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WELLINGTON  
SECONDARY COLLEGE

**Senior School  
Course Guide  
2013**

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# Introduction to the Senior School

Wellington has always taken a great deal of pride in the academic success of its students, however success can be measured in many ways: academic, skills, personal or social. At Wellington, we work with students to help them achieve their dreams and goals in life. Therefore, at the conclusion of their senior studies, students depart Wellington Secondary College in the knowledge that they had a first rate education, they have a direction in life and the skills, ability and confidence to meet the life challenges that lie ahead.

The Senior School is structured around Year 11 and Year 12 students coordinated by the Head of Senior School, two Year Level Coordinators, a VCAL Coordinator, a Senior Sub-School Coordinator, a VASS Coordinator and a Secondary Teacher Assistant. The Hamilton Centre provides students with well-equipped study rooms including computer facilities as well as a comfortable relaxation and social area.

Students are easily identified by their navy College pullover and enjoy a number of privileges due to their seniority. As members of the College Community, senior students are expected to be positive role models by their consistent application to studies and total commitment to all areas of the College Program.

Participation in House activities is expected and students are required to wear correct sports uniform for all House and interschool sports (navy tracksuit pants or shorts, house-coloured polo shirt with optional College sports jacket or navy College pullover). Involvement in interschool team sport is encouraged but is conditional on attendance at the House Swimming and Athletics Carnivals and satisfactory completion of academic commitments.

The College provides for full time students completing VCE, VCAL and VCE/VET programs within the setting of a Year 7 – 12 campus. We welcome all students to the Senior School and look forward to an ongoing commitment to the completion of their secondary studies at Wellington.

In all studies, assessment methods focus on completion of tasks during normal class time. All units require the completion of a number of outcomes and regular attendance in class (above 80%) is required to achieve a satisfactory result.

**Jennifer LAVIN**  
**Head of Senior School**

# Timeline of Counselling Events

<b>August 2012</b>	Distribution of Senior School Course Guide to current Year 10 students. Brief overview by Head of Senior School and Careers Adviser. Information Gathering (Job Guide, Careers Office, Open Days, Work Experience, etc) Course Counselling occurring within all Year 10 classes
<b>Wednesday 15<sup>th</sup> August</b>	Information Sessions: Session 1: Existing Year 10 students 4.30pm – 6.00pm in C Block Session 2: New Families Years 8 – 12 commencing at 6.15pm in C Block
<b>Thursday 23<sup>rd</sup> August</b>	Course Selection with Course Counsellors for Year 10 students
<b>Monday 27<sup>th</sup> August</b>	Provisional Course Selection Forms returned by Year 10 students Course Selection with Course Counsellors for Year 11 students
<b>Thursday 30<sup>th</sup> August</b>	Provisional Course Selection Forms returned by Year 11 students
<b>September</b>	Planning regarding units to be offered by Wellington Secondary College
<b>Early October</b>	Preliminary blocking of units
<b>October / November</b>	Further counselling on course selections, where necessary, based on review of this year's results. Individual interviews with students/parents where necessary
<b>Late November</b>	Final blocking of units and course selection completed Confirmation and approval to students for 2013 courses
<b>31<sup>st</sup> January 2013</b>	Commence 2013 Senior School classes

**Note:** The College will endeavour to offer as many VCE/VCAL/VET units as possible. All offers of units are initially provisional and final classes are dependent on staff availability, level of student interest and blocking constraints of the timetable.

## Further Assistance

If parents or students would like further assistance with any matters regarding VCE/VCAL/VET beyond that which is already offered, please ring the College and arrange an appointment.

## Contact Details

Head of Senior School: Ms Jennifer LAVIN  
Careers Adviser: Ms Lucinda HUFFER

Wellington Secondary College  
91 Police Road, MULGRAVE VIC 3170  
Telephone: (03) 9547 6822 Facsimile: (03) 9548 4483  
Email: [wellington.sc@edumail.vic.gov.au](mailto:wellington.sc@edumail.vic.gov.au)

# SECTION 1 – General and VCE Information

## Studies and Units

- A VCE Study is a course of study specified in the appropriate study design accredited by the Victorian Qualifications Authority for the Victorian Curriculum and Assessment Authority (VCAA)
- Most studies are composed of four units, each unit lasting for one semester (half a year)
- Units 1 and 2 are normally attempted in Year 11 and Units 3 and 4 normally in Year 12
- Units 3 and 4 are sequential and must be completed in the same year, whereas Units 1 and 2 may be studied as single Units. Students are encouraged to undertake both Units 1 and 2 in a study prior to enrolling in Units 3 and 4.

## Outcomes

Each Unit includes a number of outcomes (between two and four). Outcomes define what students will know and be able to do as a result of undertaking a unit of study. They may involve learning activities like keeping a workbook, making models, producing posters and flow charts, preparing timelines, diagrams and pieces of art, performing practical laboratory work, practising music, writing essays, drawing maps or solving problems.

A student completes the course by achieving each of the outcomes. Early in the semester, each student should be provided with an indication of the outcomes, the tasks to be completed to achieve the outcomes in the unit and when they are due.

## Assessment

There are two ways in which VCE Units will be assessed:

1. Satisfactory completion of a unit
2. Levels of performance

### 1. Satisfactory Completion of a Unit

Students will receive 'S' (completed satisfactorily) or 'N' (not completed satisfactorily) for each unit attempted, as judged by the school. An 'N' may also be awarded where class attendance is less than 80%. Each outcome must be achieved to satisfy set criteria and be submitted by the due date to achieve an 'S' for the unit. In order to complete the VCE program, it is expected that students satisfactorily complete a minimum of 8 Units in Year 11 before proceeding to Year 12.

### 2. Levels of Performance

In Units 1 and 2 some tasks are graded A to UG to indicate level of performance. These assessments will provide a useful record for each student and may introduce the way in which assessment will work in Year 12. Grades on Unit 1 and 2 tasks indicate a student's preparedness for Year 12 studies and may be used in course counselling interviews. A student would need to achieve good grades in Year 11 to be well prepared for success in Year 12 studies.

In Units 3 and 4 students will be assessed by a combination of examination and school assessed coursework or tasks (see the table of assessment structure for revised VCE Studies on page 8). There will be three assessments, reported as grades (A+ to E; UG) for each study, there being at least one examination and school assessed coursework (SAC's) or tasks (SAT's). A student who satisfactorily completes both Units 3 and 4 in a study will receive, from the Victorian Curriculum & Assessment Authority, a Study Score (out of 50) indicating the ranking of the student's performance within the study.

## **School Assessed Coursework (SAC)**

School assessed coursework in Units 3/4 is made up of a number of components that are specified in each subject's study design. These components are used to assess the achievement of learning outcomes for the unit. They form part of the regular teaching and learning program, are completed in a limited time frame and contribute towards a study score in the Unit 3/4 study. They are mainly completed in class time, but may also be completed in designated after school sessions. All school assessed coursework must be submitted by the due date to be awarded a grade.

## **School Assessed Task (SAT)**

Some studies in the Arts and Technology areas will have SAT's where products and models are assessed and these contribute towards the Unit 3/4 study score.

## **Examinations**

There will be one period of written examinations. Examinations will be held in October/November. Performance and oral examinations are held in the relevant studies in October.

## **General Achievement Test (GAT)**

The GAT is held during June. The VCAA uses the achievement test as part of the verification process for School Assessed Coursework. The GAT may also be used for Special Provision purposes. All students who are completing a Unit 3/4 sequence, including a VET sequence, must sit the GAT for which there is no specific preparation.

## **EAL Status – NESB, Aboriginality, Hearing Impaired**

Students whose major language of instruction has not been English for more than seven years may be considered eligible for EAL status. Students need to provide evidence (e.g. passport with date of entry stamp, documentary evidence of language of instruction) to support their application for EAL status. Students of Aboriginal or Torres Strait Islander descent or students who are hearing impaired may also be eligible for EAL status. All students in these categories should discuss the matter with the Head of Senior School.

## **Special Provision**

Students who may be eligible for Special Provision due to an ongoing medical condition or learning difficulty must provide current medical documentation to the Head of Senior School at the beginning of the year.

Students who experience a medical condition or difficulty that affects performance during an assessment task in Units 3/4 studies should apply for Special Provision to the Head of Senior School.

## **Essential Education Items**

Essential Education items are those used in the course of instruction in the standard curriculum program that parents and guardians are responsible for and may choose to either provide or pay the school to provide.

These items include:

- Materials that the individual student takes possession of, including text books and student stationery
- Materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. Food and Technology)
- Essential services associated with, but not considered to be a part of, instruction in the standard curriculum program, such as costs associated with camps and excursions which all students are expected to attend (e.g. transport and entrance costs)

## Assessment Structure for VCE Studies in 2013

<b>Study</b>	<b>School</b>	<b>External</b>	<b>Timing</b>
Accounting	Unit 3/4 coursework	Written examination	Nov (2 hours)
Australian and Global Politics	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Biology	Unit 3/4 coursework	Written examination	Nov (2 hours)
Business Administration (VET)	Unit 3/4 coursework		
Business Management	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Chemistry	Unit 3/4 coursework	Written examination	Nov (2.5 hours)
Design & Technology	Unit 3/4 coursework School Assessed Task	Written examination	Nov (1.5 hours)
Drama	Unit 3/4 coursework	Solo Performance Written examination	Oct Nov (1.5 hours)
Economics	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
English/EAL	Unit 3 coursework Unit 4 coursework	Written examination	Oct (3 hours)
English Language	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Food & Technology	Unit 3/4 coursework School Assessed Task	Written examination	Nov (1.5 hours)
Health & Human Development	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
History – Revolutions	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Information Technology	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Legal Studies	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Literature	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Mathematics – Further Maths	Unit 3/4 coursework	Written examinations	Nov (1.5 hours) Nov (1.5 hours)
Mathematics - Maths Methods - Specialist Maths	Unit 3/4 coursework	Written examinations	Nov (1 hour) Nov (2 hours)
Media	Unit 3/4 coursework School Assessed Task	Written examination	Nov (2 hours)
Music Performance	Unit 3/4 coursework	Solo Performance exam Aural & written exam	Oct Nov (1.5 hours)
Philosophy	Unit 3 coursework Unit 4 coursework	Written Examination	Nov (2 hours)
Physical Education	Unit 3 coursework Unit 4 coursework	Written examination	Nov (2 hours)
Physics	Unit 3/4 coursework	Written examination	Nov (2.5 hours)
Psychology	Unit 3/4 coursework	Written examination	Nov (2.5 hours)
Studio Arts	School Assessed Task School Assessed Task	Written examination	Nov (1.5 hours)
Visual Communication & Design	Unit 3 coursework School Assessed Task	Written examination	Nov (1.5 hours)

## A VCE Program

This is the collection of VCE Units you elect to study over two or more years. It provides the basis of the pathway which leads to your future beyond school – be it employment, apprenticeship or further study at a tertiary institution (University or TAFE). The program should reflect your interests and abilities as well as long-term intentions. It should be chosen wisely within the guidelines to meet any necessary prerequisites and provide a coherent course of study for you within the VCE. Some suggested program outlines designed for various areas of interest are included at the back of this booklet.

### Program Requirements

You must choose your program within the Victorian Curriculum and Assessment Authority (VCAA) guidelines. To meet the requirements of the VCE, your program must include:

- Four units of English/EAL (of which three must be satisfactorily completed). Note that Literature and English Language also count as units of English
- At least three pairs of units, in addition to English, at the Unit 3 and 4 level (which can be approved VCE/VET Unit 3/4 sequences) must be satisfactorily completed
- At least 16 units of study must be satisfactorily completed to be awarded the VCE (most students attempt 22 units over two years)

NB: students in 2013 may choose any number of VET subjects as part of their course. There may however, be practical difficulties. VTAC will allow inclusion of a maximum of two VET scores in the 'Primary 4' in calculating an ATAR and would include one other as an increment in the calculation. Further information on selection of VET subjects can be obtained from Ms HUFFER.

At Wellington Secondary College, the normal VCE program consists of 22 Units with 12 being completed in first year (Year 11) at Unit 1/2 and 10 in the second year (Year 12) at Unit 3/4 level, which with a 6 block timetable, allows for a spare block in the second year of VCE.

Students who are seeking entry into courses requiring a high ATAR and who are highly capable academically may give some thought to completing six Unit 3/4 sequences in an effort to maximise their ATAR. This can be achieved by completing a Unit 3/4 sequence in the first year of VCE together with ten Unit 1 and 2 units (eg by completing a Unit 3/4 sequence in studies such as Business Management, Psychology, History, Politics or an external LOTE). An enhancement study completed in Year 12 will count as the sixth study. If you are considering any variation to a normal sequence of Units, then you should discuss this matter with Ms HUFFER or Ms LAVIN.

### What is VCAL

VCAL is the Victorian Certificate of Applied Learning. It is a certified alternative to VCE and caters for the needs of students who wish to continue their studies but not within the VCE structure and without the rigors of VCE assessment requirements. Students who take a VCAL course of study will be required to participate in work placement and develop industry related skills along with the study of Literacy and Numeracy. (Refer to pages 32-33 for further details).

## SECTION 2 – Selecting Your Senior School Program

You are encouraged to consult the range of materials available from the Careers Office including the following:

- Job Guide
- VTAC Guide to Tertiary Courses
- TAFE Directory

You should discuss your course with your parents as well as teachers who know you well.

### Senior School Pathways & Programs

VCE and VCAL allow students flexibility in choosing their preferred pathway. In selecting VCE units to be studied, in the first year of this two year course, students are not locked into units chosen at this stage. Changes can be negotiated at a later date, such as after the completion of Unit 1 or Unit 2. The selections made at this stage are only provisional and are affected by availability of staff, level of student interest, student performance and timetabling.

Where applicable, Subject Levy Invoices will be distributed on course counselling day. These levies are expected to be paid within 30 days.

Other than meeting the specified program requirements, students are free to choose from the range of units provided. Program outlines are provided in Sections 3 and 4 of this booklet and advice from counsellors should be sought. Students with special needs may negotiate a program to suit their requirements. This may involve fewer units or completion of VCE or VCAL over a longer period of time. Students are encouraged to consider completing one Unit 3/4 study at Year 11, provided their academic results in Year 10 indicate they will achieve success.

### University and TAFE Entrance Requirements

There is no one set of entrance requirements that covers all tertiary institutions. Not only are there differences between the universities and the TAFE institutes but there are differences among individual universities and among individual TAFEs.

On top of that, there may be differences among the various schools, faculties and departments of the TAFEs and universities. All of this means that applicants should investigate carefully the entrance requirements of the institutions they hope to enter. The number or type of studies they choose may be crucial. An ill-considered choice without reference to entrance requirements may mean that an applicant will find himself or herself ineligible for entry to a particular institution and has therefore wasted valuable time.

VTAC (Victorian Tertiary Admissions Centre) publishes a 'Tertiary Entrance Requirements' booklet each year, that lists the entrance requirements for two years ahead for a large proportion of university and TAFE institutes. Copies of these are sent to

schools when they are reprinted towards the end of each year. Details of these entrance requirements can also be found on the VTAC 'CourseLink' website ([www.vtac.edu.au](http://www.vtac.edu.au)) and they are also printed in the newspaper on a specified day. All Year 10 students will receive a copy of the paper.

Applicants should be aware that even if they are eligible for entry to a particular course in an institution, they must still go through the process of selection and be considered by the course selection officers in competition with all other eligible applicants.

The basic entry requirement is the satisfactory completion of VCE or, in some cases, VCAL. However many courses include prerequisite studies, which must have been completed satisfactorily in the VCE. Some courses require interviews and/or folios of work to be presented. Entry for many courses is very competitive and a minimal completion is generally not enough. A list of current 'clearly in' rankings that indicates the relative difficulty of obtaining entry into a course is available from the Careers Office.

As the specific requirements differ between institutions and between courses within these institutions, you should check the 'Tertiary Entrance Requirements' booklet for details (VICTER 2014 and VICTER 2015). These booklets are available from the Careers Office.

### Australian Tertiary Admission Rank (ATAR)

On the basis of the performance in assessments each student will be allocated an ATAR by VTAC. This rank will be derived from the student's scaled study scores in English (or EAL, Literature or English Language) and the best three other studies at Units 3/4 (called the primary four) plus ten percent of up to two more studies. This will be a percentile ranking reflecting comparative performance. For instance, an ATAR of 63.4 means this student has scored better than 63.4% of the entire cohort that year.

The calculation of the ATAR follows a national system and can be compared to all other Australian states except Queensland.

**Note:** A score for a study to contribute to the ATAR will only be calculated where a student has received an 'S' in the same year for both Unit 3 and 4 of a study and was awarded a grade in at least two out of three assessments in the study.

### VCAL and Tertiary Courses

VCAL students will generally be eligible to apply for TAFE Certificates up to Certificate Level IV.

## Choosing a Tertiary Course

Remember your educational experience will be uniquely your own. You will need to consider not only entrance requirements but the details of particular courses, the subjects offered, how they are taught and assessed, the opportunity to take up subjects you haven't done before and to combine subjects from a number of different disciplines. Other factors which may be important are the length of a course, the costs involved, the availability of part-time study, the recognition by various professional bodies and the opportunities for further studies.

You will also be choosing an institution. You should consider the size (in terms of student population), location (how much time and money you will spend in travelling) and perhaps the availability of accommodation on or near the campus. You will not be studying every hour of the day and night.

Post-secondary institutions offer opportunities, through student clubs and societies and special programs for participation in a wide range of extra-curricular activities.

You may wish to develop or continue an interest in sports, drama, music, art and crafts or politics, as well as pursuing your chosen course of study. While it is not suggested that you should choose a particular institution because it has a hang gliding club, you should at least consider this potentially important aspect of your life as a student.

## Assistance in Choosing your Career

Your best contact for careers information is the Careers Adviser. Assistance can also be found through your parents, friends, other staff and counsellors at TAFE institutes and universities.

## Managed Individual Pathways (MIP's)

In addition to the Careers Adviser, the College has a full-time counsellor to assist students who require support in deciding on their future training and employment pathways. The MIP's Coordinator, Anita Saxton, is available to consult with all students who are not sure if they want to complete their Senior Studies or to advise options of further study and training available to them. Students should see Ms Saxton as soon as they begin to question their motivation to complete their VCE or VCAL. They can make an appointment to see her in the Careers Office.

## Other VCE Languages

If you need to consider studies in Languages Other Than English (LOTE) that this College does not offer, please contact the Victorian School of Languages (VSL) for a list of languages offered by the VSL and locations of classes held. Refer to the website: [www.vsl.vic.edu.au](http://www.vsl.vic.edu.au)

## Publications to Consult

- Job Guide for Victoria 2013 - available in the school Library, Careers Office or online
- VTAC Guide for Prospective Students – published each year in July for the following year. This booklet contains information and requirements regarding university courses and TAFE colleges but is relevant only for selection in the following year so details should be checked with the latest ATAR (available from the Library and Careers Office)
- Tertiary Entry Requirements booklet (VICTER) and newspaper supplement for 2014 and 2015.
- 'Clearly in' ATAR document published by VTAC indicating ATAR percentiles required for selection in 2011 – 2012 and indications of the manner of selection into courses and course quotas (copies in Careers Office)
- TAFE Courses Directory
- Victorian Courses Directories
- University and TAFE handbooks
- VTAC CourseLink at [www.vtac.edu.au](http://www.vtac.edu.au)

## Teachers to Consult

- Ms Lavin            Head of Senior School
- Ms Huffer        Careers Adviser
- Ms Mann         VCAL Coordinator
- Years 10, 11 & 12 Year Level Coordinators
- Senior Sub-School Coordinator
- Years 11 & 12 class teachers for information on individual subjects
- Domain Leaders for information on individual subjects
- Admission Officers at universities and TAFE colleges for information on entry requirements - contact details are available in the VTAC Guide, Job Guide/Course Guide.

## VCE Studies

The following lists Units being offered at Wellington Secondary College in 2013. Some studies may be completed external to the College through Distance Education, in special circumstances, or LOTE at the Victorian School of Languages (VSL).

**A VCE course of study must include four Units of English or English as an Additional Language.**

**Note: Literature or English Language also count as a unit of English.**

The remaining 10 units at Year 11 and 8 units at Year 12 may be chosen from any subjects listed below.

Students may choose from any other subjects after the English group selected.

Accounting	Unit 1 – Unit 4	Mathematics	
Australian and Global Politics	Unit 1 – Unit 2	• General Mathematics	Unit 1 – Unit 2
Biology	Unit 1 – Unit 4	• Mathematical Methods	Unit 1 – Unit 4
Business Management	Unit 1 – Unit 4	• Further Mathematics	Unit 3 – Unit 4
Chemistry	Unit 1 – Unit 4	• Specialist Mathematics	Unit 3 – Unit 4
Design & Technology – Wood, Metal	Unit 1 – Unit 4	Media	Unit 1 – Unit 4
Drama	Unit 1 – Unit 4	Music Performance	Unit 1 – Unit 4
Economics	Unit 1 – Unit 4	Philosophy	Unit 1 – Unit 4
English Language	Unit 1 – Unit 4	Physical Education	Unit 1 – Unit 4
Food & Technology	Unit 1 – Unit 4	Physics	Unit 1 – Unit 4
History:		Psychology	Unit 1 – Unit 4
• History	Unit 1 – Unit 2	Studio Arts	Unit 1 – Unit 4
• Revolutions	Unit 3 – Unit 4	Visual Communication & Design	Unit 1 – Unit 4
Health & Human Development	Unit 1 – Unit 4	<b>VET Units</b>	
Information Technology:		• Automotive	
• Information Technology	Unit 1 – Unit 2	• Business	
• IT Applications	Unit 3 – Unit 4	• Community Services	
Legal Studies	Unit 1 – Unit 4	• Hospitality	
Literature	Unit 1 – Unit 4	• Information Technology	
		• Music Industry Skills	
		• Sport and Recreation	

Students should be aware that they may not necessarily be able to select their first preferences in all cases. Certain restrictions may operate and students should therefore be prepared to consider alternatives.

Possible restrictions include:

- Recommendations by staff not to proceed with certain units of study
- Tertiary course or potential employer requirements
- Unit clashes in blocks
- Insufficient student numbers to run classes or staffing restrictions

## **Vocational Education and Training (VET) Units**

In addition to selecting normal VCE/VCAL Units, students may wish to study some VET Units. Successful completion of an appropriate set of VET Units leads to the award of a nationally recognised certificate, as well as counting towards the VCE/VCAL result. Some additional costs involving equipment purchase should be expected. There are VET courses available which are not listed in this guide. For more details, please see the VET Coordinator, Ms Huffer.

Students undertaking the VCAL MUST include some industry specific studies. VET Units satisfy this requirement.

Most VET Units require some work placement usually outside of the normal VCE/VCAL school year.

## **Senior School Program Outlines**

Sample program outlines have been prepared by the College in the main areas of learning to assist students in selecting a course which best suits their needs. These programs provide a basic core of units directed towards a variety of common career pathways. The programs are not compulsory, or complete, but provide guidance to students in choosing coherent sets of units with a view to future pathways beyond school. Where appropriate, the suggested program outline meets most tertiary prerequisites. The program outlines are generally incomplete allowing students to select units of particular interest and/or to provide breadth beyond the suggested core of units. The units included in the outlines are meant as a guide only and are not compulsorily prescribed.

Sample program outlines are provided in the areas of Art/Graphics, Business Studies, Humanities, Health Sciences, Science/Engineering, Technology, Media/Performing Arts, Environmental Sciences etc. These program outlines are printed at the back of this booklet.

## **Additional Information**

More detailed information will be available from Ms Huffer and Ms Lavin at the Information Session or by email.

[lavin.jennifer.j@edumail.vic.gov.au](mailto:lavin.jennifer.j@edumail.vic.gov.au)

[huffer.lucinda.l@edumail.vic.gov.au](mailto:huffer.lucinda.l@edumail.vic.gov.au)

## SECTION 3 – VCE Unit Descriptions

This section contains the course descriptions for the units being provisionally offered by Wellington Secondary College and some suggested program outlines. The unit descriptions are prescribed by the VCAA and are in general terms only. They do not include detail about the actual topics covered e.g. the English course description does not detail the texts being studied. For that level of detail you will need to check with the Domain Leader.

### Accounting

#### 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 process of gathering, recording and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

On completion of this unit the student should be able to:

- Describe the resources and explain and apply the knowledge and skills necessary to set up a small business
- Identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods
- Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business

#### Unit 2: Accounting for a Trading Business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

On completion of this unit the student should be able to:

- Record and report financial data and information for a sole trader
- Record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process
- Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance

#### 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 are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method with the First In, First Out (FIFO) method is used.

On completion of this unit the student should be able to:

- Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader and explain related aspects of this accounting system
- Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system

#### 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 covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

On completion of this unit the student should be able to:

- Record and report financial data and information using a double entry accrual-based system for a single activity sole trader and explain related aspects of this accounting system
- Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

### Australian and Global Politics

Australian and Global Politics is the study of contemporary power at both national and global levels.

Australian Politics is the study of how power is gained and exercised and considers the specific features of the way politics is practised in Australia and the opportunities for young Australians to participate.

Global Politics is the study of the politics, social, cultural and economic forces that shape interactions between state and non-state participants in the twenty-first century.

Through this study, students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

#### Unit 1: The National Citizen

In this unit, students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders and the political ideas that motivate them. VCE Australian Politics is focused on the twenty-first century and current events. However, historical events, examples and illustrations may provide students with contextual understanding and examples of the workings of the Australian political system.

## Unit 2: The Global Citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'. They explore the myriad ways their lives have been affected by the increased connectedness of the world through the process of globalisation and consider the extent to which the notion of an international community exists. Students study contemporary issues such as the impact of Facebook, Twitter and Skype on communication. They also study networking, travel and the effects of global political movements such as WikiLeaks and Make Poverty History.

## Biology

### Unit 1: Unity and Diversity

In this unit students study the activities of cells and their structure and function at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division. The transport processes across plasma membranes is investigated. Common requirements of living things including energy, nutrients and exchanging gases are studied. Students are encouraged to conduct practical investigations including their own design to assist them to develop knowledge and understanding and to illustrate concepts.

### Unit 2: Organisms & their Environment

In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated. Behavioural and reproductive adaptations are used to study individual and group behaviour of animals. Components, relationships and energy flows within ecosystems are studied. Techniques used to monitor environmental change and maintain ecosystems are investigated. Students are required to conduct fieldwork.

### Unit 3: Signatures of Life

In this unit students investigate the significant role of proteins in cell functioning and explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions. The study of the structure and function of DNA and RNA leads students to investigate the diversity of proteins. Specific examples of the applications of molecular biology are included. Homeostasis, signalling molecules and signal transduction are included in a study of coordination and regulation. Immune responses, disorders of immune response and acquired immunity are investigated. Applications of molecular biology are explored.

### Unit 4: Continuity and Change

In this unit students focus on molecular genetics and investigate individual units of inheritance and genomes. A study of asexually reproducing and sexually reproducing organisms is included. Students undertake practical investigations that involve the manipulation of DNA and inheritance traits. Students investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolutions and impact on the evolutionary process is studied. Students consider the bioethical issues associated with the application of particular gene technologies.

## Business Administration (VCE/VET)

### BSB20107 Certificate II in Business and Selected Units of Competency from BSB30110 Certificate III in Business

#### What is studied in this course?

Over two years students complete 14 Units of Competency that result in the award of a nationally recognised qualification - the Certificate II in Business with partial completion of the Certificate III. This is a VET qualification and is designed to give students skills that are required in a typical office workplace. Among other skills, students will learn to communicate effectively with customers, undertake word-processing tasks and carry out business record-keeping.

#### How are Students Assessed?

Part of the assessment is to complete practical and research tasks that are based on typical office duties. This will include reading, constructing written responses, participating in role plays and involvement in group tasks. At the end of each semester there is also an exam.

#### What skills & abilities will this course develop?

- Computer skills, including word processing and spreadsheets
- Teamwork and presentation skills
- An awareness of occupational health and safety

Business services are essential to every Australian business, either as a core activity or as a support for the core activity. Business services hold an organisation together and connect it to its customers and the community.

The skills developed in this subject are common skills required of all professionals such as word processing, database creation and manipulation.

#### What credit does this give towards VCE/VCAL?

This subject provides credit towards the VCE and VCAL and is offered as a VCE/VET subject at Wellington Secondary College. At the end of Unit 4 students will sit an exam. This subject contributes towards the VCE as a scored assessment. In other words, students who study Business Administration for Units 1-4 and sit the examination at the end of Unit 4 are entitled to a study score which contributes to their ATAR.

## Business Management

### Unit 1: Small Business Management

Small businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the chance to explore the operations of a small business and its likelihood of success. On completion, the student should be able to explain and apply a set of generic business concepts to a range of businesses, apply decision-making and planning skills to evaluate the successful management of an ethical and socially responsible small business, and explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

### Unit 2: Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication, are introduced to skills related to its effective use in different contexts, consider the vital

functions of marketing and public relations and develop an understanding of the important role these functions play in the ultimate success of a business. They explain, apply and justify a range of effective communication methods used in business-related situations, analyse and apply effective marketing strategies and processes and effective public relations strategies to business-related situations.

### Unit 3 Corporate Management

In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications. On completion, the student should be able to discuss and analyse the context in which large-scale organisations operate, discuss and analyse major aspects of the internal environment of large-scale organisations and discuss and analyse strategies related to operations management.

### Unit 4: Managing People and Change

This unit continues the examination of corporate management. It commences with a focus on the human resources management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance. On completion, the student should be able to analyse and evaluate practices and processes related to human resource management, analyse and evaluate the management of change in a large-scale organisation and evaluate the impact of change on the internal environment of a large-scale organisation.

## Chemistry

### Unit 1: The Big Ideas of Chemistry

Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Examples could include improved corrosion prevention or limitation and carbon nanotubes and self-repairing materials.

Students are introduced to the development and application of 'smart' materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever decreasing size. Some examples of new materials are alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings.

Students use the language of chemistry, its symbols and chemical formulae and equations, to explain observations and data collected from experiments.

### Unit 2: Environmental Chemistry

The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.

Students continue to use and develop the language of chemistry, its symbols and chemical formulae and equations, to explain observations and data collected from experiments.

### Unit 3: Chemical Pathways

In this unit, students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field and the environmental chemist monitoring the health of a waterway.

Students investigate the scope of organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulae and equations to explain observations and data collected from experiments.

### Unit 4: Chemistry at Work

In this unit, students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

Students will continue to investigate the application of principles of green chemistry and chemical formulae and equations to explain observations and data collected from experiments.

## Design and Technology

### Unit 1: Product Re-design and Sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint.

Sustainable practices claimed to be used by designers are examined.

### Unit 2: Collaborative Design

In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants, function, purpose and context for product design, aesthetics, materials and sustainability, and the impact of these factors on a design solution.

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

In this unit students are able to gain inspiration from an historical and/or cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

### Unit 3: Applying the Product Design process

In this unit, students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product, human centred design factors, innovation and creativity, visual, tactile and aesthetic factors, sustainability concerns, economic limitations, legal responsibilities, material characteristics and properties and technology.

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for others. In the initial stage of the product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

### Unit 4: Product Development and Evaluation

In this unit, students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge 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.

**Note:** The production component in each of these units will require the purchase of materials by students. Materials costs will depend on the type and amount of materials required, however it is expected most projects will cost up to \$100.

## Drama

### Unit 1: Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners.

In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

### Unit 2: Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or

ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

This unit also involves analysis of a students' own performance of an Australian work.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

### Unit 3: Ensemble Performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions.

Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this unit.

Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed VCE Unit 3 Drama will also be analysed.

### Unit 4: Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Students will select one solo performance from the Drama Solo Performance Examination list published annually in the VCAA Bulletin.

## Economics

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions and their impact, an understanding of basic economic principles and concepts is required. Students

will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

### **Unit 1: Economics: Choices and Consequences**

On completion of this unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, apply economic decision making to current economic problems, describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of these issues on living standards.

### **Unit 2: Economic Change: Issues and Challenges**

On completion of this unit the student should be able to describe the factors that influence Australia's population and labour markets, analyse how changes in these areas may impact upon living standards, describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers and evaluate the impact of the issue on living standards.

### **Unit 3: Economic Activity**

On completion of this unit the student should be able to explain how markets operate to allocate scarce resources, discuss the extent to which markets operate freely in Australia, explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years and analyse the impact each of these goals may have on living standards.

### **Unit 4: Economic Management**

On completion of this unit the student should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, analyse how the policies may be used to achieve key economic goals and improve living standards in Australia, explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia and analyse the current government policy mix.

## **English / EAL**

All students must select Unit 1/2 English/EAL, English Language or Literature and Unit 3/4 English, English Language, Literature or EAL Units 3/4 in their program.

### **Unit 1**

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2. The areas of study are Reading and Response, Creating and Presenting and Using Language to Persuade.

On completion of this unit the student should be able to:

- Identify and discuss aspects of a set text and to construct a response in oral or written form
- Create and present texts taking account of audience, purpose and context
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers

### **Unit 2**

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2. The areas of study are Reading and Responding, Creating and Presenting and Using Language to Persuade.

On completion of this unit the student should be able to:

- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form
- Create and present texts taking account of audience, purpose and context
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form

### **Unit 3**

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context and the ability to explain choices they have made as authors.

On completion of this unit, the student should be able to:

- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
- Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose, and to discuss and analyse in writing their decisions about form, purpose, language, audience and context
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

### **Unit 4**

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

On completion of this unit the student should be able to:

- Develop and justify a detailed interpretation of a selected text
- Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and context

## **EAL**

Students who are eligible for EAL status usually complete their English studies in smaller classes taught by an EAL teacher. Special cases in Year 11 will be considered for students from non-English speaking backgrounds who are experiencing difficulties with English and may require extra assistance. In Year 12 students who are eligible for EAL must receive approval from the Victorian Curriculum and Assessment Authority (via Ms Lavin) before enrolling in EAL units 3/4.

## English Language

### Unit 1: Language and Communication

The focus of this unit is language and its use in communication. The use of language is an essential aspect of human behaviour, the means by which individuals relate to the world, to each other and to the community of which they are members. This unit focuses on the nature and functions of language itself and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. It enables students to explore the informational and expressive functions of language, the nature of language as a highly elaborate system of signs, the development of language in an individual and the relationship between speech and writing as the dominant modes of use.

On completion of this unit the student should be able to:

- Identify and describe primary aspects of the nature and functions of human language
- Analyse what children learn when they acquire language and explain a range of perspectives on how language is acquired.

### Unit 2: Language Change

The focus of this unit is language change. Languages are dynamic and change is an inevitable and a continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse analysis and semantics and how English has altered over the centuries and how it continues to evolve today. This unit explores the concepts of change, especially within Australian English and aims to give students insight into the what, how and why of these changes. Particular attention is paid to attitudes to language change.

On completion of this unit the student should be able to:

- Describe the making of English, identify how language change takes place and analyse a range of attitudes to language change
- Investigate the effects of the globalisation of English in terms of both conformity and diversity

### Unit 3: Language Variation and Social Purpose

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of social interaction, understanding that, through written and spoken texts, we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They learn how language can be indicative of relationships, power structures and purpose – through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

### Unit 4: Language Variation and Identity

In this unit, students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official

documents. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups.

## Food and Technology

### Unit 1: Properties of Food

In this unit, students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

### Unit 2: Planning and Preparation of Food

In this unit, students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

### Unit 3: Food Preparation, Processing and Food Controls

In this unit, students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food.

Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques. Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan,

students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

#### **Unit 4: Food Product Development and Emerging Trends**

In this unit, students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use tools and appropriate equipment and evaluate their planning, process and product.

Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

**Please Note:** Food preparation is an integral part of the course so students will be required to contribute towards the food costs for each year of study.

- Units 1 & 2: \$95
- Units 3 & 4: \$125

## **History**

### **Unit 1: Twentieth Century History 1900 – 1945**

The first half of the twentieth century was marked by significant change. New movements and organisations emerged in response to economic, social and political crises and conflicts. The unit will look specifically at the development of Communism in Russia and Nazism in Germany.

This unit is a useful introduction to Revolutions History, although it is not a prerequisite.

### **Unit 2: People and Power**

This unit explores how challenge and change occurred during the Civil Rights movement in the USA. How were segregation laws challenged in key southern states in the USA during the 1950's and 1960's? What was the role of key individuals such as Martin Luther King and Malcolm X?

### **Units 3 and 4: Revolutions**

This course enables students to understand the processes of revolution, in which groups attempt to steer society in a new direction by breaking with the past, destroying the regime in which they developed, and embarking on a program of political and social transformation. Revolutions polarise society and unleash civil war and counter-revolution, making the survival of the revolution the principal concern of the revolutionary state.

Students investigate two areas of study:

- Revolutionary ideas, leaders, movements and events
- Creating a new society

The Russian Revolution will be studied in Unit 3 and the Chinese Revolution in Unit 4.

## **Health and Human Development**

### **Unit 1: The Health and Development of Australia's Youth**

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

### **Unit 2: Individual Human Development**

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

### **Unit 3: Australia's Health**

On completion of this unit the student should be able to compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia, discuss the role of the National Health Priority Areas in improving Australia's health status, discuss and analyse approaches to health and health promotion and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

### **Unit 4: Global Health and Human Development**

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

## **Information Technology**

### **Unit 1: IT in Action**

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment. When creating solutions, students need an understanding of the problem-solving methodology, as detailed in the accreditation Study Design. In this unit the emphasis is on the problem-solving stages of design and development.

### **Unit 2: IT Pathways**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams in an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

### **Unit 3: IT Applications**

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data and consider the relationship between how the data is acquired and the structure of an RDBMS.

### **Unit 4: IT Applications**

In this unit, students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1, either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Details of this methodology are contained in the Study Design.

In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

## **Legal Studies**

### **Unit 1: Criminal Law Action**

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether or not they are criminal or civil in nature.

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 investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

### **Unit 2: Issues in Civil Law**

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

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.

### **Unit 3: Law-making**

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

### **Unit 4: Resolution and Justice**

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Bodies such as courts and tribunals employ a range of means and processes that enable the resolution of legal disputes.

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 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.

## **Literature**

### **Unit 1**

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example, poetry, prose, drama and/or non-print text.

### **Outcome 1 – Readers and their Responses:**

On completion of this unit the student should be able to discuss how personal responses to literature are developed and justify their own responses to one or more texts.

### **Outcome 2 – Ideas and Concerns in Texts:**

On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

### **Outcome 3 – Interpreting Non-print Texts:**

On completion of this unit the student should be able to analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

### **Unit 2**

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

### **Outcome 1 – The Text, The Reader and their Contexts:**

On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

### **Outcome 2 – Comparing Texts:**

On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history and social or cultural context.

### **Unit 3**

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

### **Outcome 1 – Adaptations and Transformations:**

On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

### **Outcome 2 – Views, Values and Contexts:**

On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

### **Outcome 3 – Considering Alternative Viewpoints:**

On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

### **Unit 4**

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

### **Outcome 1 – Creative Responses to Texts:**

On completion of this unit the student should be able to respond imaginatively to a text, and comment on the connections between the text and the response.

### **Outcome 2 – Close Analysis:**

On completion of this unit the student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

## **Mathematics**

Many Tertiary courses have Mathematics units as pre-requisite studies and students are advised to check these carefully.

### **Units 1 & 2**

**General Mathematics – Further, GMF:** for students who intend to complete a Mathematics subject at the Unit 1 & 2 level and plan to study Further Mathematics, FM, at the Unit 3 & 4 level the following year.

**General Mathematics – Specialist, GMS:** can only be studied by students who are also enrolled in Mathematical Methods 1 & 2. It is compulsory for those students who plan to study Specialist Mathematics 3 & 4 the following year. This subject is also highly recommended to those students who plan to study Mathematical Methods 3 & 4.

**Mathematical Methods (CAS) 1 & 2, MM:** is compulsory for those students who plan to study Mathematical Methods 3 & 4 the following year.

### **Units 3 & 4**

Further Mathematics 3 & 4, FM: is intended for students who have already completed General Mathematics, GMF. Students who previously studied Mathematical Methods 1 & 2 may also enrol in this subject.

Mathematical Methods 3 & 4, MM: can only be studied by students who have already completed Mathematical Methods 1 & 2. (It is preferable that they have also completed GMS, but not essential.)

Specialist Mathematics 3 & 4, SM: can only be studied by students who are also studying Mathematical Methods 3 & 4 and who have previously completed both Mathematical Methods 1 & 2 and General Mathematics, GMS.

**Calculators:** The use of calculators is integral to the study of all Mathematics units. The Victorian Curriculum & Assessment Authority, when setting the Unit 3 & 4 examinations, assumes that students have a CAS calculator. Hence the Maths Faculty has made it essential for all VCE mathematics students to purchase a CAS calculator.

The school uses and recommends CASIO Classpad 330. It will be available through the College via stationery orders.

VCAA regulations specify that CAS calculators may only be used in Maths exams. Scientific calculators only may be used for examinations in other subjects.

### **General Mathematics – Further (GMF) 1 & 2**

The areas of study for these units are statistics and probability, arithmetic, functions and graphs, algebra, geometry and trigonometry. Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations, learn and practise mathematical algorithms, routines and techniques and use them to find solutions to standard problems and undertake extended independent investigative projects involving the use of mathematics. Students are encouraged to use calculators and computers and relevant computer software.

### **General Mathematics – Specialist (GMS) 1 & 2**

The areas of study for these units are arithmetic, functions and graphs, algebra, geometry, 2D vectors, mensuration and trigonometry. Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life

situations; learn and practise mathematical algorithms, routines and techniques and use them to find solutions to standard problems and undertake extended independent investigative projects involving the use of mathematics. Students are encouraged to use calculators and computers and relevant computer software.

### **Mathematical Methods (CAS) 1 & 2**

The areas of study for each unit are functions and graphs, rates of change and calculus, algebra and probability. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and 'by hand' approaches in simple cases.

The appropriate use of CAS technology to support and develop the teaching and learning of mathematics, and in related assessments, will be incorporated throughout the units. Other technologies such as spreadsheets, dynamic geometry or statistical analysis software may be used, as appropriate, for various topics from within the areas of study for the course.

### **Further Mathematics 3 & 4**

Further Mathematics consists of a compulsory core area of study 'Data analysis' and then a selection of three from six modules in the 'Applications' area of study. Unit 3 comprises the 'Data analysis' area of study which incorporates a statistical application task, and one of the selected modules from the 'Applications' area of study. Unit 4 comprises the two other selected modules from the 'Applications' area of study. Assumed knowledge and skills for 'Data analysis' are in the topics: Univariate Data, Bivariate Data, Linear Graphs and Modelling, and Linear Relations and Equations from General Mathematics Further Units 1 and 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units. This will include the use of some of the following technologies for various areas of study or topics: CAS calculators, spreadsheets, graphing packages, statistical analysis systems, dynamic geometry systems and computer algebra systems. In particular, students are encouraged to use CAS calculators, computer algebra systems, spreadsheets or statistical software in 'Data analysis', dynamic geometry systems in 'Geometry and Trigonometry' and CAS calculators, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

### **Mathematical Methods (CAS) 3 & 4**

The areas of study for each unit are functions and graphs, calculus, algebra and probability. Assumed knowledge and skills for Mathematical Methods (CAS) Unit 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and 'by hand' approaches in simple cases.

The appropriate use of CAS technology to support and develop the teaching and learning of mathematics, and in related assessments, will be incorporated throughout the course. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques

and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

### **Specialist Mathematics 3 & 4**

Specialist Mathematics consists of the following areas of study: functions, relations and graphs, algebra, calculus, vectors and mechanics.

Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. In particular, students are encouraged to use CAS calculators and other technologies both in the learning of new and the application of this material in a variety of different contexts.

## **Media**

### **Unit 1: Representation and Technologies of Representation**

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

### **Unit 2: Media Production and the Media Industry**

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

### **Unit 3: Narrative and Media Production Design**

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

### **Unit 4: Media: Process, Influence and Society's Values**

In this unit, students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and

discourses in the media. The nature and extent of media influence, the relationship between the media, media audience and media regulation are also critically analysed in this unit.

## Music Performance

### Unit 1: 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. 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 practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

### Unit 2: Music Performance

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills.

### Unit 3: Music Performance

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

### Unit 4: Music Performance

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

## Philosophy

### Unit 1: Existence, Knowledge and Reasoning

What is the nature of reality? How can we know things? These are some of the questions which have challenged humans for millennia and are still relevant in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: Epistemology (the study of knowledge) and Metaphysics (self and identity, time and time travel).

### Unit 2: Ethics and Philosophical Investigation

This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy: Ethics (treatment of animals and euthanasia) and Political Philosophy. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments. Students also apply their skills of reasoning to philosophical analysis of contemporary debates.

### Unit 3: The Good Life

This unit considers the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people? The areas of study cover two different periods in which questions such as these have been at the forefront of discussion. Texts by both ancient and modern philosophers have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both these periods to their own views on how we should live, to contemporary experience and to ideas about the good life presented in a range of other sources.

### Unit 4: Mind, Science and Knowledge

This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments. The first area of study looks at a topic from Metaphysics: What is the mind? The second considers a topic from Epistemology: Does science provide us with knowledge? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since philosophy suggests that what we can know will influence what we think the mind is: these two questions are interrelated.

## Physics

### Unit 1

This unit focuses on the particle model of matter and ideas about energy transfers and transformations and their relevance to the study of nuclear and radioactivity physics. Students develop and apply circuit models to analyse electrical phenomena.

**Detailed Study – Energy from the nucleus:** On completion of this unit the student should be able to describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars and in the use of nuclear energy.

### Unit 2

This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Conceptual

models are introduced and used to describe and explain observed physical phenomena related to motion and light.

**Detailed study – Investigation: Aerospace:** On completion of this unit the student should be able to design an experimental investigation into an aspect of aerospace technology, and report on the investigation and conclusions using Newton's and Bernoulli's theories.

### Unit 3

This unit focuses on the technologies that underpin communications and industry with studies in motion in one and two dimensions and electronics and photonics. Motion in two dimensions is introduced and applied to moving objects on Earth and in space to analyse the motion of the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices is introduced.

**Detailed study – Investigating materials and their use in structures:** On completion of this unit the student should be able to compare and contrast the properties of construction materials and model the effects of forces and loads on structures and materials.

### Unit 4

This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

**Detailed study – Sound:** On completion of this unit the student should be able to apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

## Physical Education

### Unit 1: Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

### Unit 2: Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

### Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

### Unit 4: Enhancing Performance

Improvements in performance depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition.

## Psychology

### Unit 1: Introduction to Psychology

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and their fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Students analyse research methodologies, studies and models, consider ethical issues, and apply appropriate research methods when undertaking their own investigations.

### Unit 2: Self and Others

A person's attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups, can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Students analyse research methodologies, studies and models, consider associated ethical issues and apply appropriate research methods when undertaking their own investigations.

### Unit 3: The Conscious Self

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. The limitations of traditionally invasive approaches in human research have given way to the use of non-invasive methods such as brain imaging technologies including position emission tomography

(PET), functional magnetic resonance imaging (fMRI) and more recently transcranial magnetic stimulation (TMS).

Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

The brain continually receives and processes vast amounts of information from its internal and external environment. Memory involves the selective retention and retrieval of this information and it plays an important role in determining behaviour. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of the findings, and apply appropriate research methods when undertaking their own investigations.

#### **Unit 4: Brain, Behaviour and Experience**

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experiences, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning and how people learn, informs both personal and social issues.

Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality and learn to differentiate between normal responses; such as stress to external stimuli, and mental disorders. Students use a biopsychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person's mental state – to explore the nature of stress, simple phobia and a selected mental disorder. The intent of the study is not that of diagnosis and treatment but to explore causes of mental illness, avenues of assistance and factors that promote mental wellbeing.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings and apply appropriate research methods when undertaking their own investigations. The specific research methodologies and ethical principles considered in this unit are described in detail in the introduction to Unit 4 in the study design.

## **Studio Arts**

### **Unit 1: Artistic Inspiration and Techniques**

On completion of this unit the student should be able to source inspiration, use a variety of materials and techniques to support and record the development of individual ideas to produce artworks and discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

### **Unit 2: Design Exploration and Concepts**

On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks, and analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

### **Unit 3: Studio Production & Professional Art Practices**

On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process; that includes a plan of how the proposal will be undertaken, present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal, discuss art practices in relation to particular artworks of at least two artists, and analyse ways in which artists develop their styles.

### **Unit 4: Studio Production and Art Industry contexts**

On completion of this unit the student should present a cohesive folio of finished artworks; based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student's ideas, provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions and effectively demonstrate a cohesive relationship between the works, examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

**NB: Students taking photography as their focus area must have a 35mm camera.**

Study in these units will provide students with an area of interest for career aspiration, and help prepare a folio for entrance into Art and Design based studies at TAFE and Tertiary Institutes.

Students will be provided with sufficient materials to satisfy requirements with a **\$60.00 material levy per unit**. Many students however may wish to purchase special materials, therefore some extra costs may be incurred in these units.

# Visual Communication and Design

## Unit 1: Introduction to Visual Communication Design

On completion of this unit the student should be able to:

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

## Unit 2: Application of Visual Communication and Design

On completion of this unit the student should be able to:

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

## Unit 3: Design Thinking and Practice

On completion of this unit the student should be able to:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief

## Unit 4: Design, Development and Presentation

On completion of this unit the student should be able to:

- Develop distinctively different design concepts for each need and select and refine for each need a concept that satisfies each of the requirements of the brief
- Produce final visual communication presentations that satisfy the requirements of the brief
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

### Other information:

Study in these units will provide students with help to prepare a folio for entrance into Art and Design based studies at TAFE and Tertiary institutes.

Students will be provided with sufficient materials to satisfy general outcomes with a **\$50.00 materials levy per unit**. Many students however, may wish to purchase special materials, therefore some extra costs may be incurred in these units.

## Section 4 – VCE/VET Programs

### External VET Programs

In addition to the VET Certificate II in Business (with selected units of competence from Certificate III in Business Administration) offered at Wellington Secondary College, students can access the VET courses detailed below.

These courses are offered by other secondary colleges and through TAFE Institutes and other providers. Wellington students would be required to attend the training provider on the weekday on which the course is offered (most commonly a Wednesday) and would be required to make their own arrangements for transport to and from the training provider. Selection into these courses is not automatic and will sometimes require an interview and/ or test.

Interested students/parents are asked to contact the Pathways Director, Ms Huffer, for further information which will include details of course content and future pathways from the courses. All students must apply through Ms Huffer and gain parental/guardian permission including an understanding to pay for equipment, uniform, textbooks, protective equipment and other incidentals.

Whilst the government does provide some funding towards VET courses, this funding does not cover all costs. As families must pay some fees for VET courses, additional to the usual voluntary contributions collected by the College, we ask that families give careful consideration to the selection of these courses. These costs will include textbooks, equipment and uniform which will become the property of the student. The list below is not exhaustive – if a student is keen to pursue a VET course that is not listed here, or at a training provider not listed here, or to find out if a VET course is available in an area of interest to them, they are welcome to come to the Careers Office to inquire.

#### Certificate II in Automotive

- 2 year duration
- Offered at Chisholm Institute of TAFE, Dandenong Campus
- Contributes to the VCE ATAR as an increment

#### Certificate II in Building and Construction

- 2 year duration
- Offered at Chisholm Institute of TAFE, Dandenong Campus or Holmesglen TAFE, Chadstone
- Cost incurred will include uniform, safety equipment, textbooks and tools
- Contributes to the VCE ATAR as an increment

#### Certificate III in Children’s Services

- 2 year duration
- Chisholm TAFE, Berwick Campus on a Wednesday

#### Certificate II/III in Applied Fashion Design and Technology

- 2 year duration
- Offered at Dandenong High School on a Wednesday
- Contributes to the VCE ATAR as an increment

#### Electrical – Career Start (Certificate II in Electrotechnology)

- 2 year duration
- Chisholm TAFE Berwick or Dandenong on a Wednesday or a Friday

#### Headmasters Hair and/or Beauty

- Offered in stages. A student may opt to complete one stage (equivalent to one semester) or go on to further stages. These courses provide partial completion of a range of VET certificates.
- Offered at Headmasters Collins Street Melbourne, usually on a Wednesday or a Friday
- Cost is approximately \$600.00 which includes a kit to be retained by the student
- These courses are suitable for VCAL students seeking a course which meets the Industry Specific Skills strand in the VCAL
- These courses provide credit for VCE students at the Unit 1/2 level only

## **Certificate II in Horticulture**

- 2 year duration
- Offered at Holmesglen Institute of TAFE, Waverley Campus
- Contributes to the VCE ATAR as an increment

## **VET Hospitality – Stage 1**

- 1 year duration
- Offered at Holmesglen Institute of TAFE, Waverley or Moorabbin Campus on a Wednesday afternoon
- Cost is approximately \$200.00 for a uniform
- Successful completion of stage one of VET Hospitality is equivalent to VCE units at the unit 1/2 level

## **VET Hospitality – Stage 2**

- 1 year duration
- Students must have completed stage one in order to be eligible for enrolment in stage 2
- Students choose one of two specialisations – Food and Beverage or Culinary
- Offered at Holmesglen Institute of TAFE, Waverley or Moorabbin Campus on a Wednesday afternoon
- Successful completion of stage 2 is equivalent to two VCE units at the unit 3/4 level and a study score is available which contributes to the ATAR

## **Certificate III in Information Technology**

- 2 year duration
- Offered at Dandenong High School on a Wednesday
- A VCE study score which contributes to the ATAR is available on completion of this certificate

## **Certificate II/III in Multimedia**

- 1 year duration for the Certificate II
- 2 year duration for Certificate III
- Offered at Holmesglen Institute of TAFE on a Wednesday
- Those students who complete the Certificate III will receive a VCE study score which contributes to the ATAR

## **Certificate II in Music Industry Skills (Foundation)**

- 1 year duration with the option of going on to Certificate III in the following year
- Offered at Keysborough College, Acacia Campus on a Wednesday
- Certificate III is available – 1 year duration following completion of Certificate II

## **VET Sport & Recreation**

- 2 year duration
- Offered at Holmesglen Institute of TAFE, Waverley or Moorabbin Campus on a Wednesday afternoon
- A VCE study score which contributes to the ATAR is available on completion of this certificate

## Program Outlines

These program outlines are provided to assist you with planning a VCE program and are suggested as a basic core of units directed towards a variety of common career pathways. They are by no means prescriptive and many adjustments are possible, but they are designed to meet most tertiary prerequisites in the particular area. You are encouraged to investigate a wide range of possible University and TAFE options and look closely at course prerequisites and recommended subjects from the appropriate VICTER document before finalising your choice of units.

### Program 1 Art/Graphics

This program outline has been provided as a basis for career pathways in Fine Arts, Visual Communication, Art & Design, Graphic Art, Signwriting, Photography, Art Teaching, Interior Design etc. Other units which could be in such a program include History and Media.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Vis Comm & Design 1	Studio Arts 1	Design & Tech 1 or Maths 1	VCE Unit	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Vis Comm & Design 2	Studio Arts 2	Design & Tech 2 or Maths 2	VCE Unit	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Vis Comm & Design 3	Studio Arts 3	VCE unit	VCE unit	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Vis Comm & Design 4	Studio Arts 4	VCE unit	VCE unit	

### Program 2 Business Studies

This program outline provides the basis for career pathways in Business, Accounting, Commerce, Marketing, Information Technology, Computing, Banking, Secretarial, Office Administration, Tourism, Education etc. Other units which could be in such a program include LOTE, Legal Studies, History, Media or any of the Sciences.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Accounting 1	Info Tech 1	Gen Maths Further or Maths Methods 1	Economics 1 or Bus Man 1	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Accounting 2	Info Tech 2	Gen Maths Further or Maths Methods 2	Economics 2 or Bus Man 2	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Accounting 3	Info Tech (ITA) 3	Further Maths 3 or Maths Methods 3	Economics 3 or Bus Man 3	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Accounting 4	Info Tech (ITA) 4	Further Maths or Maths Methods 4	Economics 4 or Bus Man 4	

### Program 3 Humanities

This program outline has much flexibility in the subjects which could be included with only some of the combinations shown – other possibilities include Media, LOTE, Music Performance and Economics. It would provide a basis for career pathways in Arts, Law, Education, Social Science, journalism, Public Relations, Media, Community Work etc.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Literature 1 &/or Legal Studies 1	Psychology 1 and/or Maths 1	VCE unit	VCE unit	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Literature 2 &/or Legal Studies 2	Psychology 2 and/or Maths 2	VCE unit	VCE unit	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Literature 3 &/or Legal Studies 3	VCE unit	VCE unit	VCE unit	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Literature 4 &/or Legal Studies 4	VCE unit	VCE unit	VCE unit	

### Program 4 Health Sciences

This program outline provides the basis for career pathways in Health Care, Nursing, Child Care, Social Sciences, Behavioural Science, Education, Policing, Recreation Leadership etc. Other subjects which could usefully be included in this program are Chemistry, Further Mathematics, Physical Education.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Health & HD 1	Psychology 1	Biology 1	Gen Maths Further or MM 1	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Health & HD 2	Psychology 2	Biology 2	Gen Maths Further or MM 2	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Health & HD 3	Psychology 3	Biology 3 or PE 3	VCE unit	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Health & HD 4	Psychology 4	Biology 4 or PE 4	VCE unit	

## Program 5 Science / Engineering

This program outline provides the basis for career pathways in the Sciences, Engineering, Medicine, Education etc. There is not a great deal of flexibility in this area because of the limitations caused by the prerequisites in many tertiary courses in this field. For the non-engineering courses there is no need to study Specialist Maths, although bonuses might be available. In all cases course prerequisites must be looked at closely.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Maths Methods 1	Gen Maths Specialist 1	Chemistry 1	Physics 1 or Biology 1	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Maths Methods 2	Gen Maths Specialist 2	Chemistry 2	Physics 2 or Biology 2	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Maths Methods 3	Specialist Maths 3	Chemistry 3	Physics 3 or Biology 3	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Maths Methods 4	Specialist Maths 4	Chemistry 4	Physics 4 or Biology 4	

## Program 6 Technology

This program outline provides the basis for career pathways in Building, Cabinet Making, Drafting, Surveying, Industrial Design, Planning etc. Other VCE units which could be included in the program are Physics, Studio Art, Information Technology, Media.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Design & Tech 1	Vis Comm & Design 1	Gen Maths Further or Maths Methods 1	VCE unit	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Design & Tech 2	Vis Comm & Design 2	Gen Maths Further or Maths Methods 2	VCE unit	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Design & Tech 3	Vis Comm & Design 3	Further Maths 3 or Maths Methods 3	VCE unit	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Design & Tech 4	Vis Comm & Design 4	Further Maths or Maths Methods 4	VCE unit	

## Program 7 Media / Performing Arts

This program outline has great flexibility in what subjects can be included, other possibilities includes Music, Information Technology, History, Studio Art and Design & Technology. It provides the basis for career pathways in Film & Television, Journalism, Radio, Theatre, Sound/Lighting Technician, Photography, Education etc.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Media 1	Drama 1	Literature 1 or Maths 1	VCE unit	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Media 2	Drama 2	Literature 2 or Maths 2	VCE unit	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Media 3	Drama 3	Literature 3 or Maths 3	VCE unit	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Media 4	Drama 4	Literature 4 or Maths 4	VCE unit	

## Program 8 Environmental Sciences

This program outline provides the basis for career pathways in Environmental Management, Horticulture, Agriculture, Forestry, Urban Planning, Education etc. Other VCE units which could be included in such a program are Chemistry, Legal Studies or Physical Education.

Year 1 Semester 1	English/EAL /English Language/Literature 1	Gen Maths Further or Maths Methods 1	Biology 1	Chemistry 1/Legal Studies 1 or PE 1	VCE unit	VCE unit
Year 1 Semester 2	English/EAL /English Language/Literature 2	Gen Maths F or Maths Methods 2	Biology 2	Chemistry 2/Legal Studies 2 or PE 2	VCE unit	VCE unit
Year 2 Semester 1	English/EAL /English Language/Literature 3	Further Maths or Maths Methods 3	Biology 3	Chemistry 3/Legal Studies 3 or PE 3	VCE unit	
Year 2 Semester 2	English/EAL /English Language/Literature 4	Further Maths or Maths Methods 4	Biology 4	Chemistry 4/Legal Studies 4 or PE 4	VCE unit	

## Section 5 – The Victorian Certificate of Applied Learning – VCAL

What is VCAL? A state-accredited certificate which sits alongside the VCE and is available to students enrolled in Year 11 or Year 12. It is based on the following principles of applied learning and is, therefore, an appropriate alternative for those students who succeed with a more 'hands on' approach to learning

- Start where the learners are at
- Negotiate the curriculum
- Share knowledge
- Connect with communities and real life experiences
- Build resilience, confidence and self-worth
- Integrate learning
- Assess appropriately

The VCAL is a one-year certificate designed to give students with practical abilities an incentive to stay at school while gaining valuable work experience.

There are three award levels for VCAL:

1. Foundation
2. Intermediate
3. Senior

Upon successful completion of the program, the student will receive a VCAL Certificate for that award level. A student who completes a Foundation or Intermediate VCAL Certificate may decide to return to the College the following year to attempt VCAL at the next award level.

The level at which a student is enrolled will be determined after consultation with the Careers/VET Coordinator and the VCAL Coordinator, giving consideration to prior learning and performance.

A VCAL program requires a student to complete a minimum of 10 units, each delivered over 100 nominal hours. These units may comprise of school-based VCAL units, VCE/VET units, modules from accredited VET courses at TAFE or VCE units available at the College.

The combination of units in a VCAL program will vary for each student but MUST include:

- At least one Literacy unit, at the award level
- At least one Personal Development unit, at the award level
- At least one Numeracy unit
- At least one unit from the Industry Specific Strand
- At least one unit from the Work Related Skills Strand
- At least SIX units at the award level

Students gain credits for completed units and are assessed as 'satisfactory' according to specific learning outcomes – they do not receive graded assessment.

The satisfactory completion of the Work Related Skills Units at any level relies heavily on the student completing sufficient hours in the workplace developing employability skills. Consequently, students who decide to enrol in a VCAL program should organise work placement and complete a Structured WorkPlace Learning Form before the commencement of the 2013 school year. A student's VCAL program is organised on an individual basis, according to their interests and possible career path. For the Industry Specific Strand, students may enrol in one of the VET courses available through the College, choose a VET course available at TAFE or local secondary colleges or enrol in an Australian School Based Apprenticeship.

Popular VET/TAFE courses include:

1. Automotive
2. Carpentry, Building and Construction
3. Electrical
4. Hairdressing
5. Horticulture
6. Hospitality
7. Business Administration

Australian School Based Apprenticeships are available in most of these areas, as well as retail operations and children's services.

In 2013, the College's VCAL Program will require students to attend College on MONDAY, TUESDAY and THURSDAY to complete the Learning Outcomes for Literacy, Numeracy, Personal Development Skills and Work Related Skills. This will allow students to attend TAFE or VET courses on either Wednesday or Friday ONLY to address the Industry Specific Strand of their program and complete the required hours of Structured Workplace Learning on the alternative day.

The following sample programs provide some options for students who enrol in a VCAL program: These samples show the MINIMUM enrolment units.

## Sample Intermediate Level VCAL Program

Literacy Strand	Numeracy Strand	Industry Specific Skills Strand	Work Related Skills Strand	Personal Development Skills Strand	Delivery by	Hours	Credits
VCAL Literacy Reading and Writing Unit					School	100	1
VCAL Literacy Oral Communication Unit					School	100	1
	VCAL Numeracy Unit				School	100	1
			VCAL WRS Foundation Unit 1		School and employer	100	1
			VCAL WRS Foundation Unit 2		School and employer	100	1
			VCAL WRS Intermediate Unit 1		School and employer	100	1
				VCAL PDS Intermediate Units 1 & 2	School	200*	2
		VET/TAFE course in area of interest			TAFE or school	200	2
2	1	2	3	2			10

## Sample Senior Level VCAL Program

Literacy Strand	Numeracy Strand	Industry Specific Skills Strand	Work Related Skills Strand	Personal Development Skills Strand	Delivery by	Hours	Credits
VCAL Literacy Reading and Writing Unit					School	100	1
VCAL Literacy Oral Communication Unit					School	100	1
	VCAL Numeracy Unit				School	100	1
			VCAL WRS Intermediate Unit 2		School and employer	100	1
			VCAL WRS Senior Units 1 & 2		School and employer	200	2
				VCAL PDS Senior Units 1 & 2	School	200*	2
		VET/TAFE course in area of interest			TAFE or school	200	2
2	1	2	3	2			10

## Section 6 – Glossary of Terms

A brief explanation of the following terms and acronyms is provided in addition to others explained elsewhere in this booklet.

### **ATAR**

Australian Tertiary Entrance Rank: is calculated by VTAC for each student as a percentile indication of the student's overall level of achievement on assessments.

### **Authentication**

Refers to the process of satisfying the teacher that the work is the student's own.

### **EAL**

English as an Additional Language: is studied in place of English by students whose major language of study has not been English for more than seven years.

### **LOTE**

Languages other than English. Many languages may be studied in external classes and credited towards the VCE.

### **NESB**

Non-English Speaking Background.

### **Prerequisite**

A specifically required VCE unit that needs to be successfully completed for selection into a Tertiary course.

### **Student Program**

The "Package" of units chosen by a student to study over the two years of the VCE.

### **TAFE**

Technical and Further Education: where courses are generally vocationally oriented. Many TAFE courses now select VCE/VCAL students through the VTAC system.

### **VASS**

Victorian Administrative Software System.

### **VCAA**

Victorian Curriculum and Assessment Authority. Oversees the VCE: preparing the Study Design, setting of and assessing of examinations, verifying assessments and issuing statements of results.

### **VCAL**

Victorian Certificate of Applied Learning. VCAL provides a certificated recognition of studies for students who wish to continue their studies with a vocational focus.

### **VET**

Vocational Education & Training. Post-compulsory age education and training which focuses on the development of competencies and provides pathways into employment and further training.

### **VTAC**

The Victorian Tertiary Admissions Centre administers the selection system for Victorian Universities and TAFE Institutes. It sorts students into rank order using student course preferences and supplies lists to course selection authorities who then advise VTAC of who to notify for selection into the course.