. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students also focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument.

#### Unit 2: Reading and comparing texts/Analysing and presenting argument

In Unit 2, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. In this unit students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

### Assessed Tasks

---

Analytical interpretation of a selected text in written form, creative response to a selected text, detailed comparison in written form of how two selected texts present ideas, issues and themes, an analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form, oral presentation, statement of intention, exam

### Year 12 – Units 3 & 4

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#### Unit 3: Reading and creating texts/Analysing argument /Listening to texts

In Unit 3, students read and respond to texts analytically and creatively. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. In this unit, students analyse and compare the use of argument and language in texts that debate a topical issue. Students are also required to listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

#### Unit 4: Reading and comparing texts/ Presenting argument

In Unit 4, students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts. They analyse the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed in two texts. In this unit, students also build on their understanding of both the analysis and construction of texts that attempt to influence (persuade) 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 topical issue.

### Assessed Tasks

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Analytical interpretation of a selected text in written form, creative response to a selected text, detailed comparison in written form of how two selected texts present ideas, issues and themes, an analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form, listening task, oral presentation, statement of intention, **external** exam

# VCE Food Studies

## Course Overview

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Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

## Year 11 – Units 1 & 2

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### Unit 1: Food origins

Students explore the origins and cultural roles of food and gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures. They examine the history and culture of food in Australia, both pre and post-European settlement. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students consider the development of food production, processing and manufacturing industries and consider how producers and consumers today have been influenced by immigration and other cultural factors.

### Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. They investigate both commercial food production industries and food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

## Assessed Tasks

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Written report, media analysis, research inquiry, structured questions, oral presentation, practical demonstration, folio, tests, exam

## Year 12 – Units 3 & 4

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### Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children.

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

In this unit students examine debates about global and Australian food systems, relating to issues of the environment, ethics, technologies, food access, food safety, and the use of agricultural resources.

Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging.

## Assessed Tasks

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Written report, media analysis, research inquiry, structured questions, oral presentation, practical demonstration, records of practical activities, product design, external exam

# VCE Geography

## Course Overview

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Are you keen to undertake fieldwork? Are you interested in local and global environments? Geography will provide you with the opportunity to gain a glimpse into careers which investigate environmental monitoring and management and ecologically sustainable development.

### Year 11 – Units 1 & 2

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#### Unit 1: Hazards and disasters

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards studied will include bushfires, floods, biological hazards such as disease and introduced species. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

#### Unit 2: Tourism

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

#### Assessed Tasks

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Fieldwork report of 1500-2000 words, structured questions, case studies, tests, exam

### Year 12 – Units 3 & 4

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#### Unit 3: Changing the Land

Students investigate two aspects of geographical change: change to land cover and change to land use.

Land cover is the natural state of the biophysical environment developed over time and includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students examine the causes and distribution of processes that are changing land cover in many regions of the world including deforestation, desertification and melting glaciers and ice sheets

#### Unit 4: Human population – trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students investigate two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places, along with the factors that influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

#### Assessed Tasks

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Fieldwork report of 1500-2000 words, structured questions, analysis of geographic data, end of year external exam

# VCE Health & Human Development

## Course Overview

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If you're interested in health research, community health, global and local health issues, environmental health or health promotion - or even if you aren't sure which health science area is for you - this subject can help you find your area of interest.

## Year 11 – Units 1 & 2

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### Unit 1: Understanding health and wellbeing

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Unit 2: Managing health and development

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

## Assessed Tasks

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Case studies, research task, tests, data analysis, short answer questions, tests, exam

## Year 12 – Units 3 & 4

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### Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and as being subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Students research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

## Assessed Tasks

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Data Analysis, case studies, data analysis, short answer questions, tests, external exam

# VCE History: Twentieth Century History 1918-1939

## Course Overview

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Studying History provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making.

## Year 11 – Units 1 & 2

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### 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. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929.

### 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. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

## Assessed Tasks

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**Year 11** – Graphic analysis task, historical inquiry task, historical research task, essay writing, exam

## Year 12 – Units 3 & 4

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Twentieth Century History exists at Units 1 and 2 level ONLY Year 11.

In Year 12 students study **VCE History: Revolutions**. Please see page 39 for a subject description of **VCE History: Revolutions**

# VCE History: Revolutions

## (Russian & Chinese Revolutions)

### Course Overview

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In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

### Year 11 – Units 1 & 2

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History in Year 11 is not the same as the Year 12 program.

If you wish to study history in Year 11 you need to select **Twentieth Century History**.

Please read the subject description on page 38.

### Year 12 – Units 3 & 4

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#### Unit 3: The Russian Revolution

Students will study in depth the significant historical causes and consequences of the Russian Revolution and the resulting change to society during this period. Students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

#### Unit 4: The Chinese Revolution

Students will study in depth the significant historical causes and consequences of the Chinese Revolution and the resulting change to society during this period. Students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

### Assessed Tasks

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Research task, graphic analysis task, short answer questions, essay, historical inquiry task, external exam

# VCE Industry and Enterprise

## Course Overview

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Industry & Enterprise is a great subject for those who are still working through their career ideas. It investigates work, industries and society. The study explores the vocational, economic, social and cultural aspects of work. Students are also required to undertake a work placement and this might just help them with their own career planning.

## Year 11 – Units 1 & 2

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As all Year 10 students study Unit 1 VCE Industry & Enterprise, any student who wishes to continue with this subject will be required to select Units 3 and 4 Industry & Enterprise (accelerated subject). There will not be a Year 11 Units 1 and 2 class of Industry & Enterprise.

Students in Year 11 in 2018 can also pick up VCE Units 3 and 4 Industry & Enterprise in 2019.

## Year 12 – Units 3 & 4

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### Unit 3: Enterprise culture

In this unit students explore the concept of an enterprise culture in Australian industry. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills. Students examine enterprise culture by undertaking an investigation of the behaviour of enterprising stakeholders, enterprising approaches to safety and the role of leadership and teamwork in relation to community and/or work settings. Students explore the role and impact of four forces for change: the management of quality, workplace flexibility, technology, and training and workplace learning, in developing an enterprise culture within an industry.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

### Unit 4: Industry change and innovation

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace. Innovation is a key agent of change for Australian industries. Students investigate innovation and evaluate its importance for a selected Australian industry. They consider the role of government in supporting innovation within industry, and examine the relationships between technology, training and innovation in developing an enterprise culture.

## Assessed Tasks

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Structured questions, case studies, class work and notetaking activities, external exam

\*Students must undertake 35 hours of work placement in this unit – this will form the basis of a research report.

# VCE Informatics (follows Units 1 & 2 Computing)

## Course Overview

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Like never before, computational thinking is becoming part of our everyday world. Informatics is the study of the structure and behaviour of natural and artificial systems that generate, process, store, and communicate information. Across a broad range of fields from biomedical research to speed dating, and using the power and possibility of technology, informatics turns data into solutions that people can use every day. Demand for this skill continues to grow every day.

## Year 11 – Units 1 & 2

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**Year 11 Units 1 & 2 Computing is the predecessor to Year 12 Units 3 & 4 Informatics.**

## Year 12 – Units 3 & 4

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### Unit 3: Informatics

In this unit students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. They investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

### Unit 4: Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

### Assessed Tasks

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Design brief that includes an analysis of a need or an opportunity and a data set, the design and development of a relational database management system solution, an annotated, diagrammatic representation of a user's interactions with an online solution when conducting a transaction and the user interface for the page that initiates the transaction, written report, annotated visual report, project plan, multimodal online solution

# VCE Language: German

## Course Overview

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Research has now shown that bilingual (can speak two languages) young adults not only fare better in the job market, but are also more likely to demonstrate empathy and problem-solving skills. An interview study of employers shows that employers prefer to both hire and retain bilinguals. Today, high-powered Fortune 500 companies hire bilingual and biliterate employees to serve as client liaisons. We are truly global citizens and learning another language is definitely an advantage today.

### Units 1 – 4 Common areas of study

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The areas of study for German comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to 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.

There are three prescribed themes:

- The individual
- The German-speaking communities
- The changing world

### Year 11 – Units 1 & 2

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The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative.

#### Unit 1 Outcomes

- Informal conversation OR reply to personal letter/fax/email.
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in German or English

Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in German or English.

#### Unit 2 Outcomes

- Formal letter, or fax, or email OR role-play OR 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.
- Journal entry OR personal account OR short story.

It is expected that the texts used are in German and that the student responds in German to the assessment tasks selected. Over the course of the unit, both oral and written skills in German will be assessed.

### Assessed Tasks

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Writing (personal, imaginative, persuasive, informative, evaluative), oral and written responses, exam

## Year 12 – Units 3 & 4

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the German-speaking community through a range of oral and written texts in German related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density level of complexity. These might include aural and visual, as well as written texts.

#### **Outcome 1**

On completion of this unit the student should be able to express ideas through the production of original texts.

- A 250 word personal or imaginative written piece

#### **Outcome 2**

On completion of this unit the student should be able to analyse and use information from spoken texts.

- A response to specific questions, messages or instructions, extracting and using information requested.

#### **Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

- A three to four minute role-play, focusing on the resolution of an issue.

## Assessed Tasks

Written piece (original text), analysis, ability to respond to spoken texts, role-play, two external exams (oral and written)



# VCE Legal Studies

## Course Overview

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The law plays a significant role in all aspects of our lives, from our relationships with each other, to the way in which our system of government operates. Legal studies offers students interested in careers in the law with a glimpse into the workings of Australia's legal system. This subject is a great fit for students interested in working in community services, criminal justice, social welfare, law enforcement, border protection, the armed forces, legal education and human rights, in both the government and non-government sectors.

### Year 11 – Units 1 & 2

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#### Unit 1: Criminal law in action

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

#### Unit 2: Issues in civil law

Students examine the rights that are protected by civil law, as well as obligations that laws impose.

They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

### Assessed Tasks

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Structured questions, class work and notetaking, tests, exam

### Year 12 – Units 3 & 4

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#### Unit 3: Law Making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up-to-date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

#### Unit 4: Resolution and Justice

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

### Assessed Tasks

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Structured questions, class notes, tests, external exam

# VCE Literature

## Course Overview

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Literature is a central part of many lives. Reading and writing are the basic principles involved in the study of English and serve as the gateway to a deeper level of thought. Students develop their higher order thinking skills in Literature. A love of reading and writing is a must for

## Year 11 – Units 1 & 2

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### Unit 1: Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts to help them to 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.

### 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.

## Assessed Tasks

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Essays (comparative, interpretive, analytical or discursive), close analysis of selected passages, an original piece of writing responding to a text(s) studies, an oral or a written review, exam

## Year 12 – Units 3 & 4

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### 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.

### 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.

## Assessed Tasks

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Analysis of how the form of a text influences meaning, creative response to a text, reflective commentary, written interpretation of a text, written interpretation of a text using two different perspectives to inform the response, external exam

# VCE General Mathematics (Year 11 ONLY)

## Year 11 – Units 1 & 2

**Please check the Mathematics Prerequisites Chart to determine your eligibility for this Maths.**

General Mathematics provides courses of study for a broad range of students. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Units 1 & 2 and intend to study Mathematical Methods Units 3 & 4. The areas of study for Unit 1 and Unit 2 of General Mathematics are 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and trigonometry'.

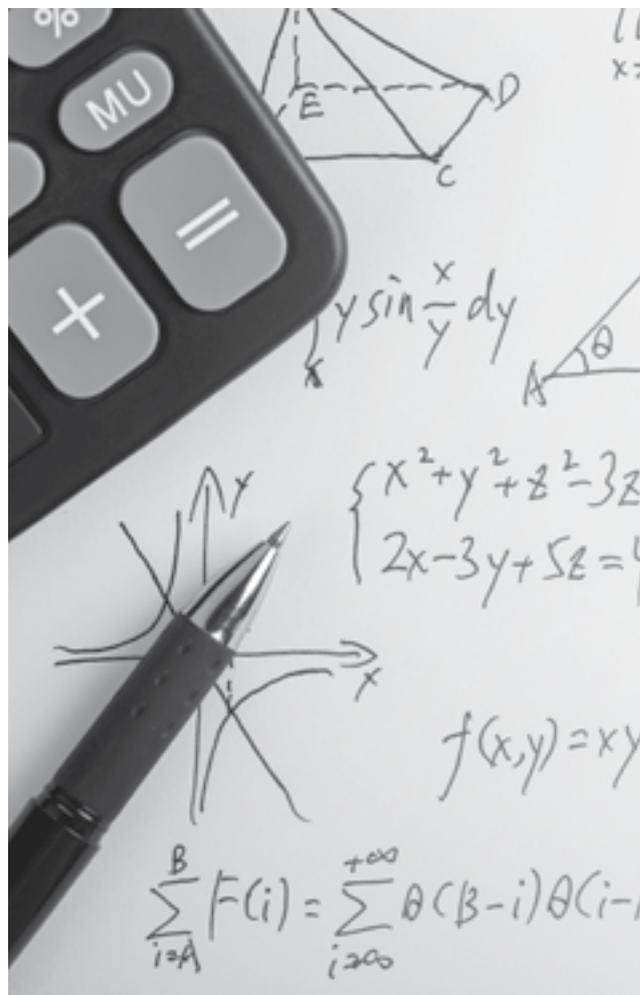
### Assessed Tasks

Tests, problem solving, exam

## Year 12 – Units 3 & 4

**General Mathematics can pathway into Units 3 & 4 Further Mathematics.**

**Mathematics is not a compulsory subject in VCE. However, it is often a prerequisite for degree programs and students should complete their own research into their preferred tertiary pathway prior to submitting their course application form.**



# VCE Further Mathematics (Year 12 ONLY)

## Year 11 – Units 1 & 2

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Year 11 General Mathematics and Year 11 Math Methods can both pathway into Further Mathematics in Year 12.

## Year 12 – Units 3 & 4

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**Please check the Mathematics Prerequisites Chart to determine your eligibility for this Maths.**

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 studies comprise two: 'Matrices' and 'Geometry and measurement'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each applications module comprises 20 per cent of the content to be covered.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for learning mathematics and for working mathematically is incorporated throughout each unit as applicable.

## Assessed Tasks

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Assignments, tests, exams – multiple choice, short answer, external exam

# VCE Mathematical Methods

## Year 11 – Units 1 & 2

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**Please check the Mathematics Prerequisites Chart to determine your eligibility for this Maths.**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. Material is organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout the units as applicable.

### Assessed Tasks

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Topic tests, school assessed coursework, exams – technology free, technology enabled

## Year 12 – Units 3 & 4

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**Please check the Mathematics Prerequisites Chart to determine your eligibility for this Maths.**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the Areas of Study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2.

For Unit 3 the content includes the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. Unit 4 consists of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study includes anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

There is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving). There is a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout the units as applicable.

### Assessed Tasks

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Topic tests, school assessed coursework, external exams – technology free, technology enabled

# VCE Specialist Mathematics

## (Students must also select Maths Methods)

### Year 11—Units 1 & 2

**Please check the Mathematics Prerequisites Chart to determine your eligibility for this Maths.**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. **Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction**, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. The content provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

### Assessed Tasks

Tests, problem solving, exams

### Year 12—Units 3 & 4

**Please check the Mathematics Prerequisites Chart to determine your eligibility for this Maths.**

Specialist Mathematics Units 3 and 4 consist of the Areas of Study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts. The content for Unit 3 and Unit 4 is constructed such that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4 ie YOU MUST take Maths Methods if you plan to take Specialist Maths. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes. In Unit 3 Specialist Mathematics includes content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. Unit 4 consists of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout the units as applicable.

### Assessed Tasks

Coursework, exam – technology free,  
external exams – technology enabled

# VCE Media

## Course Overview

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If you are interested in media, journalism, film making, multimedia, the web, computer games, and all forms of communication, then media is for you. What we know of the world, and how we act in it, is critically related to our use of communication technologies, from language to screen, and from text to social networks. This subject will help you develop your own critical eye.

## Year 11 – Units 1 & 2

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### Unit 1: Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

### Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society.

## Assessed Tasks

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Documentary film analysis on representation/s, make a short documentary about New Media technology and learn how to use production software, create a music video using appropriate codes and conventions, investigate a director, investigate the media organisations in Australia, exam

## Year 12 – Units 3 & 4

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### Unit 3: Media narratives and pre-production

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

### Unit 4: Media: process, influence and society's values

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

## Assessed Tasks

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Film Analysis, production exercises, production design plan – a preproduction folio for a short film, film analysis identifying changing social values, analysis of how the media effects audiences, complete a short film created using the folio from Semester 1, external exam

# VCE Music Performance (Units 1 & 2 ONLY)

## Course Overview

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Music offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

## Year 11 – Units 1 & 2

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### Unit 1: Music Performance

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

### Unit 2: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and

spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

### Assessed Tasks

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Performance/s of at least three works including at least one group work and one solo work with accompaniment, aural, written and practical tasks, composition or an improvisation and accompanying documentation that describes use of music language in the exercise, exam

**Prior knowledge will be expected in this VCE subject. Students must already be proficient in an instrument to be able to complete this VCE subject.**

## Year 12 – Units 3 & 4

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**Units 3 & 4 Music Performance will be offered in 2020**



# VCE Physical Education

## Course Overview

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Physical Education prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion, etc.

## Year 11 – Units 1 & 2

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### Unit 1: The human body in motion

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

### Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## Assessed Tasks

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A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement, a practical laboratory report, a case study analysis, a data analysis, critically reflective folio, oral presentation, written report, structured questions, tests

## Year 12 – Units 3 & 4

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### Unit 3: Movement skills and energy for physical activity

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

### Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

## Assessed Tasks

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Collect and analyse information, structured questions, participate in, a variety of practical activities, laboratory report which focuses on energy system interplay, fatigue and/or recovery; reflective folio, written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study, a response which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance, external exam

# VCE Physics

## Course Overview

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Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

## Year 11 – Units 1 & 2

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### Unit 1: What ideas explain the physical world?

Physicists explore concepts which often requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised.

### Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students design and undertake investigations involving at least one independent, continuous variable.

## Assessed Tasks

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Practical work folio, tests, data analysis, exam

## Year 12 – Units 3 & 4

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### Unit 3: 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. 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. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

## Assessed Tasks

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Practical work folio, tests, data analysis, investigation, analysis and evaluation of stimulus material, external exam

# VCE Product Design and Technology (Wood)

## Course Overview

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This is both a hands-on and theoretical program where you will explore design solutions, taking into consideration aesthetics, technology, ergonomics, usability, stress analysis, sustainability and materials. VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

## Year 11 – Units 1 & 2

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### Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

### Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems.

## Assessed Tasks

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Design folio, design brief, evaluation criteria and report, research, written report, oral presentation, product and records of production and modifications-production plan

## Year 12 – Units 3 & 4

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### Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

### Unit 4: Product Development and Evaluation

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

## Assessed Tasks

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Design folio, production work accompanied by a record of production, functional product that conforms to standards of quality, evaluation report, informative presentation, care label, external exam

# VCE Psychology

## Course Overview

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Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

## Year 11 – Units 1 & 2

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### Unit 1: How are behaviour 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.

### 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.

## Assessed Tasks

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Research investigation; collection of secondary data, test comprising multiple choice and/or short answer and/or extended response, exam

## Year 12 – Units 3 & 4

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### Unit 3: How does experience affect 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.

### Unit 4: How is wellbeing developed and maintained?

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 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.

## Assessed Tasks

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Essays, tests, extended research activity, report, learning folio, film analysis, stress and health test, external exam

# VCE Software Development (Units 3 & 4 ONLY)

## Course Overview

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Computing subjects provide a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

## Year 11 – Units 1 & 2

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VCE Units 1 & 2 Computing leads to VCE Units 3 & 4 Software Development.



## Year 12 – Units 3 & 4

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### Unit 3: Software development

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules

### Unit 4: Software development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

## Assessed Tasks

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Response to teacher-provided designs, create working modules to meet specific needs, written response and/or annotated visual report to a case study, external exam

# VCE Sociology

## Course Overview

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Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. VCE Sociology provides valuable knowledge and skills for participation in everyday life. It may appeal to students who would like to pursue a career in social science, for example, as a psychologist, welfare worker, market researcher, probation and parole officer, criminologist, counsellor, urban and regional planner, social worker, consumer scientist, police officer, environmental health officer, etc...

## Year 11 – Units 1 & 2

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### Unit 1: Youth and family

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Students explore how and why the experience of being young differs across time and space. Students examine how Australians have thought about youth as a social category, and the range of experiences of young people. They consider a range of factors that influence different experiences. Students also examine the social institution of the family. Students investigate how different communities in Australian society have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family.

### Unit 2: Social norms: breaking the code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity. Students explore the concept of deviance. Students also explore the phenomenon known as moral panic. This refers to the belief that a subculture or group poses a threat to the social values and culture of broader society. Students also investigate crime and punishment.

## Assessed Tasks

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An interview and written report, essay, film analysis, a research report, a representation analysis, a review of youth or family specific journals, an annotated media file, a multimedia presentation, oral presentation, an extended response, exam.

## Year 12 – Units 3 & 4

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### Unit 3: Culture and Ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity.

Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity.

### Unit 4: Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

## Assessed Tasks

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Analysis of text, a multi-media presentation, a report, structured questions, extended response, film analysis. VCAA written examination (50%).

# VCE Studio Art

## Course Overview

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Studio Arts broadens students' understanding of, and ability to engage with artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education.

### Year 11 – Units 1 & 2

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#### Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit.

#### Unit 2: Studio exploration and concepts

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

Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.

### Assessed Tasks

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Folio, interpretation and analysis, exam

### Year 12 – Units 3 & 4

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#### Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit

#### Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

### Assessed Tasks

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Exploration folio, design process proposal, essay and analysis, folio or artworks, reflection, evaluation document, art industry analysis, external exam

# VCE Theatre Studies

## Course Overview

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Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes. The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.

### Year 11 – Units 1 & 2

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#### Unit 1: Pre-modern theatre styles and conventions

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

#### Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

### Assessed Tasks

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Interpretation of scripts from the pre-modern era through the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound; oral/visual/multimedia reports and/or presentations; structured questions; a research report. At least one assessment task must be practice based. Exam.

### Year 12 – Units 3 & 4

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#### Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

#### Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work is supported through analysis of a performance they attend.

### Assessed Tasks

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Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles. Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production. Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience. Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene. Analyse and evaluate acting, direction and design in a production.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year monologue examination, which will contribute 25 per cent to the study score, and an end-of-year written examination, which will contribute 30 per cent to the study score.

# VCE Visual Communication Design

## Course Overview

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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 about what they think, what they need or want. Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

### Year 11 – Units 1 & 2

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#### Unit 1: Introduction to visual communication design

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

#### Unit 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

### Assessed Tasks

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Paraline drawing and orthogonal drawing systems, perspective drawings, design in context, design process folio, type imagery and copyright, technical drawing, applying the design process, exam

### Year 12 – Units 3 & 4

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#### Unit 3: Visual communication design practices

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

#### Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

### Assessed Tasks

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Create three visual communications designs for different contexts, purposes and audiences, two- or three-dimensional presentation drawing, use of manual and digital methods, annotated visual communications, folio, written/oral report, short and extended responses, structured questions, external exam

# PART 3: **VET**

VET

## Vocational Education and Training (VET)

Vocational Education and Training (VET) is a senior school study that enables a secondary student to combine their VCE or VCAL studies with vocational training.

VET is usually a two year program. It enables students to complete a nationally recognised vocational qualification. It provides the opportunity to trial a career and helps students explore possible areas of interest and promote further study and work choices. VET allows students to go directly into employment or receive credit towards further study and matches student interest and career directions through the provision of strong pathways.

Important industry specific skills and workplace skills are learnt through the VET program. Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.

### **VET IS NOT A COMPULSORY SUBJECT.**

**VCE students can only select a VCE-VET from the Cranbourne VET list.** VCE students CANNOT select a VET subject from the SELLEN VET list.

VCAL students must select a VET subject. VET is a compulsory part of the VCAL program at both Intermediate and Senior VCAL levels. **VCAL students can select a VET subject from any VET list** (either the Cranbourne VET list or the SELLEN VET list).

### **\*Cranbourne VET Information**

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The following schools (in addition to the VET subjects delivered at Cranbourne Secondary College) in our wider school community offer these VET courses:

- Alkira Secondary College offer Certificate II in Hospitality, Certificate II in Business Administration and Certificate III in Sport and Recreation
- Lyndhurst Secondary College offer Certificate II in Automotive
- Marnebek School offer a Certificate II in Barista

## What you need to know about VET?

All VET programs have both theory and practical components and students must be prepared and able to complete both components of the course. VET programs are assessed according to competency – that is, the student can demonstrate the ability to do or understand the material in the unit being covered. Students who select a VET program need to be aware that they are making a commitment for a two year course of study. Students must also realise that they are expected to display the maturity, responsibility and confidence to successfully participate in an adult learning environment.

The Cranbourne VET programs listed in the following section are available for VCE Year 11 students to commence in their VCE program and they are available to all VCAL students. These courses will run (subject to student numbers) at either Cranbourne Secondary College, Lyndhurst Secondary College, Alkira Secondary College or at a Chisholm TAFE campus unless otherwise notified by our VET Coordinator.

If your chosen Cranbourne VET study is not delivered at Cranbourne Secondary College, Cranbourne Secondary College will provide a bus for students to get to TAFE – but students will need to find their own way home independently. Please consider this when making a choice. There is no transport provided for SELLEN VET programs.

VCAL students may choose from the Cranbourne VET or SELLEN VET lists. There is a wider range of VET programs available for students in the VCAL to select from in the SELLEN VET list. Please consult the SELLEN VET list which will be available in the weeks prior to your course counselling appointment.

Students who choose a SELLEN course must be able to get themselves independently to and home from the venue of the course. Cranbourne Secondary College does not provide a bus.

If a Year 11 VCAL student has already successfully completed a VET certificate, they may choose to undertake another VET program (an achieve partial completion) or undertake two days of work placement in their Year 12 VCAL course.

### These Cranbourne VET programs are available to BOTH VCE and VCAL students.

\*Students who want to take up a SELLEN VET program must enrol in VCAL. VCE students are advised to select VET programs that contribute to their ATAR. VET Automotive and Building & Construction DO NOT contribute to the ATAR.

- Certificate II Automotive (delivered at Lyndhurst Secondary College)
- Certificate II Building and Construction (delivered at Cranbourne Secondary College)
- Certificate II Dance (delivered at Cranbourne Secondary College)
- Certificate II in Electrotechnology (delivered at Chisholm TAFE)
- Certificate III Information, Digital Media and Technology (delivered at Cranbourne Secondary College)
- Certificate III Kitchen Operations (delivered at Cranbourne Secondary College)
- Certificate III Sport and Recreation (delivered at Cranbourne Secondary College)

# Cranbourne VET – Certificate II in Automotive

The Certificate II in Automotive aims to provide students with the knowledge and skills to enhance their employment prospects in the automotive industry.

## Special Requirements

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Students are required to have the following at all classes:

- Hi-vis polo shirt and navy work shorts
- Safety work boots (steel capped)

**High level Maths and English skills are recommended**

## Contribution to the VCE / VCAL

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VCE: Students who undertake a qualification from the VCE VET Automotive program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1–2 and a Unit 3–4 sequence. Automotive is NOT a scored program. VCE VET students wishing to receive an ATAR contribution for the Unit 3–4 sequence will be calculated using 10% of the primary four scaled studies.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program

## Training & Employment Outcomes

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Completion of the VCE VET Automotive program leads to the award of a qualification that articulates to further qualifications within the Automotive Industry including diesel mechanic, automotive mechanic, etc.

## Program Details

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### 1st Year

- Follow environmental and sustainability best practice in automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Inspect, test and service batteries
- Identify automotive mechanical systems and components
- Carry out basic vehicle servicing operations
- Dismantle and assemble single cylinder four-stroke petrol engines
- Use and maintain tools and equipment in an automotive workplace

### 2nd Year

- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Operate electrical test equipment
- Identify automotive electrical systems and components
- Inspect, test and service batteries
- Identify automotive mechanical systems and components
- Dismantle and assemble single cylinder four-stroke petrol engines

# Cranbourne VET – Certificate II Building and Construction (Partial Completion)

The Certificate II in Building and Construction is a partial completion of the course that aims to provide students with the knowledge and skills to enhance their employment prospects in the building and construction industry. Upon successful completion of the program, students have achieved approximately two-thirds of the pre-apprenticeship certificate. Students wishing to complete the entire pre-apprenticeship certificate need to undertake additional modules.

## Special Requirements

Students are required to have the following at all classes:

- Hi-vis polo shirt and beige work shorts
- Safety work boots (steel capped)

**High level of Maths and English skills are recommended.**

## Contribution to the VCE / VCAL

VCE: Students who undertake a qualification from the VCE VET building and construction program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1–2 and a Unit 3–4 sequence. Building and construction is NOT a scored program. VCE VET students wishing to receive an ATAR contribution for the Unit 3–4 sequence will be calculated using 10% of the primary four scaled studies.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

## Training & Employment Outcomes

Completion of the VCE VET Building and Construction program leads to the award of a qualification that articulates to further qualifications within the diverse options of the Building Industry

## Program Details

### 1st Year

- Work effectively and sustainably in the construction industry
- Conduct workplace communication
- Carry out measurements and calculations
- Apply OHS requirements/policies/procedures in construction industry
- Prepare to work safely in the construction industry
- Identify and handle carpentry tools and equipment

### 2nd Year

- Provide basic emergency life support
- Prepare for work in the construction industry
- Introduction to scaffolding and working platforms
- Levelling
- Safe handling and use of plant and selected portable power tools
- Basic setting out
- Sub-floor framing
- Wall framing
- External cladding

# Cranbourne VET – Certificate II in Dance

The Certificate II in Dance aims to provide students with the knowledge and skills to enhance their employment prospects in the Dance industry

## Special Requirements

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Students are required to have the following at all classes:

- USB
- Drink bottle
- Dance attire

## Contribution to the VCE / VCAL

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VCE: Students undertaking the VCE VET Dance are eligible for credit of up to four VCE VET units on their VCE statement of Results – two units at Unit 1-2 (first year) and a Unit 3-4 sequence (second year). Students may accumulate VCE VET units over more than one year. Students wishing to receive an ATAR contribution for CUA20113 must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

## Training & Employment Outcomes

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The Certificate III in Dance is an ideal introduction to enter the world of Dance. Completing this certificate course provides a pathways or entry level program for the higher level Certificate III, IV and Diploma in a range of Dance areas.

## Program Details

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### 1st Year

- Work effectively with others
- Develop basic dance techniques
- Perform basic jazz dance techniques
- Perform basic contemporary techniques
- Perform basic street techniques
- Follow basic safe dance practices
- Develop a basic level of physical condition for dance performance

### 2nd Year

- Incorporate artistic expression into basic dance performances
- Increase depth of jazz dance techniques
- Increase depth of contemporary techniques
- Increase depth of basic street techniques
- Develop and apply creative arts industry knowledge
- Prepare for performances
- Develop audition techniques

# Certificate II in Electrotechnology 1st year

(2nd year is the pre-apprenticeship)

The VCE VET Electrical Industry program offers students prevocational training in the electrical industry. The VCE VET program is designed to give students the opportunity to gain experience across a number of electrical trades including electrical, electronics, refrigeration and mechanical engineering.

## Special Requirements

Students are required to have the following at all classes:

- Sleeveless overalls (blue)
- Safety work boots (steel cap)

**NOTE: Year 10 students must have a strong mathematical background (there will be a pre course Maths test at Chisholm). Students must also have a strong English background**

## Training & Employment Outcomes

The primary purpose of this qualification is to provide a pathway for participants into a traineeship or apprenticeship in the electrical industry. There are several streams including: electrical, electronics, refrigeration and mechanical engineering

## Contribution to the VCE / VCAL

Students who receive a Units 3 and 4 sequence for VCE VET Electrical Industry will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

## Program Details

- Work in the construction industry
- Provide basic emergency life support
- Apply occupational health and safety regulations, codes and practices in the workplace
- Fabricate, assemble and dismantle utilities industry components
- Solve problems in ELV single path circuits
- Fix and secure electrotechnology equipment
- Provide solutions and report on routine electrotechnology problems
- Produce products for carrying out energy sector work environment
- Carry out routine work activities in energy sector environment
- Identify and select components, accessories and materials for energy sector work activities

# Cranbourne VET – Certificate III Kitchen Operations

1st year qualifies students for Cert 2 in Hospitality,

2nd year qualifies for Cert 2 in Kitchen Operations

The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VCE/VET program will receive Certificate II in Hospitality (Kitchen Operations). This can lead to other Hospitality qualifications including apprenticeships and traineeships.

## Special Requirements

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Details of uniform requirements, equipment and textbooks to be purchased by students will be provided prior to commencement.

## Training and Employment Outcomes

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Further training opportunities are available in apprenticeship/traineeship in hospitality or management, or dual award studies in Diploma of Hospitality Management/Diploma of Events Management. Employment opportunities include: motels, nightclubs, restaurants, cafés, function centre, gaming venues, hotels.

## Contribution to the VCE / VCAL

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VCE: Students who complete the Certificate II in Hospitality (Kitchen Operations) will be eligible for two units at Unit 1–2 and a Unit 3–4 sequence credit towards their VCE. Students wishing to receive an ATAR contribution for VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

## Program Details

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### First Year:

- Organise and prepare food
- Present food
- Receive and store kitchen supplies
- Clean and maintain kitchen premises
- Use basic methods of cookery
- Develop and update hospitality industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

### Second Year:

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Select, prepare and cook poultry
- Prepare food and cold desserts
- Prepare, cook and serve food for food service

# Certificate III Information Digital Media and Technology (1st year and 2nd year)

The Certificate III in Information, Digital Media & Technology aims to provide participants with the foundation knowledge and skills to achieve competencies which will enhance the employment prospects within the information technology industry.

## Special Requirements

Students are required to have the following at all classes:

- 4GB USB memory stick

**Year 10 level of Maths or higher is recommended.**

## Training & Employment Outcomes

The Certificate III in Information, Digital Media & Technology is an ideal introduction to enter the dynamic world of information technology. Completing this certificate course provides a pathways or entry level program for the higher level Certificate IV and Diploma in a range of IT areas. Future career paths include: Database Administrator, Games Artist, Designer Programmer, Information Technology Manager, Software Testing, Systems Administration, etc.

## Contribution to the VCE / VCAL

**VCE:** Students undertaking the VCE VET Information, Digital Media & Technology program are eligible for credit of up to four VCE VET units on their VCE statement of Results – two units at Unit 1-2 (first year) and a Unit 3-4 sequence (second year). Students may accumulate VCE VET units over more than one year. Students wishing to receive an ATAR contribution for ICA30105 Certificate III in Information, Digital Media & Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

**VCAL:** Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

## Program Details

### 1st Year

- Operate application software packages
- Participate effectively in WHS communication and consultation process
- Work and communicate effectively in a n ICT environment
- Run standard diagnostic tests
- Produce digital images for web
- Use social media tools for collaboration
- Implement and monitor environmentally sustainable work practices
- Care for computer hardware
- Organise personal work priorities and development

### 2nd Year

- Create user documentation
- Install and optimise operating system software
- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain equipment and software
- Create a simple mark-up language document
- Build simple websites using commercial programs

# Cranbourne VET – Certificate III in Sport and Recreation (1st and 2nd year)

This program is designed to introduce the student to the employment and educational opportunities within the Sport and Recreation industries. The focus of the program will be on developing the skills, knowledge and confidence to work in the area of community recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom, the workplace and on a camp. Students who complete the full VCE/VET program will receive Certificate III in Sport and Recreation and a Statement of Attainment for additional units of competence providing credit towards other sport and recreation qualifications.

## Training & Employment Outcomes

Completion of the VCE VET Sport and Recreation program leads to the award of a qualification that articulates to further qualifications within the Sport and Recreation Training Packages listed below:

- Outdoor Recreation
- Fitness
- Community Recreation
- Sport Industry

## Contribution to the VCE / VCAL

VCE: Students who undertake a qualification from the VCE VET Sport & Recreation program will be eligible for up to five units credit towards their VCE: up to three units at Unit 1–2 and a Unit 3–4 sequence. Sport & Recreation is a scored program. Students wishing to receive an ATAR contribution for the Unit 3–4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

VCAL: Two units toward the Industry Specific Strand for the first year of the program and a further two units for the second year of the program.

## Program Details

Units delivered over 2 years may include:

### **First Year:**

- Develop and extend critical creative thinking
- Organise personal work priorities and development
- Provide First Aid
- Use social media tools
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigation skills in a controlled environment
- Demonstrate surf survival and self rescue skills
- Demonstrate basic controlled surfing manoeuvres
- Provide customer service
- Respond to Emergency situations
- Follow work health and safety policies

### **Second Year:**

- Provide orientation/health screening
- Instruct and monitor fitness programs
- Conduct basic warm-up and cool-down program
- Plan/conduct sport and recreation session
- Facilitate groups
- Provide public education on use of resources
- Undertake risk analysis of activities
- Manage conflict

## **SELLEN VET Programs**

VCAL STUDENTS CAN ALSO SELECT A VET PROGRAM FROM THE SELLEN LIST, lots more opportunities!

SELLEN VET programs are offered in each of the following career field areas:

**ARTS, MEDIA AND PRINTING**

**AUTOMOTIVE**

**BUILDING & CONSTRUCTION**

**BUSINESS**

**COMMUNITY SERVICES, HEALTH & EDUCATION**

**COMMUNITY SERVICES, HEALTH & EDUCATION**

**ELECTRONIC TRADE**

**HOSPITALITY**

**INFORMATION TECHNOLOGY**

**ENGINEERING AND SCIENCE**

**PRIMARY INDUSTRIES**

**RETAIL**

**SPORTS & RECREATION**

**2019 SELLEN VET PROGRAMS WILL BE PUBLISHED ON NEWS FEED ON COMPASS IN LATE JUNE/EARLY JULY.**

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**You may also wish to keep up-to-date by visiting the SELLEN website.**

<http://sellen.org.au/south-east-vet-cluster/south-east-vetis-brochure/>



PART 4:  
**COURSE  
APPLICATION  
FORMS**





# 2019 Year 12 VCE Course Application Selection Form



Name: \_\_\_\_\_ CASES CODE: \_\_\_\_\_

2018 Maths

2018 VET

(if applicable)

EDUCATION ITEMS		COST	Amount Paid	Amount Owning
Netbook		\$225		
Material and Service Charge		\$90		
SUBJECT PREFERENCE SELECTIONS***		Units		
Preference 1	<input type="checkbox"/> English <b>or</b> <input type="checkbox"/> English as an Additional Language (EAL)	3 & 4		
Preference 2				
Preference 3				
Preference 4				
Preference 5				
Please list additional choices below in the event that any preference above is not available. Cranbourne VET cannot be listed as a RESERVE.				
Reserve 1				
Reserve 2				
		<b>TOTAL</b>		

\*\*\* Please list VCE 3 & 4 and/or VET Units successfully completed in Year 11 here.

<i>Eg. Legal Studies Units 3 &amp; 4 and/or Certificate II in Dance (completed)</i>	Units / Level

Student Signature: ..... Date: .....

Parent/Guardian Signature: ..... Date: .....

Parent/Guardian Phone Number:.....

Course Counsellor Signature: ..... Date: .....

Please Note: Subject to available classes running and timetable arrangements.



# 2019 Intermediate VCAL Course Application Selection Form



Name: \_\_\_\_\_ CASES CODE: \_\_\_\_\_

2018 VET (if applicable) \_\_\_\_\_

EDUCATION ITEMS	COST	Amount Paid	Amount Owing
Material and Service Charge	\$90		
Texts and Materials	\$95		
<b>VCAL TECHNOLOGY SELECTION</b>			
(please rank in order of preference)			
<input type="checkbox"/> Food Studies			
<input type="checkbox"/> Product Design and Technology Wood			
<input type="checkbox"/> VCAL Art & Design			
<b>VET PREFERENCE – VCAL students can select from either the SELLEN VET List or the CRANBOURNE VET List</b>			
VET Program			
<input type="checkbox"/> 1st <b>OR</b> <input type="checkbox"/> 2nd Year (please tick)			
Preferred Location: <input type="checkbox"/> SELLEN VET <b>OR</b> <input type="checkbox"/> CRANBOURNE VET (please tick)			
<b>RESERVE VET PROGRAM</b>			
VET Program			
<input type="checkbox"/> 1st <b>OR</b> <input type="checkbox"/> 2nd Year (please tick)			
Preferred Location: <input type="checkbox"/> SELLEN VET <b>OR</b> <input type="checkbox"/> CRANBOURNE VET (please tick)			
<b>TOTAL</b>			

Student Signature: ..... Date: .....

Parent/Guardian Signature: ..... Date: .....

Parent/Guardian Phone Number:.....

Course Counsellor Signature: ..... Date: .....

Please Note: Subject to available classes running and timetable arrangements.



# 2019 Senior VCAL Course Application Selection Form



Name: \_\_\_\_\_ CASES CODE: \_\_\_\_\_

2018 VET (if applicable) \_\_\_\_\_

EDUCATION ITEMS	COST	Amount Paid	Amount Owing
Netbook	\$225		
Material and Service Charge	\$90		
Texts and Materials	\$95		
<b>VCAL TECHNOLOGY SELECTION</b>			
(please rank in order of preference)			
<input type="checkbox"/> Food Studies			
<input type="checkbox"/> Product Design and Technology Wood			
<input type="checkbox"/> VCAL Art & Design			
<b>VET PREFERENCE – VCAL students can select from either the SELLEN VET List or the CRANBOURNE VET List</b>			
VET Program			
<input type="checkbox"/> 1st <b>OR</b> <input type="checkbox"/> 2nd Year (please tick)			
Preferred Location: <input type="checkbox"/> SELLEN VET <b>OR</b> <input type="checkbox"/> CRANBOURNE VET (please tick)			
<b>RESERVE VET PROGRAM</b>			
VET Program			
<input type="checkbox"/> 1st <b>OR</b> <input type="checkbox"/> 2nd Year (please tick)			
Preferred Location: <input type="checkbox"/> SELLEN VET <b>OR</b> <input type="checkbox"/> CRANBOURNE VET (please tick)			
<b>TOTAL</b>			

Student Signature: ..... Date: .....

Parent/Guardian Signature: ..... Date: .....

Parent/Guardian Phone Number: .....

Course Counsellor Signature: ..... Date: .....

Please Note: Subject to available classes running and timetable arrangements.











**CRANBOURNE SECONDARY COLLEGE**

**WHILE WE LIVE WE GROW**

Stawell Street, Cranbourne Victoria 3977

**Phone:** 03 5996 3544 **Fax:** 03 5996 7878 **Email:** [cranbourne.sc@edumail.vic.gov.au](mailto:cranbourne.sc@edumail.vic.gov.au)

**[www.cranbournesc.vic.edu.au](http://www.cranbournesc.vic.edu.au)**