

2024

SENIOR YEARS HANDBOOK



ALEXANDRA
SECONDARY COLLEGE

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ALEXANDRA SECONDARY COLLEGE 2024



INTRODUCTION

Dear Students and Parents,

This booklet is designed to help both parents and students learn more about Alexandra Secondary College, our curriculum and how our school is structured.

A.S.C. is a school committed to providing its students with the knowledge and outlook they need to meet the challenges of the twenty-first century. It offers its students a broad education in a supportive environment.

We will be conducting interviews with students and parents to assist with the transition and pathway decisions for entering Year 10, Year 11 and Year 12.

PRINCIPAL: Mr. Nigel Lyttle
ASSISTANT PRINCIPAL: Mrs. Emma Kidd
CURRICULUM COORDINATOR: Mrs. Catherine Collett
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YEAR LEVEL COORDINATORS



Catherine Collett



Jacinta Marchetti



Kate Mullins



Rebecca Van Lierop



Penny Steuart



Marian Rice

Year Level Coordinators work with one year level. They enjoy getting to know their students well. Year Level Coordinators will generally be your first point of contact in relation to the academic progress and wellbeing of your child.

WELLBEING TEAM



Bronwyn Howell



Peter Geldart



Phil Weeks



Kerry McGahy

Bron (Wellbeing Coordinator), Peter Geldart (Chaplain), Phil Weeks (Psychologist) and Kerry McGahy (Family Engagement) can help students work through problems, and link them up with external psychologists if issues become bigger.

They run groups for students with similar needs, such as low confidence, anger issues or anxiety. Staff and parents may refer students to them, or students may seek support themselves.

CAREERS COORDINATOR

Philip Stevenson

Philip.Stevenson@education.vic.gov.au

Philip provides advice to students regarding:

- Their unique skills and interests which can be developed by engaging with linked school subjects, VCE or VCE Vocational Major course programs.
- Their VCE or VCE Vocational Major course selection and subject selections, in view of each individual's chosen career goals and the admission requirements at both TAFE and universities for specific higher education or tertiary courses.
- Study options for external VET subjects which are delivered to secondary school students and distance education subjects.
- Tertiary admission scholarships and special consideration applications.
- School based and full-time apprenticeship and traineeship applications.
- Ways that each student can develop their own abilities and opportunities by engaging with the world of work through work experience or structured workplace learning placements, casual jobs and volunteering.

ALEXANDRA SECONDARY COLLEGE ACCELERATION POLICY

Introduction:

Alexandra Secondary College provides widespread opportunities for students to accelerate their studies through the linked Year 10 and VCE blocking structures. The intention of acceleration is to provide students with challenge and motivation by pursuing subjects at a higher level and with a more mature peer group. It also allows students to study a broader range of VCE subjects and to complete VCE unit requirements and VET subjects more easily.

Acceleration is typically done via:

- Year 10 students choosing a VCE 1/2 unit
- Year 10 students choosing a VET 1/2 unit
- Year 11 students choosing a VCE 3/4 unit

In certain circumstances it also allows:

- A Year 12 student to undertake a tertiary subject.
- A Year 10 student to undertake a VCE 3/4 unit of study.
- A Year 11 student to mix some Year 10 units with their VCE units.
- A Year 12 student to mix some VCE 1/2 units with their VCE 3/4 units.



NB Only in exceptional circumstances will a student be given permission to study two VCE Unit 3/4 subjects at Year 11.

Selection of students:

Students request to undertake acceleration through the normal course selection process. While this normally occur at the end of the previous year, students may choose to move into acceleration at the end of Semester 1. Accelerated subject selections must be approved by the subject teacher prior to submitting the selection sheet.

To be accepted for acceleration, students must have:

- Demonstrated a consistent homework study habit.
- Demonstrated good skills in the chosen or similar subjects.
- Demonstrated mature behaviour in class.
- Completed an adequate preparation in Year 9 for Unit 1&2 subjects and Year 10 for Unit 3&4 subjects.

All students are reviewed on this basis and where the above conditions are not met they are either given a short time to rectify the situation, or counselled into non-acceleration subjects.



YEAR 10

GENERAL INFORMATION

This handbook has been prepared to assist students and parents to plan courses and to select appropriate subjects. It should be read carefully and students should seek advice from teachers and parents before making final choices.

The central aspects of the Year 10 Program are:

- Students study six Elective subjects, which are of semester length.
- These semester length units provide students with greater choice and with short-term goals. Consequently, motivation is enhanced.
- English, Mathematics, Work Skills, Traffic Safety, Health and Life Skills are compulsory.

COURSE STRUCTURE

The majority of units are studied for 5 periods per week and run for a semester.

Year 10 has been designed to allow students a greater degree of specialisation. Students are required to complete the following program:

English	2 units (one in each semester.)
Maths	2 units (one in each semester.)
Traffic Safety/Health	3 periods per week for 1 semester each
Life Skills/Work Skills	2 periods per week
Electives	6 units

YEAR 10 HEALTH/WORKSKILLS/LIFESKILLS

Year 10 students study three periods of Health and Traffic for one semester. They also study Lifeskills and Workskills which is a combined subject for two periods each week.

Workskills offers a framework for students to guide and capture all aspects of their career development, including self-assessment, goal-setting, skills identification, career interests, educational transition, getting and keeping work, and lifelong professional development. They will participate in work experience, occupational health and safety training, mock interviews, visits to industry workplaces, career workshops and other career related activities. Students consider body image, leadership and civics and citizenship.

Traffic Safety incorporates car driver education, Keys Please and general defensive driving practice.

Health Education looks at health and wellbeing issues pertinent to young adults.

VCE/VET UNITS IN YEAR 10

A Year 10 student may study a VCE or VET unit provided the student satisfies the requirements of the College's Acceleration Policy (see page 4 for information on ASC Acceleration Policy). This will be checked by the College and discussed with the student if he/she does not meet the requirements.

Students wishing to undertake a VCE or VET study next year should indicate their preferred study on the selection form and seek approval from the accelerated subject teacher, prior to submitting their subject selection form. Students should still select a full Year 10 course in case they do not get their VCE/VET selection.

PLANNING AND SELECTING YOUR COURSE OF STUDY

Students will select their 2024 course online.

Information will be provided early in Term 3 to guide students and parents with this process.

It is essential that you list your choices carefully.

Units will run based on student numbers.

Students usually get the majority of their choices according to their preference.

**All Course Selection forms are to be submitted online by:
FRIDAY 11th AUGUST**

SUBJECTS ON OFFER FOR YEAR 10 STUDENTS IN 2024

ARTS

Studio Arts: Combining 2D and 3D
Visual Communication (Graphics)
Music: Band Class
Drama/Theatre Studies

ENGLISH

Year 10 Core English (Compulsory)
Literature (Elective)

HEALTH AND PHYSICAL EDUCATION

Physical Education
Recreation

HUMANITIES

ABLE- Accounting/Business
Legal/ Economics
History/Geography

LANGUAGES

Japanese –Semester 1
Japanese –Semester 2
Any student wishing to study another language besides Japanese needs to speak to the Later Years Coordinator.

MATHEMATICS

Year 10 Mainstream Mathematics

TECHNOLOGY

Digital Technologies
Food For Life
Weld it, Make it, Use it

SCIENCE

Science 101
Science 102

ARTS

Year 10 Arts subjects prepare students for the following pathways in VCE:

- Studio Arts
- Visual Communication and Design.
- Music
- Theatre Studies

STUDIO ART

*"The world of reality has its limits;
the world of imagination is boundless."*

**You will explore 2 dimensional and
3 dimensional art processes:**

2D Art component:

- Explore, manipulate, develop and use art elements, skills, techniques and processes to produce art works in a range of styles and media.
- Plan, develop, document, select and modify ideas, techniques and processes.
- Present visual art works in response to particular ideas/stimuli.
- Research, analyse and interpret art works. Use appropriate art terminology when discussing your own and others' art work.
- Explore, identify, describe and understand art works from different social, cultural and historical contexts.



- Explore creative, individual responses to work requirements using the design process.
- Explore, investigate and research 3 Dimensional (3D) work of different cultures from traditional and contemporary artists to generate and develop ideas for making 3D artworks.
- Plan and present 3D works in a variety of formats.
- Identify, analyse and interpret 3D art works and discuss your responses to these works.
- Explore a range of 3D art forms and develop skills in using a variety of media and materials.

VISUAL COMMUNICATION (GRAPHICS)

This course is designed to enable students to learn:

- Students who intend to pursue Visual Communications in VCE are advised to take this unit in Year 10.*

DRAMA/THEATRE STUDIES

Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of Drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

MUSIC: BAND CLASS

This class focuses on students working together as a team, to communicate expressively as a band through the language that is music.



ENGLISH

MINIMUM REQUIREMENTS:

All students in Year 10 will complete 2 units of Core English.
Literature may be chosen as an elective.

The following subjects prepare students for these Pathways in VCE: English and English Literature:

YEAR 10 CORE ENGLISH

In Year 10, the aim is to help students develop their English skills in preparation for the world of work and further study. Students develop their abilities in analysing a variety of films, novels, newspapers and plays. There is an emphasis on developing strong essay writing skills and a greater focus on persuasive language techniques and strategies; these are a major component of the VCE course and essential for navigating the complexities of 21st century life..

LITERATURE

Literature immerses students in an environment which is rich in language, ideas and philosophies. The classroom is a passionate and vibrant place, where discussion and debate are highly valued. The study of Literature aims to develop an appreciation and enjoyment for a variety of texts including novels, plays, films and poems, drawing from the classics.

Students will develop their own writing as they analyse the structures, features and language conventions authors use to construct meaning. Literature can enhance students' thought processes, maturity and understanding of others. All these skills are transferable across other subjects and help create lifelong learners.

HEALTH & PHYSICAL EDUCATION

Year 10 Health and Physical Education subjects prepare students for the following pathways in VCE

- Health and Human Development
- Physical Education
- VET Sport & Recreation

AIMS:

To learn and improve basic skills and develop an awareness and knowledge of safety procedures in a variety of sports and recreational activities.

To progress students' personal fitness, relate physical activity and fitness to body functions and develop an awareness of the relationship between physical activity and a positive self-concept.

To provide students with health information to assist in positive decision making. Students will be assessed on interpersonal skills, strategic thinking, health knowledge and physical capability.

PHYSICAL EDUCATION

Students improve skills, learn rules and develop strategies from a selection of (but not limited to) Aquatics, Dance, Softball/ Baseball, Badminton, Racquet Ball, Volleyball, Squash, Tennis, Hockey (indoor and outdoor), Cricket (indoor and outdoor), Golf, Soft Lacrosse, Gymnastics, Athletics, Football codes and Ultimate Frisbee.

RECREATION

Students will experience a variety of recreational activities, developing skills in a selection of the following: Initiative activities, Swimming, Golf, Lawn Bowls, Archery, Rock Climbing, X-Country Skiing, Rafting, and Mountain Bike Riding and C.P.R. A selection of these activities will run depending on the season and availability. Some activities will extend beyond the school day and all students are expected to participate.

COSTS - \$150.00



HUMANITIES

The study of Humanities expands our outlook on the world and gives us a greater awareness of the issues and values in our society. It provides the skills necessary to have a balanced outlook, in order to better understand the issues affecting us and provide solutions to them

Year 10 Humanities subjects prepare students for the following pathways in VCE:

- History
- Geography
- Legal Studies
- Business Management



ACCOUNTING/BUSINESS/LEGAL/ECONOMICS (ABLE)

This subject is an introduction to four subjects which may be offered as Unit 1 and 2 VCE subjects in the following year. The subject also introduces students to ideas and information that will be beneficial for their future. The following topics are explored in each area:

Accounting – Income tax and superannuation.

Business – The ways enterprising behaviours and capabilities can be developed to improve the work and business environments.

Legal – Why we have laws, our parliamentary system, an introduction to criminal and civil law, the court system, and your legal rights.

Economics – The share market, the process of economic decision making, managing the economy, and Australia's place in a global world.

HISTORY AND GEOGRAPHY (An Integrated Unit)

Would you like to have a better understanding of Australia and our place in the world? If so, then this is the unit for you. The Modern Age in which we live has been an era marked by dramatic events and change. In this unit, students study Australia's involvement in significant events in the 20th century as well as considering our future from both a geographical and historical perspective.

History - Areas of focus include the Interwar Years including the Great Depression, and World War 2.

Geography - Topic 1, 'Environmental Change and Management' considers change (such as enhanced global warming) and the impacts of change on our world. The focus is on positive solutions, with students identifying relevant management strategies and then evaluating the success of these against a range of criteria. In Topic 2, 'Human Wellbeing', students consider variations in, and the effects of, differences in human wellbeing indicators around the world. The focus is on assessing international and national responses to improving human wellbeing both in Australia and within other countries.

LANGUAGES: JAPANESE

- Students studying Year 10 Languages, are **strongly encouraged** to choose both semesters of Japanese, as a prerequisite for Units 1, 2, 3 and 4 in VCE.
- Students may select Year 10 Languages having completed only one Year 9 unit; however, completion of two Year 9 units is recommended.
- ***Students wishing to study any language other than English or Japanese will need to speak with the Later Years Coordinator.***

Languages aim to consolidate prior knowledge and develop students' confidence in listening, speaking, reading and writing in the relevant language, particularly for informational or instructional purposes.



Communication skills utilising more spontaneous recall of vocabulary with refined pronunciation and fluency skills are employed. More complex grammatical structures are also considered. Students use technology to support their learning.

A heightened understanding of and an appreciation for traditional and contemporary Japanese culture, is incorporated into the Language course.

Semester 1

Topics include:

- My Daily Routines
- Travelling to Japan

Semester 2

Topics include:

- Part-time jobs and careers
- Homestay in Japan

MATHEMATICS

Minimum requirements:

Students at Year 10 will complete 5 periods of Mathematics during both Semester 1 & 2.

YEAR 10 MATHEMATICS

This course with more emphasis placed on algebraic and graphing skills. It is intended to prepare students with the appropriate skills required for study of General Mathematics, Further Mathematics or Mathematical Methods in VCE. VCE and Vocational Learning differentiation occurs to enable students to progress according to their future intentions/pathways.

Units Covered Include

Semester 1

- Statistics
- Measurement
- Indices
- Scientific Notation & Surds
- Probability

Semester 2

- Linear Functions and Graphs
- Geometry
- Trigonometry
- Expanding and Factorising
- Quadratic Functions

SCIENCE

SCIENCE REQUIREMENTS:

In Year 10 students may elect to do a maximum of 2 units of Science. Students intending to study Biology and Psychology must complete a **minimum** of 1 unit of Year 10 Science. However, 2 units of Year 10 Science are **strongly recommended**.

Year 10 students who elect to accelerate study of Units 1 and 2 Biology and/or Psychology, will be able to do their Year 10 Science concurrently.

As Year 12 Biology now contains significant amounts of Chemistry it is strongly recommended that students intending to study Year 12 Biology also undertake Units 1 and 2 Chemistry.

Students intending to study Year 11 **Physics and/or Chemistry** are encouraged to study Science 101 and Science 102. It is not recommended for Year 10 students to study Units 1 and 2 Physics and/or Chemistry, whilst concurrently completing Year 10 Science units.

These units lead to the following VCE Pathways:

- Biology
- Chemistry
- Physics
- Psychology

The Year 10 Science Program encourages students to:

- Use scientific method to solve problems.
- Develop safe and accurate practical procedures.
- Develop skills and knowledge central to chemical, biological, earth and physical sciences.

SCIENCE 101.

Offered in Semester 1 and Semester 2

The units covered include:

- **Getting into genes** – DNA and the genetic code
- **Splitting the atom** – discovery of the atom, Periodic Table, families of elements and electrochemistry.
- **Road Science and Rocketry** – drivers and the road, physics of motion, forces, building rockets and space travel.

SCIENCE 102.

Offered in Semester 2 only and is for students who have already completed Science 101. Students are recommended to complete this if they wish to study Science in VCE.

The units covered include:

- **The chemical rap** - explaining chemical properties and reactions, organic and inorganic substances, nanotechnology.
- **STELR Science** – global warming and sustainable energies
- **The Mysterious Universe** - stars, black holes, satellites, and space probes.

TECHNOLOGY

DIGITAL TECHNOLOGIES

Students will design, build and program robots to solve specific problems. Improve programming skills using either C or Python. Create websites using HTML and CSS. Students will also investigate data; what is it, how is it gathered and sorted, what form digital data takes; and how computers store data.

FOOD TECHNOLOGY- FOOD FOR LIFE

Students will study safe and hygienic food handling practices, applying these in the production of a diverse range of foods. The areas of food classification and how to prepare foods with an understanding of physical and chemical properties will be studied. The emphasis will be on using suitable cooking methods appropriate to the properties of the food, including presentation.

Students will be required to pay a fee for consumables used during the semester. Excursions will incur a separate cost.

WELD IT, MAKE IT, USE IT

This unit will take students through a variety of design, fabrication, engineering and manufacturing techniques using steel, aluminium, various types of automotive engines/transmissions and recycled materials. For students interested in metal fabrication as used in the construction of houseboats, trailers, furniture, vehicle equipment (for example; bull bars, skid plates, roof racks), kitchens, custom car parts/accessories or large tool/ute boxes, this is the unit for you. This unit aims to assist in helping students prepare for VET Automotive studies by taking



YEARS 11 and 12

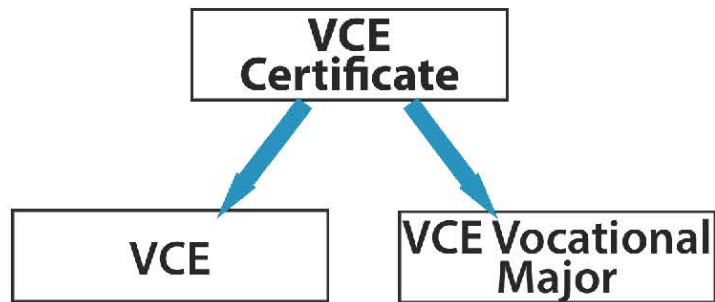


2024 YEAR 11 and 12 COURSE SELECTION

In 2023, the VCE Vocational Major Certificate was introduced, replacing the Victorian Certificate of Applied Learning (VCAL).

If a student is enrolling in the VCE, there are no changes.

All students will be achieving a certificate under the umbrella of VCE. Students will select one of two pathways.



The VCE Vocational Major Certificate is a new vocational and applied learning program that sits within the VCE. This revised program is most suitable for students who:

- prefer an applied learning approach to teaching and assessment.
- benefit from the flexibility to combine a Structured Workplace Learning (SWL) placement or School-Based Apprenticeship or Traineeship (SBAT) in their senior school program.
- are NOT requiring a direct pathway to university via an ATAR score.

The change from VCAL to VCE VM was made by the Department of Education so that students have greater choice and flexibility in their senior schooling. It was also acknowledgement that Vocational and Applied Learning pathways are high quality choices and can strengthen community perceptions of the Victorian senior secondary certificate.

Students who successfully complete the VCE VM Certificate have a range of further education options. They can apply for apprenticeships or traineeships, further VET training through TAFE, and admission to university through alternative entry programs.

We strongly encourage all students to meet with Felicity Wilmot, our Careers Coordinator. If students have a specific pathway in mind they can check what subjects they may need as pre-requisites for courses, or subjects that could be beneficial. This is important, as a wrong choice could jeopardise their tertiary or career options.

Important questions to ask yourself:

- What subjects/ areas have I enjoyed?
- What subjects am I good at?
- What are the pre-requisite subjects for any tertiary course or future employment?

VCE Course Selection:

Year 11 students must undertake six subjects. They can be a combination of VCE or VET subjects. If a student accelerated in a Year 11 subject (Unit 1,2) in Year 10 then they will most likely follow through with the Year 12 (Unit 3,4) subject.

Year 12 students will study five Year 12 (Unit 3,4) subjects. These should follow on from their Year 11 subjects.

VCE Vocational Major Course Selection:

Year 11 students will study Literacy, Numeracy, Work-related Skills, and Personal Development Skills. They will then select three other subjects from VCE and/or VET. They must select at least one VET subject.

Year 12 students will study Literacy, Work-related Skills, Personal Development Skills. They will select three other subjects from VCE/VET, most likely following on from their Year 11 course.

VCE and VCE Vocational Major Certificate

VCE UNITS OFFERED AT ALEXANDRA SECONDARY COLLEGE in 2024

STUDY AREA	UNITS		SPECIAL NOTES
Art Making and Exhibiting	1 & 2	3 & 4	
Biology	1 & 2	3 & 4	
Business Management	1 & 2	3 & 4	
Chemistry	1 & 2	3 & 4	
English	1 & 2	3 & 4	
English Literature	1 & 2		
Geography	1 & 2		
Health and Human Development	1 & 2	3 & 4	
History	1 & 2		
Legal Studies	1 & 2	3 & 4	
Foundation Mathematics	1 & 2	3 & 4	
General Mathematics	1 & 2	3 & 4	
Mathematical Methods	1 & 2	3 & 4	
Music	1 & 2		
Physical Education	1 & 2		
Physics	1 & 2	3 & 4	
Psychology	1 & 2	3 & 4	
Theatre Studies	1 & 2		
Visual Communication Design	1 & 2	3 & 4	

Please note: Most VCE courses have a small fee to cover the cost of workbooks and Year 12 exam revision books.

VCE/ VET UNITS

Automotive Technology	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4
Building and Construction	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4
Hospitality	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4
Sport and Recreation	1 & 2		Must complete Units 1 & 2 to study Units 3 & 4

PLANNING AND SELECTING YOUR COURSE OF STUDY

Students will select their 2024 course online.

Information will be provided early in Term 3 to guide students and parents with this process.

From these preferences we will develop the timetable blocks. It is essential that you list your choices carefully.

Units will run based on student numbers. In most cases students are able to get their choices according to their preference.

All Course Selection forms are to be submitted online by:

FRIDAY 11th AUGUST

***NB: If your selection sheet is submitted after this date,
it may result in you not getting the units of your choice!***

SAMPLE PROGRAMS

Here are some sample programs. They are a guide to choosing your course.

Student A has decided that he/she would like to do a course centered on gaining a science degree.

STUDENT A:

Year 11 6 Subjects	English 1	Chemistry 1	Physics 1	Maths Methods 1	Biology 1	Legal 1
	English 2	Chemistry 2	Physics 2	Maths Methods 2	Biology 2	Legal 2
Year 12 5 subjects	English 3	Chemistry 3	Physics 3	Maths Methods 3	Biology 3	
	English 4	Chemistry 4	Physics 4	Maths Methods 4	Biology 4	

Student B has decided on a VET course in Hospitality, with a VCE pathway. He/she is not sure what they want to do in the future, so they have chosen a program that gives them a range of options.

STUDENT B:

Year 11	English 1	Hospitality 1	Psychology 1	General Maths 1	Business Man. 1	History 1
	English 2	Hospitality 2	Psychology 1	General Maths 2	Business Man. 2	History 2
Year 12	English 3	Hospitality 3	Psychology 1	General Maths 3	Business Man. 3	
	English 4	Hospitality 4	Psychology 1	General Maths 4	Business Man. 4	

Student C has decided on a VET course in Construction with a VCE Vocational Major pathway.

STUDENT C:

Year 11	Work Related and Personal Development	Literacy	Construction 1	Business Man. 1	VET Auto 1	Numeracy
		Literacy	Construction 2	Business Man. 2	VET Auto 2	Numeracy
Year 12	Work Related and Personal Development	Literacy	Construction 3	Business Man. 3	VET Auto 3	Work Placement
		Literacy	Construction 4	Business Man. 4	VET Auto 4	Work Placement

VCE VOCATIONAL MAJOR CERTIFICATE

The VCE Vocational Major Certificate (VCE VM) is a 'hands-on' option for students in the later years of schooling. The VCE VM is offered at years 11 and 12 and can be gained within one or two years, depending on the pathway that is chosen. The VCE VM's flexibility allows students to design a course that suits their needs and interests, and is composed of a mix of VCE, VET, work experience and compulsory VCE VM subjects. Entry to all VCE VM courses are through compulsory interviews between students, parents and staff. Students may only undertake a VCE VM course with College approval.

As with VCE, the VCE VM certificate is a recognised senior secondary qualification. Unlike VCE, which is widely used by students as a pathway to university, VCE VM focuses on 'hands-on learning'. Students who choose to undertake the VCE VM course are most likely to have identified a pathway that comprises TAFE training, undertaking an apprenticeship, or entering permanent full-time employment following completion of Year 11 or 12.

The VCE VM certificate is comprised of four compulsory strands:

- Literacy and Numeracy Skills strand (met through Literacy skills & Foundation Maths).
- Work Related Skills strand (WRS).
- Industry Specific Skills strand (often in the form of VET subjects.)
- Personal Development skills strand (PDS).

(Both the PDS and WRS form the VCE VM timetabled subject at ASC)



Students will also be required to select another subject from a particular block on our timetable.

It is the student's responsibility to organise a work placement. The College will provide assistance where possible. Work placements should be organised in advance; it is never too soon to start organising it. Contact the Careers Advisor for more information.

ASSESSMENT: PORTFOLIO OF EVIDENCE

The outcomes in all units must be supported by a portfolio of evidence accumulated through project or program participation including journals, logbooks, certificates, photographs, assessments, workplace reports, records of performance of practical tasks and resumes.

Entry - There are no prerequisites for entry into VCE VM

ART MAKING AND EXHIBITING

Rationale

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated

Unit 1: Explore, expand and investigate.

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles.

Unit 3: Collect, extend and connect

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study.

Unit 4: Studio practice and art industry contexts.

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2



Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at a cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. VCE Biology leads into a range of careers. Branches of Biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Unit 1: *How do organisms regulate their functions?*

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

A student-adapted or student designed scientific investigation is undertaken.

Unit 2: *How does inheritance impact on diversity?*

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

Unit 3: *How do cells maintain life?*

In this unit, students explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They analyse gene expression in prokaryotes and eukaryotes and examine the consequences of manipulating DNA through biotechnology. Factors affecting the rate and regulation of biochemical processes, photosynthesis and cellular respiration are investigated. A student-designed scientific investigation involving the generation of primary data related to a cellular process is undertaken at the end of Unit 3.

Unit 4: *How does life change and respond to challenges?*

Students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. They consider how to respond to bioethical issues and the challenges related to disease in populations. Evidence for evolution over time is investigated and the impacts of the environment on a population's gene pool are studied. Students examine evidence for relatedness between species and trends in the human fossil record.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units.
 - Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.
 - Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.
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BUSINESS MANAGEMENT

Rationale

Business Management examines the ways businesses manage resources to achieve objectives. The *study* follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

Unit 1: *Planning a business.*

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business.

Unit 2: *Establishing a business.*

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Unit 3: *Managing a business.*

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses.

Unit 4: *Transforming a business.*

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

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
 - Students must undertake Unit 3 prior to undertaking Unit 4.
 - Students can study Units 3 and 4 without completing Units 1 and 2
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CHEMISTRY

Rationale

In VCE Chemistry students explore the nature of chemicals and chemical processes. They apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. Students analyse contemporary chemistry-related issues and communicate their views from an informed position.

Chemistry leads to many careers including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Structure

The study is made up of four units. In all units the design and performance of experiments is important.

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

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials, and will investigate a selected question related to materials and present their findings as a scientific digital poster.

Unit 2: *How do chemical reactions shape the natural world?*

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. They will also design and conduct a practical investigation relating to either the production of gases, acid-base or redox reactions, or the analysis of substances in water.

Unit 3: *How can design and innovation help to optimise chemical processes?*

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how sustainability concepts can be applied to produce energy and materials whilst minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. Students evaluate chemical processes with reference to factors that influence their reaction rates and extent. They conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food, living tissues, fuels, foods, medicines and many of the materials we use in everyday life. Students will design and conduct a practical investigation into energy and/or food and present their findings as a scientific digital poster.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units.
- Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.
- Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.
- There is a small fee for Chemistry to offset some of the costs of laboratory consumables and printing.



ENGLISH LITERATURE

Rationale

Literature involves the study and enjoyment of a wide range of literary texts including classical, popular, modern and cross-cultural.

It is strongly recommended that students who wish to study English Literature also study Mainstream English.

Unit 1 and Unit 2

These units enable students to develop their reading strategies and explore themes, ideas and writing conventions to understand how authors create meaning in texts. Students begin to use literary terms to closely explore the novels, films, plays and poetry studied.

Unit 3 and Unit 4

Students extend their abilities to critically respond to the literature studied. They further refine their use of literary terminology when commenting on the social, historical and cultural significance of the texts to meet the outcomes specified.

ENGLISH

Rationale

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

Unit 1 and Unit 2

Students study and respond to a range of texts. They write in a variety of styles and critically examine the language of the media. They prepare and deliver oral presentations in both formal and informal settings.

Unit 3 and Unit 4

Students focus on developing a more critical response to a variety of texts. They write for various purposes and prepare for a formal oral presentation. These units are a culmination of the skills that the students have been developing across their secondary schooling. They allow students to polish and refine their abilities to meet the outcomes.



GEOGRAPHY

Do you have an interest in the world in which we live? If so you would enjoy Geography. This subject covers a range of natural and human phenomena, and how and why they change. The knowledge and skills developed in this study have relevance and practical application for your everyday life and will enhance your ability to influence decisions about the environments in which you live.

Unit 1: Hazards and Disasters.

Students examine the processes involved with hazards and disasters, such as volcanoes, floods or disease. They consider their causes and investigate how people have responded to these situations to prevent and or reduce their impact.

Unit 2: Tourism.

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, how it has changed and continues to change, and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world as a part of their investigations.

Unit 3: Changing the land.

Worldwide, it is estimated that half a hectare of forest is cut down every second. This unit looks at change to land cover such as forest and grasslands. Students investigate the three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Through fieldwork, land use change at a local level is investigated.

Unit 4: Human population – trends and issues.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.



HEALTH AND HUMAN DEVELOPMENT

Unit 1

This unit looks at health and wellbeing with varied and evolving perspectives, which is subject to a wide range of interpretations, with different meanings for different people.

Students identify personal perspectives and priorities and enquire into factors that influence health attitudes, beliefs and practices. Students look at multiple dimensions of health and wellbeing, the influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry.

Unit 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood, including increasing independence and responsibility, the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3

Students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing.

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization and use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Students also focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health at a global level and study the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Students also investigate the role of non-government organisations and Australia's overseas aid program.

Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
 - Students must undertake Unit 3 prior to undertaking Unit 4.
 - Students can study Units 3 and 4 without completing Units 1 and 2.
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HISTORY

The work of the historian is like a detective, who is trying to decode the evidence about how people live and behave in the past to make meaning of the world today. The ideas, events and people studied encompass a range of human experiences and aspirations for a better future. Students will develop analytical, interpretative and written communication skills that are transferable into the world of work and tertiary study.

Units 1 & 2:

The areas of focus will be selected from either 'Empires' or 'Modern History'.

In 'Empires', students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. By harnessing new knowledge and technologies, voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the power of existing empires beyond the Mediterranean world.

Mindsets changed. Emergent new ideas of the Renaissance brought forth innovative theories of the Scientific Revolution, the reforms of Protestant Reformation and the Counter-Reformation and, later, the Enlightenment. New economic structures of capitalism and mercantilism and the political ideas of absolute authority enabled Western European empires to entrench and impose their power on their colonial subjects.

Imperial exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. The local and international rivalries that ensued had an impact on the management and defence of empires. Wars and conflicts escalated as the quest for territorial power and resources intensified.

In Modern History Unit 1 'Change and conflict', students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century, allowing them the opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

In Modern History Unit 2 students explore 'The changing world order'. They investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. This era saw continuities in and challenges and changes to the established social, political and economic order in many countries. It also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships. The later part of this era heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world.

Unit 3: The French Revolution of 1789

The French Revolution had almost everything we associate with revolutions – ravenous royals, ambitious aristocrats, high taxes, failing harvests, food shortages, hungry peasants, angry townspeople, lies, corruption, mob violence, radicals and weirdos, rumours and conspiracies, state-sanctioned terror and head-chopping machines. Beginning with the accession of Louis XVI to the throne and ending with the Convention Year III, the study of this fascinating revolution is a must! Full of friction, grievances, riots, starving mobs, blood and beheadings, this is a real Shakespearian piece of history which has to be studied to be believed. We will look at what caused this historical event, what ideas shaped it and what changes it brought about.

Unit 4: The Russian Revolution of October 1917

The Russian Revolution was a ground-breaking event that not only changed the course of Russia, it also shaped the 20th century around the world. At the turn of the 20th century, Russia was one of the world's largest and most powerful empires. Its landmass stretched from Europe to Asia and spanned one-sixth of the globe. Despite its enormous size and power, Russia was as medieval as it was modern. They were ruled by the Tzar, who believed his political authority was a gift from God. The glorious revolution extolled the virtues of Marxism and promised a better society for the working classes. But could they honour and fulfil these promises? Similar to Unit 3 we will look at the causes of the revolution, what it changed and the consequences of this famous revolt.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

LEGAL STUDIES

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system.

Legal Studies examines these institutions and laws that are essential to the Australian legal system. Throughout this course, students will develop an understanding of the rule of law, the role of lawmakers and legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Unit 1: *The presumption of innocence.*

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts.

Unit 2: *Wrongs and rights.*

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these principles to scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.

Unit 3: *Rights and justice.*

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

Unit 4: *The people and the law.*

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

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
 - Students must undertake Unit 3 prior to undertaking Unit 4.
 - Students can study Units 3 and 4 without completing Units 1 and 2.
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MATHEMATICS

Unit 1 and Unit 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students who do not intend to undertake Units 3 and 4 Mathematics. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. A core focus is Financial Maths and Measurement, with other topics included to help support a broad application of numeracy skills.

Unit 1 and Unit 2: General Mathematics

General Mathematics caters for a range of pathways and mathematical knowledge for workplaces and tertiary studies. The areas of study are Statistics and Recursion and Financial modelling, Matrices Networks and Decision Mathematics.

Unit 1 and Unit 2: Mathematical Methods (CAS – Computer Algebra System)

Mathematical Methods Units 1 and 2 consists of study of Functions and Graphs, Calculus, Algebra and Probability. It is recommended that students completing this course have strong algebraic and graphing skills.

Unit 3 and Unit 4: General Mathematics

Further Mathematics consists of the study of Data Analysis, Recursion and Financial Modelling, Matrices, Networks and Decision Mathematics.

Unit 3 and Unit 4: Mathematical Methods (CAS)

Mathematical Methods Units 3 and 4 builds on the concepts covered in Units 1 and 2 Mathematical Methods i.e. Functions and Graphs, Calculus, Algebra and Probability.

Prerequisites

- All students are encouraged to seek advice from their Mathematics teacher regarding their selection of mathematics units.
 - There are no prerequisites for entry to any Mathematics Units 1 and 2.
 - Students wishing to study Units 3 and 4 Mathematical Methods need to have completed Mathematical Methods Units 1 and 2.
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MUSIC

Music Unit 1 - Organisation of Music

In this unit students explore and develop their understanding of how music creating, analysing and responding to music works. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.



Music Unit 2 - Effect in Music

In this unit, students focus on the way music can be used to create an intended effect, by performing, analysing and responding to music works/examples that create different effects. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Music Contemporary Performance Unit 3 & 4

In Units 3 & 4, students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. Students submit a program list along with a Performer's Statement of Intent. Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.



PHYSICAL EDUCATION

Rationale

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity across their lifespan and to understand the physical, social, emotional and cognitive health benefits of being active. It prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sports science, health science education, recreation sport development and coaching, health promotion and related careers. Theory and practice are integrated in this study.

Unit 1: *The human body in motion.*

This unit examines the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Students evaluate the social, cultural and environmental influences on movement. They investigate sedentary behaviour, overtraining and participation at an elite and recreational level. They also consider a variety of legal and illegal practices and substances used to enhance performance.

Unit 2: *Physical activity, sport and society.*

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. They explore a range of factors that influence and facilitate participation in regular physical activity.

Unit 3: *Movement skills and energy for physical activity.*

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: *Training to improve performance.*

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

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.



NB: This is a theory based subject with approximately 40 percent practical in Unit 1/2 and 20 percent practical in Unit 3/4.

PHYSICS

Rationale

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, materials, science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Unit 1: *How is energy useful in society?*

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: *How does physics help us to understand the world?*

In this unit students explore the power of experiments in developing models and theories. They investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research.

Unit 3: *How do fields explain motion and electricity?*

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast the three fundamental fields and how they relate to one another. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: *How have creative ideas and investigation revolutionised thinking in physics*

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Students are challenged to imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Prerequisites

- There are no prerequisites for entry into Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units.
- Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.
- Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.
- There is a small fee for Physics to offset some of the costs of laboratory consumables and printing.



PSYCHOLOGY

Psychology is one of the VCE Sciences - as such research methods are interwoven into all areas. Similar concepts are covered across the four VCE Sciences.

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

Students will investigate the structure of the brain and how it influences how we think, feel and behave. They will look at how the brain changes as we grow, and what happens if there is an injury to the brain or the brain doesn't develop in the way it should. Students will learn about how our genetics and the environment we grow up in shape us, leading to the differences between us all. They'll also learn about what mental health is, factors that affect it, and different types of mental illnesses.

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

In this unit students investigate how their perception of the world around them influences how they interact with the world and how their perception can be distorted. They will look at how social thinking affects a person's attitudes, perception of themselves and relationships with others, and explore factors that can influence the behaviour of individuals and groups in areas such as prejudice, discrimination, helping behaviour and bullying.

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

In this unit students investigate the nervous system to explain how it enables a person to interact with their world. They explore how stress can affect a person's psychological functioning and learn about the causes and management of stress. The interaction of gut health and stress is examined. Students investigate how memory works, including the limitations and fallibility of memory and how memory can be improved, and different ways that people learn. These areas can assist students understand their own learning and how to get the most out of it.

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

In this unit students look at the functions and patterns of sleep and the impact that sleep disturbances may have on a person's functioning, as well as ways to improve our sleep quality. Student also look at specific mental health disorders, and how social, biological and psychological factors interact to influence how we thrive the world we live in. They will learn about factors that can lead to mental illnesses, as well as factors that can enhance our mental health. Determinants of health and wellbeing in Aboriginal and Torres Strait Islander peoples are considered.

Prerequisites

- There are no prerequisites for Units 1 and 2.
 - Completion of Units 1 and 2 is highly recommended for those who wish to study Units 3 and 4, as a lot of research methods are learned in Units 1 and 2 that carry forward.
 - Unit 3 is a prerequisite for Unit 4.
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THEATRE STUDIES

Rationale

Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes. Theatrical practices have developed, and influenced culture more generally, over centuries and through the variety of productions in a range of spaces and venues.

The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.



Unit 1: *Pre-modern theatre.*

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Unit 2: *Modern theatre.*

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Unit 3: *Playscript interpretation.*

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

Unit 4: *Performance interpretation.*

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

VISUAL COMMUNICATION AND DESIGN

Rationale

In response to the complex demands of 21st-century living, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, students will engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Students develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Unit 1: *Finding, reframing and resolving design problems..*

In this unit students learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials in the fields of communication and industrial design. Student projects invite sustainable and circular design practices. Students are encouraged to see the potential for design to instigate change.

Unit 2: *Design contexts and connections..*

Unit 2 practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices.

Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.



Unit 3: Visual communication in design practices.

In this unit, students undertake a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students study not only how designers work but how their work responds to both design problems and conceptions of good design.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Unit 4: Delivering design solutions.

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions (in response to their brief), considering aesthetic impact and the communication of ideas.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
 - Students must undertake Unit 3 prior to undertaking Unit 4.
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VCE/VET AUTOMOTIVE

The aims of VCE/VET Automotive program to:

- Provide students with the skills and ability to achieve competencies which will enhance their employment further training prospects within the automotive industry
- Provide students with “work ready” knowledge and skills applicable to a variety of career paths.

Program Structure

The Certificate II in Automotive Technology is a nationally accredited course comprising of a careful selection of units of competence from the Automotive Retail, Service and Repair Training Package, suitable for delivery to students undertaking non-employment-based training, work placement or a part time apprenticeship/traineeship. This is a set course fully backed by the VACC with the intent to improve future apprentices and future tradespeople.



VCE/VET BUILDING AND CONSTRUCTION

CERTIFICATE II BUILDING AND CONSTRUCTION 22216VIC

Program Structure

This program is structured to run over 2 years with students required to complete a total of 16 Modules. These will contribute towards the VCE certificate.

This certificate provides students with the knowledge and skills that will enhance their employment or apprenticeship prospects in the building and construction industry, for example, carpentry and joinery, furniture and cabinet making. Students will gain a nationally recognised training certificate through TAFE and a White Card certificate (which is compulsory for anyone entering a building site).

While there is no cost to students to gain this training there may be some costs associated with excursions or special projects that students select.

Students need to be aware that there is a commitment to theory and written work that compliments the practical components.



VCE/VET CERTIFICATE II IN HOSPITALITY (OPERATIONS)

CERTIFICATE II IN HOSPITALITY SIT20316

Program Structure

This program is structured to run over 2 years with students completing a total of 16 Modules.

First Year students will complete modules covering core subjects of:

Use Hygienic Practices for Food Safety; Provide Responsible Serving of Alcohol; Source and use Information on the Hospitality Industry; Maintain Quality of Perishable items; Work Effectively with others; Participate in Safe Work Practices; Use Hospitality Skills Effectively; Interact with Customers; Use food preparation equipment; Show social and cultural sensitivity; Prepare and present simple dishes.



Second Year students will complete 5 modules of:

Prepare and Serve Non-Alcoholic Beverages; Prepare and Serve Espresso Coffee; Serve Food and Beverage; Provide Advice on Food; Process Financial Transactions.

By gaining competencies in the modules, students are enhancing their employment prospects within a broad range of Hospitality Industry settings and gaining a recognised National credential.



Many of the tasks will be completed online and students will be expected to complete modules online at home. Work placement in the Hospitality area is advised.

Students will be supplied uniforms and will find this course very "HANDS ON". BUT do not be MISLEAD. There is a lot of theory work to complete and timelines and deadlines as well!

VCE/VET CERTIFICATE III SPORT & RECREATION

SIS30115 Certificate III in Sport and Recreation: provides students with the skills and knowledge to work in the sport and recreation industries. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs, Units 3 and 4 offers score assessment and includes core units such as plan and conduct programs, risk assessment, and conduct coaching with foundation level participants. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Units of Competency Studied:

Units 1&2 (Year 1)

- Organise personal work priorities
- Participate in workplace health and safety
- Conduct non-instructional sport, fitness or recreation sessions
- Provide first aid
- Respond to emergency situations
- Use social media tools for collaboration and engagement
- Participate in conditioning for sport
- Provide quality service
- Conduct sport, fitness or recreation events
- Provide equipment for activities

Units 3&4 (Year 2)

- Participate in WHS hazard identification, risk assessment and risk control
- Educate user groups
- Plan and conduct programs
- Conduct sport coaching sessions with foundation level participants
- Facilitate groups

Students will have the opportunity to hone their skills and demonstrate their competency by assisting in organising and conducting events such as the swimming and athletics days, round robin plus any possible trips or camps that may be undertaken.

EXTERNAL VET COURSES

There are a variety of external VET courses available that may be of interest to you. Please make an appointment with the Careers Coordinator to find out what is available.



ALEXANDRA

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