



**YARRAWONGA COLLEGE P-12**  
*Dream Believe Succeed*

VCE & VCAL Handbook  
2017

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## **INTRODUCTION**

Congratulations on your decision to complete your senior years of schooling by undertaking a Victorian Certificate of Education (**VCE**) or Victorian Certificate of Applied Learning (**VCAL**) at Yarrowonga College P-12.

Yarrowonga College P-12 offers the above certificates, as well as a wide variety of other options that can be incorporated into a VCE or VCAL including Vocational Education and Training certificates (**VET**), in order to provide each student with an individualised pathway to employment or further education and training.

At Yarrowonga College P-12 we see our senior students as role models. They are given a great deal of responsibility for their own learning and many opportunities to display leadership.

Within this handbook, senior students and parents should be able to find all the information they need with respect to selecting an appropriate course, gaining help and progressing through their studies.

Information of use may also be found on the college website. Our web address is [www.yarrowonga.vic.edu.au](http://www.yarrowonga.vic.edu.au). Students may access their workspace and timetable from this site.

## **KEY CONTACTS**

Should you have any queries about the information in this guide, require help in choosing an appropriate program or require any other assistance throughout your senior studies, please contact any of the people below on (03) 57441751 or via email at [yarrowonga.p12@edumail.vic.gov.au](mailto:yarrowonga.p12@edumail.vic.gov.au)

Principal	Mr Damien Keel
Campus Principal	Mrs Jo McCarthy
Senior School Leaders	Mr David Rose and Mr Alistair Angwin
Pathways Leader	Ms Rachael Guppy
Year 12 Coordinator	Mr Chris O'Neill
Year 11 Coordinator	Ms Donna Taylor
Year 10 Coordinator	Mr Jeremy O'Brien
Year 9 Coordinator	Ms Allison Knight
Student Welfare Coordinator	Ms Karen Rennie

General contact details	Yarrowonga College P-12 Pinniger Street (P.O. Box 39) Yarrowonga Vic	3730
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Fax: (03) 57442277

## **OUR AIMS, MISSION STATEMENT AND VALUES**

### **Aims for Students**

**Yarrowonga College P-12 promotes high achievement by developing the learning capacities of all students, enabling them to be:**

- Motivated lifelong learners striving to achieve excellence
- Students who demonstrate respect, compassion, honesty and tolerance for others
- Innovative and resilient learners, inquisitive of the world around them
- Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential
- Technologically capable students who can adapt to a rapidly advancing world
- Socially responsible students who contribute positively to the community

### **Mission for Staff**

**Staff will assist students to succeed by providing:**

- A broad, challenging, innovative and authentic learning environment
- An ethos of respect, tolerance, compassion and acknowledgement of success
- A differentiated curriculum based on best teaching practice
- Access to the latest technology and ensuring their own skills are updated regularly
- A supportive framework focused on mentoring and coaching through teamwork
- A safe learning environment based on the principles of restorative justice
- Quality opportunities for each student to develop a range of leadership capabilities

### **VALUES FOR YCP12 COMMUNITY**

- **Integrity** – acting ethically and fairly at all times, ensuring consistency between words and actions. Upholding the College values in everything we do.
- **Honesty** – always being truthful, fair and true to oneself and others.
- **Cooperation** – working together, communicating effectively and supporting each other in a positive manner
- **Respect** – treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others
- **Responsibility** – taking ownership of our behaviour and actions and setting a positive example for others

## **BELL TIMES**

9.00 – 10.00 am	Period 1
10.00 – 11.00 am	Period 2
11.00 – 11.25 am	Recess
11.30 – 12.30 pm	Period 3
12.30 – 1.30 pm	Period 4
1.30 – 2.15 pm	LUNCH
2.20 – 3.20 pm	Period 5

## **ATTENDANCE AND PUNCTUALITY**

Students are expected to attend all classes. By maintaining regular attendance learning is not disrupted so students do better and are happier. Teachers are also more confidently able to authenticate student work.

The VCAA requires schools to establish and publish a minimum attendance requirement for VCE studies. The minimum attendance requirement at Yarrawonga Secondary College is 85%.

Where students are absent on legitimate grounds it is expected that appropriate evidence will be provided to the Year Level Coordinator. Legitimate absences would include illness, bereavement, school-based activities (e.g. excursions, sports days, camps, etc), and regional, State or Australian representation. Satisfactory evidence would include a note or telephone call from a parent / guardian, medical certificate or statement from a health worker. The college reserves the right to request a medical certificate or statement from a health worker where a student has had a significant level of absences (greater than 12 days per unit).

### **Students who do not meet the attendance requirements without supporting evidence can be awarded an “N” (not satisfactory) for the unit.**

Students are expected to begin all classes on time. Late arrivals interrupt the learning of others and also affect your ability to achieve your best. If students arrive late to school, they must sign in at the General Office and get a late slip. Students will not be admitted to class without a late slip. Students must also provide a note to the General Office explaining why they are late.

## **LATE ARRIVAL & EARLY DEPARTURE**

Students are not generally permitted to leave school grounds without first providing a written explanation from parents, or without the parent or guardian signing them out at the General Office. The only exceptions to this are students who have applied for and received a lunch pass or private study pass and students engaged in a specific approved independent learning activity.

Lunch pass students may leave the school grounds at lunchtime only to go directly home. Students must make sure they carry their pass with them at all times.

VCE and VCAL students may apply for late arrival to school and early departure from school where their private study periods coincide with the start or end of the school day. This process is to enable senior students to plan their “optimal” study program, allowing them to study at home and use resources in the community. Senior students will be issued with a “Private Study Pass” and MUST sign in and out through the general office, using their pass as confirmation of permission to do so. Failure to follow the correct procedures, and use this time as intended, will result in this privilege being removed. When College assemblies or other special functions are held senior students must attend.

With a greater emphasis being placed on independent learning by students, at times small groups or individuals may need to carry out research outside the College. Each time a student leaves the College he/she should complete a form which is located in the General Office. The following information will be recorded:

- name(s) of student(s);
- description of the activity to be undertaken and the location;
- time of leaving and returning; and
- name of the teacher granting permission for the activity.

## **TRANSPORT TO AND FROM THE COLLEGE**

Exemplary behaviour by students is expected while students travel to and from school as this is when our students reflect our school to the wider community. Some students in the Senior Year Levels will gain their Licence and wish to drive to school. Students driving to school with parental permission must comply with the following conditions:

- Student drivers must complete an application form available from their Coordinator.
- Student drivers must not transport any other student to or from school or any school activity.
- Student drivers must park in McLean Street and not in the staff car park.
- Student drivers are not permitted to use their car during the school day.
- Caution and safe driving practices must be displayed at ALL times.

Failure to comply with these guidelines will result in driving privileges being revoked. Student drivers who transport other students may have their enrolment terminated.

## **COMPUTER NETWORK USAGE**

The College provides computers to support the educational program of the college and to improve student learning. All computer usage and Internet access is to directly relate to educational curriculum aspects.

## **HOME LEARNING POLICY**

Teachers at Yarrawonga College P-12 will set home learning tasks to be completed at home. This may include: work to be completed overnight; assignments and projects to be completed over a longer period of time; revision of class work in preparation for tests; work to be finished off from a class that day; pre-reading for new work; reading of novels; etc.

Students will always have some home learning that is able to be completed. The following times per night are recommended (including weekends):

Yr 9 & 10 – 1.5 hours per night (5-7 hours/week for Yr 9, 8-10 hours/week for Yr 10)

Yr 11 – 2 hours per night (10-15 hours/week)

Yr 12 – 2.5-3 hours per night (15-18 hours/week)

## **UNIFORM**

Yarrawonga College P-12 is a full uniform school and an understanding of enrolment is that students will dress according to College requirements while attending school, at school functions, when representing the College and travelling to and from the College.

### **UNIFORM ITEMS**

#### **Girls Uniform**

##### **SUMMER**

Jade and navy polo shirt with College logo

Navy shorts or skirt

Blue and white checked school dress

Black shoes (white socks) / with the option of plain runners with shorts or track pants

College broad brimmed or bucket hat

##### **WINTER**

Jade and navy windcheater with College logo

Jade and navy polo shirt with College logo

Jade, navy and white tartan skirt with fitted white shirt or polo shirt

Navy pants – tailored or track pant option

Black shoes (white socks) / with the option of plain runners with shorts or track pants

## **Boys Uniform**

### **SUMMER**

Jade and navy polo shirt with College logo

Navy shorts

Black shoes and white socks

College broad brimmed or bucket hat

Black shoes (white socks) / with the option of plain runners with shorts or track pants

### **WINTER**

Jade and navy windcheater with College logo

Jade and navy polo shirt with College logo

Navy pants – tailored or track pant option

Black shoes (white socks) / with the option of plain runners with shorts or track pants

## **YEAR 12 ORIENTATION PROGRAM**

Year 12 students will attend an orientation program early in the year. Students are expected to attend this program as it is an important part of the school year. During this time students will undertake a variety of tasks designed to develop problem-solving abilities, awareness and confidence in themselves and others.

## **RESPONSIBILITIES AND EXPECTATIONS OF STUDENTS**

Students should read this booklet carefully. Most areas will be discussed in detail during the Semester.

- All of the outcomes' progress and completion dates must be adhered to and students should familiarise themselves with these.
- Students are expected to attend **ALL** classes. Any work missed due to absence is to be completed in the student's own time.
- Students must see the Unit teacher or the Co-ordinator immediately if they believe they may not be able to meet a deadline for any reason.
- Students should use "Private Study" time to:
  - complete class work;
  - revise class notes; and
  - prepare / research for current work.
- Students are expected to keep up-to-date records, in either a planner or diary, of all assessment task dates.
- Students are not permitted to take time off from other classes, or stay at home, to complete coursework or school-assessed tasks.
- Students should take care of all equipment and materials belonging to themselves and the College.



- Any College/community based activity which affects attendance at normal, timetabled classes requires one week's notice to be given to staff whose classes will be affected.
- Students are expected to wear the uniform, as specified, at all times.
- Students are expected to act as role models for junior students by showing leadership, responsibility and co-operation.

### **RESPONSIBILITIES AND EXPECTATIONS OF TEACHERS**

- Teachers will provide students with a recognised Course Syllabus which allows students within a course to achieve at their highest level.
- Teachers will set assessment tasks which are spread as evenly as possible to allow students time to complete work at the highest standard.
- Teachers will outline tasks and set dates at the beginning of each Semester and make these available, in writing, to the students. For on-going tasks, both interim and final dates will be given, egfolio work.
- Teachers will notify parents of students who have not completed work by the due date.
- Teachers will maintain an accurate record of class attendance.
- Teachers will notify the Co-ordinator of students "at risk".

### **RESPONSIBILITIES AND EXPECTATIONS OF PARENTS**

Parents are asked to co-operate with the College by ensuring that students meet expectations in regard to:

- attendance at school;
- punctuality;
- co-operative behaviour within the classroom, during private study and around the school;
- attendance at parent/teacher interviews;
- provision of a suitable home study environment; and
- provision of school uniform.

## **THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)**

The **VCE** is a certificate that recognises the successful completion of a student's secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (**TAFE**) and to the world of work.

A student's VCE program of studies is taken over a minimum of two years. Students select a program of studies from the many possible VCE studies. The College cannot obviously run all studies so most students select their program from those units offered by the College. However, some students do choose to complete units not offered at Yarrowonga Secondary College by enrolling with an outside provider (another school), by completing the study via distance education or by linking with another school and receiving instruction via video conferencing arrangements

Yarrowonga Secondary College offers a wide range of VCE subjects that enable students to acquire skills and knowledge in areas that interest them and follow pathways into further education and training or employment in those areas. It is possible to include a school-based apprenticeship or traineeship or a VCE VET subject as part of students course and gain credit towards TAFE qualifications while completing the VCE.

Opportunity is available for very capable Year 12 students to complete the first year of a University subject whilst in their final year of schooling. Subjects are offered by Monash University and The University of Melbourne and include subjects like: Accounting, Art, History, Chemistry, English Literature, History/Politics, Mathematics, Philosophy, Psychology, etc. University studies count as a bonus of 10% of the maximum score possible for a sixth VCE study. There is a cost per Semester. See the VCE Coordinator for more detailed information.

### **Requirements for the award of the VCE**

The minimum requirement for award of the VCE is the satisfactory completion of 16 units including:

- three units from the English group, with at least one unit at Unit 3 or 4 level.
- at least three sequences of Unit 3 and 4 studies other than English.

For satisfactory completion of a unit, students must demonstrate the outcomes for the unit as specified in the study design. Students can do this by maintaining regular attendance and producing and submitting on time, work that is clearly their own and meets the required standard.

### **Additional Assessment in VCE Studies**

In addition to assessment as satisfactory or not satisfactory, in all VCE studies at the Unit 3 and 4 level a student's performance will also be assessed for contribution towards a study score. This assessment will be done through External Examinations as well as School Assessed Coursework (SACs) and / or School Assessed Tasks (SATs). Students must submit SACs and SATs on time and the work must clearly be

their own. Results on these assessments will ultimately contribute to a student's Rank (ATAR).

The General Achievement Test (GAT) is held in June. The GAT is primarily used as a means of monitoring grade levels awarded by schools for SACs and SATs. The GAT is compulsory for all students attempting a Unit 3 and 4 VCE study.

### **Achievement of Outcomes for Satisfactory Completion**

A unit of study is satisfactorily completed when the student has demonstrated achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. A student will receive an "S" or an "N" for each unit studied.

The judgment of satisfactory completion is a school responsibility.

Achievement of an outcome means:

- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student receives S (satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- the work cannot be authenticated; or
- there has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives "N" (not satisfactory) for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an "N".

### **Outcomes and Assessment Tasks**

An assessment task is a piece (or pieces) of work for a unit that provides opportunities for students to demonstrate achievement of the outcomes. These tasks might include a test, essay, practical report, investigation, folio of work or a model depending on the requirements of the study. These are also referred to as **coursework** or **school assessed tasks (SATs)**.

In Units 1 & 2 (Year 11), students will only receive an "S" or "N" for the outcomes of the unit based on their performance on the designated assessment tasks.

In Units 3 & 4 (Year 12) there are two forms of assessment: **coursework** and/or **school-assessed tasks** and **examinations**. Students will receive a grade for coursework and/or school assessed tasks, as well as for examinations, and this grade will count towards a student's study score in that unit and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR).

## Coursework

Coursework assessment is an assessment of each student's level of achievement based on a selection of the assessment tasks designated in the study design. For each coursework component a range of assessment tasks is available. Task selection is solely the teacher's decision.

Coursework assessment must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a limited timeframe and the scope of each task is restricted. Some of the work may be completed outside of class time, for example, where students are using computers to produce work. The nature of coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion. Teachers must not mark or provide comments on any draft of work that is to be submitted for coursework assessment.

Schools are responsible for the initial assessment of coursework and teachers may give students their coursework marks on individual tasks. However, coursework scores are statistically moderated against the examination marks in that study and hence may change as a result of moderation.

It is important in Units 3 & 4 that students are present for all coursework assessments.

## School Assessed Tasks

Some studies require students to complete a school-assessed task (SAT). A school-assessed task might be a folio of writing or artwork, a model, a research report or investigation. They are generally completed over an extended period of time, unlike coursework which is completed in generally less than 5 or 6 class periods.

With school-assessed tasks students must draft their work and teachers must make written comments on only one draft. This draft must be submitted with the final work. Schools are responsible for the initial assessments of school-assessed tasks and teachers may advise students of their initial grades. However, school-assessed task grades are monitored using the General Achievement Test (GAT), and may be required for review. In this case two independent assessors will visit the College and review the student work.

## Timelines and Deadlines

At the beginning of the year students will be provided with completion dates for all assessments.

In the case of coursework, specific details of the task, such as topics, will only be given just prior to the starting date of the task. This prevents students from spending longer on the task than is required.

In the case of school-assessed tasks full details may be given at the start of the unit to enable students to adequately research and prepare for that task.

All assessment task dates must be adhered to strictly, except where the planning document has been adjusted and revised during the unit. Work must be handed in on, or before, the due date, unless an extension has been granted. Work that is submitted late **will not be graded** and in the case of school-assessed coursework or

school-assessed tasks the student would receive “NA” (not assessed) for that task. “NA” contributes no marks towards the student’s study score and ATAR.

**Assessment tasks must be handed to the Unit teacher by 3.30pm on the due date.**

Students who are absent on the day of a SAT submission must still submit their SAT and may need to consider using siblings, friends or parents to do this.

Students who are absent on the day of school-assessed coursework should apply for Special Provision. In circumstances where students have legitimate grounds through illness or other special circumstances for not submitting work required for assessments, the most common form of Special Provision is extension of time.

When a student is absent for a coursework assessment in Units 3 & 4, they must see the VCE Coordinator **as soon as they return** with a note from home or medical certificate explaining their absence. If additional time is granted, they will be provided with a “Coursework Absence Form” which must be completed by the student and then discussed with the class teacher. Completed forms are to be given to the VCE Coordinator for filing.

**Absence During SACs and SATs**

Students who are absent for a SAC or SAT must see the Year Level Coordinator as soon as they return to school and apply for additional time to complete the assessment.

**Special Provision**

Special provision is available for a student who, at any time while studying for the VCE, is adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
- an impairment or disability, including a learning disability.

It is the responsibility of the student to formally notify the VCE Coordinator of the details of circumstances that may require special provision. Students who feel they may qualify for special provision should seek advice from the VCE Coordinator as early as possible to avoid missing application deadlines. For students with disabilities or long-term medical conditions, this should occur at the start of the school year. For school-based assessment, the school will then determine if special provision is warranted and the form it will take. For special Examination Arrangements or Derived Exam Score Applications the VCAA will determine eligibility.

*All applications must be made in writing.*

**Lost or Damaged Work**

The teacher, or the student, who has lost or damaged work will need to complete a Statutory Declaration form. The Principal, acting on advice from the teacher, shall determine the Unit results for the student.

## **Authentication of Student Work**

All work submitted by students must be their own. Students must acknowledge all resources used and must not receive any undue assistance from any other person in the preparation and submission of work. It is the responsibility of the student to provide appropriate evidence to substantiate that the work submitted is genuinely their own.

All students entering the VCE will sign a Yarrawonga College VCE Student Declaration (copy included) outlining VCE rules for students and their commitment to comply with these. Student Declarations will be filed in individual student files in the VCE office.

**Acceptable** levels of assistance include:

- ❑ the incorporation of ideas or material derived from other sources (eg. by reading, viewing or note taking) which has been transformed by the student and used in a new context;
- ❑ prompting and general advice from another person or source which leads to refinements and/or self-correction.

**Unacceptable** forms of assistance include:

- ❑ use, or copying, of another person's work or other resources without acknowledgment;
- ❑ actual corrections or improvements made or dictated by another person.

## **Breach of Rules**

When it is suspected that a breach of rules has occurred, teachers must take the following steps:

1. Discuss the task or content with the student without mentioning your suspicions.
2. Ask the student to resubmit all or part of the task or provide evidence of the development of the work.
3. Establish knowledge of the student's ability/history - ask student's most recent teachers, obtain samples of other work.
4. Consult with the KLA Co-ordinator.
5. Give a supplementary assessment task (or test) related to the original task or supervise the completion of a task in class.

If the teacher still believes that the student has had undue assistance, and the matter is yet to be resolved, all information should be presented to the VCE Co-ordinator (in writing) who will initiate a student interview.

## **Student Interviews and Tests**

Students may be requested to attend an interview or complete a supplementary task or test (written or oral) to demonstrate their understanding of the work.

The VCE Co-ordinator will give the student, in writing, at least 24 hours notice of the interview. A copy of the letter will be forwarded to the student, student's file and relevant school personnel. The interview panel will consist of VCE Co-ordinator, subject teacher, KLA Co-ordinator or other Principal Representative.

The student may have a friend or parent accompany him/her to the interview as a support person.

The interview will give the student the opportunity to demonstrate his/her understanding of the work by answering questions set by the panel.

### **Penalties Imposed**

Following determination that a substantial breach of rules has occurred the Principal will decide on the most appropriate penalty to impose. These may include:

1. an opportunity for the student to resubmit work if this can occur within the dates designated by both the school and the VCAA;
2. refusal to accept that part of the work which cannot be authenticated and base a decision whether to award the work requirement an “N” or “S” upon the remainder of the work. In the case of a SAT (School Assessed Task), the score would be determined only on the sections that can be authenticated. The sections not accepted for assessment should be crossed out on the original of the SAT and the student ID sheet signed;
3. refusal to accept any part of the work or SAT in which case the student would be awarded an N for the assessment task (or “NA” for the SAT), and consequently an “N” for the unit of study.

### **Notification**

If the school imposes a penalty for the Breach of Rules concerning authentication the following procedures must be followed:

1. A Breach of Rules report must be completed immediately and sent to the VCAA.
2. The student must be informed in writing within 14 days of the decision being made. A copy of the letter will be forwarded to the student, student’s file and relevant school personnel.

### **Record Keeping**

- Authentication Records and Declaration of Authenticity must be filed in the VCE office on completion of the SAT and will be kept until six months after the notification of results by the VCAA at the end of each year.
- All records and evidence concerning a breach of authentication for assessment tasks, coursework and SATs will be kept in the VCE office. These include evidence to substantiate the breach, record of interview and outcome of interview, penalties imposed, copies of supplementary tasks, student admission and copies of all formal letters completed.

### **Student Appeals**

Students have the right of appeal to the school on decisions about:

- non-satisfactory completion of a unit;
- special provision.

Students have the right of appeal to the VCAA on:

- breach of authentication/breach of rules.

## **Non-satisfactory Completion of a Unit**

Students may be awarded an “N” (Non-Satisfactory) for a unit because:

- they failed to meet a school deadline for a work requirement;
- they failed to meet a deadline where an extension of time had been granted for any reason, including special provision;
- they committed a substantial breach of attendance rules.

In these circumstances students have a right of appeal to the school.

The appeals committee should include the Principal or the Principal’s delegate, a teacher other than the teacher who awarded the Unit result and a third member who may be a non-teacher member of the School Council

The student must lodge the appeal, **in writing**, to the Principal within fourteen (14) days of receiving the Unit results.

The appeals committee must consider all records relating to the case and may interview the student.

The student must be notified, **in writing**, of the decision within fourteen (14) days of being interviewed.

**There is no appeal to the VCAA over decisions about Non-Satisfactory completion of Units.**

**Plans and drafts shown to the teacher after the submission date will not be considered.**

A student’s intention to appeal must be received, **in writing**, at the VCAA within 14 days of the Principal’s written notification to the student. A student wishing to appeal a decision should consult with the VCE Co-ordinator who will provide the student with the relevant information from the VCE Handbook.

## **Review and Statistical Moderation**

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

The GAT is a test that measures the level of general achievement that students have accomplished across 3 broad areas:

- written communication
- maths/science/technology
- humanities/arts/social sciences

It is important to realise that the GAT applies only to school-assessed tasks (in Art, Visual Communication & Design, Food & Technology, Design & Technology (Metals & Wood)) and not to examinations.

The GAT will also be used in studies with coursework where it will improve the reliability of the statistical moderation process.

Teachers in awarding the original school SAT grades have no knowledge of how students have performed in the GAT and, consequently, student work is graded



solely on the basis of “Criteria for the Award of Grades” for each school-assessed task.

### **Who Has to Sit the GAT?**

All students undertaking a Unit 3 and 4 study must sit the GAT. Students who undertake a Unit 3 & 4 sequence in their first year of VCE (year 11) will need to sit the GAT in each year of their VCE. It is important that students perform as well as they can to ensure reliability of assessments.

### **When is the GAT Scheduled?**

The GAT is incorporated into the June examination period and is held at the same time for all students in the State. The test centre is set up by the College and is supervised by VCAA supervisors.

### **How Does the GAT Work?**

The overall level and spread of scores submitted by a school in each study will be compared with that which would be expected on the basis of the students’ GAT scores. If the school’s distribution of scores is within a specified tolerance band the school’s grades will be confirmed. If they fall outside the tolerance band schools will be required to submit students’ work to the VCAA for review. External assessors will mark the students work. Studies of less than five students will automatically be reviewed.

### **Statistical Moderation**

To ensure comparability of school assessments of coursework from different schools the Board will apply statistical procedures to each group of students in each study. Statistical Moderation compares coursework assessments with examination grades. The GAT will only be used in studies where it improves the reliability of the process. The moderation procedures, applied to each study, set the top moderated score equal to the top examination score and the median and quartiles of the moderated scores equal to the median & quartiles of the examination scores. The moderation process aims to make the mean (average) of the moderated scores as close as possible to the mean of the external scores. The procedure is then applied to the school’s coursework score for each student to obtain their moderated coursework score.

It is important to note that the moderation process does not change the school’s rank order of school-assessed coursework, but may change the level and spread of student scores.

***The most important point for students to note is that initial coursework and school-assessed task scores may be changed as a result of statistical moderation or comparison with the GAT.***

## **Results**

### **Reporting of Student Progress**

#### **Year 11**

At the end of semester 1 (mid-year), and at the end of semester 2, students will receive Unit reports compiled by their Unit teachers. The VCAA will forward a "Statement of Results" in December indicating those Units for which students have gained an "S" or "N".

#### **Year 12**

At the end of Semester 1 students will receive Unit reports as per Year 11. Throughout the year students will receive marks on individual coursework tasks. These marks will provide an indication of student progress. Individual coursework marks will be added to give a total score for coursework in each study. These total scores will then be moderated against the examination grades. Hence, it is important to note that coursework marks are not final and may change as a result of statistical moderation. Similarly, scores received for school-assessed tasks will be monitored using the GAT and may be reviewed by external assessors.

### **Study Scores**

The VCAA issues a VCE results certificate at the completion of the year. Each unit is reported as being completed satisfactorily ("S") or not satisfactorily ("N"). For all Unit 3 & 4 studies, a study score (relative position) is also calculated and is based on scores from coursework or school-assessed tasks and examinations. The maximum study score is 50. The study score indicates how the student performed in relation to others who took the study in the State of Victoria. Study scores of 23-37 indicate a student is in the middle range. A study score above 37 indicates the student is in the top 15 per cent of students in this study. Where the study score is less than 20, the score will be reported as <20.

NOTE: To receive a study score, students must score in at least two of the three assessments (ie. coursework, school-assessed tasks or examinations) in that study and receive "S" for both units 3 & 4 in the same year.

### **(ATAR) – Australian Tertiary Admission Rank**

The ATAR is a student's percentile ranking, giving their comparative placement in the population of all VCE candidates in that year, based on VCE results.

The ATAR ranks students on a scale from 0 to 99.95, in .05 intervals. There are about 20 candidates on each interval. An ATAR of 75.00 = overall result equal to or better than 75% of VCE candidates in that year.

For most courses, having an ATAR is a basic requirement of eligibility for selection for students completing the VCE. Without the ATAR students are not eligible for selection. Since the ATAR is based on coursework, school-assessed tasks or examination grades, it is therefore important that students complete all work to the best of their ability.

An ATAR is only provided to students who have

- satisfactorily completed the VCE;
- VCE study scores in English and at least 3 other 3/4 studies; and
- submitted preferences to VTAC.

The ATAR is derived from the student's study scores in each unit and is calculated by taking into account your score in English, plus your next best three other scores, plus 10% of your 5<sup>th</sup> and 6<sup>th</sup> study scores.

### **(VTAC) - Victorian Tertiary Admissions Centre Procedures**

Early in Term 3 VTAC booklets are available for purchase from Newsagencies. These booklets outline all the University and TAFE courses for the following year. Year 12 students need to purchase these booklets and will be counselled on course selection. Students must ensure all **\*prerequisite studies** and **#special requirements** are fulfilled for both the INSTITUTION AND THE COURSE being selected. Students will then be required to make their selections by internet on the VTAC website by the due date, usually in late September at has a small cost to the student applying.

**\*Prerequisites** are Units which you must have completed satisfactorily before you can be considered for selection into particular Tertiary Courses.

**#Special requirements** are "additional" procedures you must undertake for certain courses. Failure to fulfil a "Special Requirement" will rule you ineligible for that course even if your ENTER is high enough. "Special Requirements" can range from attending an Open Day, completing a Supplementary Information form or attending a Briefing Session. It is important to examine all possible courses you might apply for, **including** those you might add to your list in December, for any "Special Requirements".

### **Is There Any Penalty if I Repeat Year 12?**

There is no penalty for taking more than one year to accumulate studies or for repeating individual studies

## **THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**

The VCAL is a 'hands on' option for students in Years 11 and 12.

Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

There are three VCAL levels – Foundation, Intermediate and Senior – allowing for learning programs to be designed at the right level for students and in a timeframe suited to their learning needs.

The VCAL's flexibility enables students to design a study program suited to them and to select accredited VCE and Vocational Education and Training (VET) modules and units from the following [four compulsory strands](#):

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Students who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE.

### **Requirements for award of the VCAL**

The minimum requirement for award of the VCAL is the accumulation of 10 credits including:

- two credits for VCAL units.
- one credit for literacy and one credit for numeracy.
- one credit for VCAL Personal Development, one credit for work skills and one credit for industry specific skills.
- Six credits at the award level including one credit for literacy and one credit for personal development.

To accumulate a credit students must demonstrate the learning outcomes for the relevant unit as specified in the curriculum-planning guide or study design. Students can do this by maintaining regular attendance and producing and submitting on time, work that is clearly their own and meets the required standard.

## **VOCATIONAL EDUCATION AND TRAINING (VET)**

VET is a nationally recognised training program being provided to senior secondary students throughout Australia. VET can be undertaken as a VET subject or by way of a School Based Apprenticeship.

VET enables students to complete a nationally accredited and industry recognised certificate course while studying for their VCE or VCAL. Generally, students complete a VET course over a two year period in conjunction with their other VCE or VCAL studies.

VET units contribute to satisfactory completion of the VCE, and VET studies at Unit 3 – 4 level make a contribution to the ATAR score, either by way of a study score or as an increment.

Successful students receive both their VCE or VCAL and TAFE certificates.

At Yarrawonga College P-12, in 2017 we are offering the following VET programs:

- Allied Health
- Beauty Services
- Building and Construction (Carpentry)
- Engineering Studies
- Hairdressing (Salon Assistant)
- Hospitality
- Music Industry (Performance)
- Sport and Recreation

There will be a cost associated with VET courses to cover the auspicings and delivery fees charged by TAFE and any materials cost.

A range of other certificates can be completed by way of a School Based Apprenticeship.

## **School Based Apprenticeships**

The School Based Apprenticeship Program for secondary school students is open to students 15 years of age or over who are permanent residents of Australia. The program involves the student undertaking their VCE or VCAL as well as being employed and trained under the following arrangements:

- Studies selected by student
- A training agreement registered with the Office of Employment, Training and Tertiary Education (ETTE)
- A negotiated training program leading to a nationally recognised qualification
- Paid work under some form of industrial agreement that endorses Part-time Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA)

School Based Apprenticeship programs generally provide the same contribution to the VCE or VCAL as their related VET in the VCE programs. That is, students enrolled in School Based Apprenticeships gain units towards satisfactory completion of the VCE and at Unit 3-4 level make a contribution to the ATAR by way of an increment.

The following School Based Apprenticeships are examples of programs previously approved for the VCE. This list is provided to illustrate the range of options available. Please be aware, this is an area subject to constant change in availability and in certificate details.

- Certificate II in Agriculture
- Certificate II in Allied Health Assistance
- Certificate II and III in Automotive (a range of options within these)
- Certificate II in Business (Office Administration)
- Certificate III in Community Services (Aged care or Community Work)
- Certificate II in Engineering Production
- Certificate II in Food Processing (General Foods, Dairy Processing, Fruit and Vegetables, Confectionary) OR (Retail Baking) OR (Wine)
- Certificate II in Horticulture
- Certificate II in Hospitality (operations)
- Certificate III in Information Technology (General) OR (Software Applications) OR (Network Administration)
- Certificate II in Retail Operations
- Certificate II in Sport and Recreation (Fitness or Community Recreation or Outdoor Recreation or Career Oriented Participation or Sport Officiating)
- Certificate II in Seafood Industry (Aquaculture or Fishing Operations or Seafood Processing or Sales & Distribution)

## **WORK PLACEMENT**

Students have the opportunity to complete a work placement for one day per week with an employer, whilst also completing their VCE or VCAL.

The aim of the Work Placement Program is to introduce students to the work place and attempt to assist them develop a specific vocational focus.

Work Placement can be a valuable experience for many students, providing quite different outcomes for different students. Some of the positive outcomes of work placement over the years have been:

- The program provides students with an opportunity to gain skills and knowledge in the job
- The program often leads to full time employment, or part time employment.
- The program assists students in deciding what they want to do when they leave school
- The program often places a student's school studies in perspective and they tend to be more motivated and perform better at school
- The program helps to maintain a student's interest in their schooling
- The program highlights the need for education if students are to pursue certain careers

Students, who select to undertake Work Placement, need to select a VET subject, the VCE unit Industry and Enterprise, or VCAL Work Skills. This allows students to get credit for their work placement as a major component of these units is the work placement. This also enables the student to complete one day per week of work with minimum disruption to their other studies.

The student is required to complete a logbook as part of the program and will receive an Employer's report at the end of each semester.

It is the responsibility of the student to investigate and find a suitable and agreeable employer as soon as is possible, although the College can provide assistance with this where required. Students are employed under the Structured Work Placement arrangements.

## **UNIT DESCRIPTIONS**

### **Accounting**

*(At the unit 1 & 2 level this may be run in conjunction with Business Management, depending on student interest; i.e. one unit of each)*

#### **Unit 1: Establishing and operating a service business**

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

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

#### **Unit 2: Accounting for a trading a business**

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

#### **Unit 3: Recording and reporting for trading businesses**

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

#### **Unit 4: Control and analysis of business performance**

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.



## **Australian and Global Politics**

### **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. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy.

### **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'

## **Australian Politics Units 3 and 4**

### **Unit 3: Evaluating Australian democracy**

This unit provides an overview of the operation of Australian democracy. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses. The Australian political system is then compared with one other contemporary democratic nation.

### **Unit 4: Australian public policy**

This unit focuses on Australian federal public policy formulation and implementation.

## **Global Politics Units 3 and 4**

### **Unit 3: Global actors**

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

### **Unit 4: Global challenges**

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

## **Biology**

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

Students are introduced to some of the challenges to an organism in sustaining life. They examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### **Unit 2: How is continuity of life maintained?**

Students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

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

Students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. They consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the

DNA molecule and applying biotechnologies is explored for both the individual and the species.

## **Business Management**

*(At the unit 1 & 2 level this may be run in conjunction with Accounting, depending on student interest; i.e. one unit of each*

### **Unit 1: Planning a business**

This unit focuses on how businesses are formed and the process of developing a business idea including the planning involved to develop the idea into a business reality. The external and internal factors affecting the operations of a business are considered.

### **Unit 2: Establishing a business**

Unit 2 focuses on establishing a business following the planning stage and involves governance requirements as well as making decisions about staffing the business and establishing a customer base.

### **Unit 3: Managing a business**

Unit 3 focuses on the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

### **Unit 4: Transforming a business**

Unit 4 focuses on the business's need to adapt and change to meet their objectives. The need to review data to determine performance and then develop strategies to manage change in the most effective way is considered.

## Chemistry

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.

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

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in.

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

### **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. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

## **Computing**

### **Unit 1**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

### **Unit 2**

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

### **Unit 3: Informatics**

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students complete the first part of a project where they frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis.

### **Unit 4: Informatics**

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of

data and information and to optimise the handling of information.

## **Drama**

### **Unit 1**

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.

### **Unit 2**

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. Student knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

### **Unit 3**

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### **Unit 4**

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

## **English**

### **Unit 1**

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

### **Unit 2**

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

### **Unit 3**

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

### **Unit 4**

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

## **Food and Technology**

### **Unit 1: Food origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

### **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

### **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

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

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.



## **Geography**

*(At the unit 1 & 2 level this may be run in conjunction with Outdoor and Environmental Studies, depending on student interest; i.e. one unit of each)*

### **Unit 1: Hazards and disasters**

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

### **Unit 2: Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

### **Unit 3: Changing the land**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided

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

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. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

## **Health and Human Development**

### **Unit 1: The health and development of Australia's youth**

This unit focuses on the health and individual human development of Australia's youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. In this unit students identify issues that impact on the health and individual human development of Australia's youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

### **Unit 2: Individual human development and health issues**

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The health and individual human development of mothers and babies, children and adults can vary considerably and is influenced by a range of determinants. Students will investigate health issues in detail, and analyse personal community and government strategies that impact on health.

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

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease and health adjusted life expectancy. Despite Australia's good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to physical environments, biological, behavioural and social determinants of health. Funding for the Australian health system involves is also investigated.

### **Unit 4: Global health and human development**

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990) The United Nations (UN) human development work is encapsulated in the Millennium Development Goals, where the world's countries have agreed to a set of measurable goals and targets. A significant focus of the Millennium Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development.

## **History**

*(At the unit 1 & 2 level this may be run in conjunction with Australian and Global Politics, depending on student interest; i.e. one unit of each)*

### **Unit 1: Twentieth century history 1918–1939**

In this unit students explore the nature of political, social and cultural change in the period between the world wars.

### **Unit 2: Twentieth century history 1945–2000**

In this unit students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

### **Unit 3 & 4: Australian history**

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

### **Unit 3 and 4: Revolutions**

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order. Students study two of the following revolutions, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

## **Legal Studies**

### **Unit 1 – Criminal Law in Action**

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime.

### **Unit 2 – Issues in Civil Law**

Students examine the rights that are protected by civil law, as well as obligations that laws impose. Students also examine methods of dispute resolution and evaluate their effectiveness.

### **Unit 3 – Law-Making**

This unit focuses on the institutions, which determine laws, and the processes by which laws are made.

### **Unit 4 – Resolution and Justice**

This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures, which operate within the legal system.

## **Literature**

### **Unit 1: Approaches to literature**

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### **Unit 2: Context and connections**

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

### **Unit 3: Form and transformation**

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

### **Unit 4: Interpreting texts**

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

## **Media**

### **Unit 1: Representation and technologies of representation**

This unit involves the study of the implications of media technology for the individual 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, and the creative and cultural implications of new media technologies.

### **Unit 2: Media Production and the media industry**

Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. 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**

The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. Students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

### **Unit 4: Media process, social values and media influence.**

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

## **Mathematics**

### **Units 1 and 2: Foundation Mathematics**

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

### **Units 1 and 2: General Mathematics**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. General Mathematics provides a basic and general maths course for students. Those who wish to pursue Mathematics at Year 12 would continue with Further Mathematics.

### **Unit 1 and 2: Mathematical Methods**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. These units are designed in particular as preparation for Mathematics Methods Units 3 and 4. This level of Mathematics is suitable for strong students of Mathematics and generally those wishing to pursue health, engineering, science, maths and commerce based courses at University.

*Before selecting a Mathematics unit, students should consult with their Maths teacher and discuss their maths choice when completing course counselling regarding prerequisite subjects for TAFE and university courses.*

### **Units 3 and 4: Further Mathematics**

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

### **Unit 3 and 4: Mathematical Methods**

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. The areas of study are 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'. Students must have completed Methods Units 1 and 2, in order to attempt units 3 and 4.

### **Unit 3 and 4: Specialist Mathematics (*Students must also study Maths Methods*)**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'.

*The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems and computer algebra systems.*

## **Outdoor & Environmental Studies**

*(These units involve camps as well as a number of field trips. Students need to be aware of the cost and time commitments and the expectation that they catch up on missed work.)  
(At the unit 1 & 2 level this may be run in conjunction with Geography, depending on student interest; i.e. one unit of each)*

### **Unit 1**

This unit focuses on human relationships with the natural environment, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

### **Unit 2**

This unit focuses on the impact of human interaction on nature and nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. State and local conservation policies and legislation are also studied.

### **Units 3 and 4**

In these units concepts related to the ecological, historical and social contexts of the relationships between Australians and the outdoor environment are investigated. Strategies for use now and in the future and the competing interests of various groups are studied. Students experience outdoor environments as a basis for their comparisons.



## **Physical Education**

### **Unit 1: The human body in motion**

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

### **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. Students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

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

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. 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 consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

## **Physics**

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

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students also study one of twelve options, astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

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

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

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

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

## **Product Design and Technology (Textiles)**

### **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. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer. Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

### **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. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

## **Psychology**

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

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

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

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

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

## **Studio Arts**

### **Unit 1: Studio inspiration and techniques**

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

### **Unit 2: Studio exploration and concepts**

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

### **Unit 3: Studio practices and processes**

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

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

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

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

## **Visual Communication and Design**

### **Unit 1: Introduction to Visual communication**

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

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

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. The design process is applied in developing visual communication solutions to set tasks.

### **Unit 3: Design thinking and practice**

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

### **Unit 4: Design development and presentation**

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief, students further research or idea generate when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

### **Year 11 VCAL Literacy**

In this unit students will develop skills and knowledge to read and write a range of texts on everyday subject matter which is relevant to their pathways, for use in the work place and everyday life. Students will participate in a range of oral communication tasks that will enhance their confidence and their oral language skills in preparation for the workforce.

### **Year 12 VCAL Literacy**

In this unit students will continue to develop skills and knowledge to read and write a range of complex texts on everyday subject matter which is relevant to their pathways, for use in the work place and everyday life. Students will participate in a range of complex oral communication tasks that will enhance their confidence and their oral language skills in preparation for the workforce.

### **Year 11 VCAL Numeracy**

Students will develop competence in everyday numeracy skills that they will use in the work place, their daily lives and the community. Topics will include basic number skills, such as mathematical operations, percentages, fractions, ratios and measurement. Students will apply this knowledge to the work place pathway of their choice, and will engage in a range of tasks, problem solving activities and project based work.

### **Year 12 VCAL Numeracy**

Students will continue to develop fluency in basic mathematical concepts as well as explore relevant maths beyond its everyday use, via project based work. Senior numeracy also introduces students to formal areas of mathematical study. Topics include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

### **VCAL Work related Skills**

The purpose of the Work related skills units is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The development of employment competencies within these units as well as participation in work placement provides students with a capacity to consider and choose from a range of pathways. Areas covered in these units include communication, teamwork, problem solving, technology, initiative and enterprise, planning and organising, self management and learning.

### **VCAL Personal Development Skills**

The purpose of the Personal Development Skills units is to develop skills, knowledge and attitudes that lead towards development of Social Responsibility, building teams, Community building, civic responsibility and participation, self confidence and self esteem. The planning and participation in a range of community based projects allows students to develop a range of competencies for effective participation in a democratic society.

## **Certificate III in ALLIED HEALTH ASSISTANCE (COURSE CODE HLT33015)**

This course is ideal if you are wanting to start a career in the health field. At this level you will get a taste of the health sector and operate under the direct supervision of a health professional.

This two-year course reflects the current industry expectations for the delivery of industry related training. The course will equip the student with information relevant to recent industry knowledge regarding safety, communications, environmental awareness and best practice.

The Certificate III in Allied Health Assistance is the key pathway to work as a support for Allied Health professionals, helping to implement patients' rehabilitation or maintenance therapy programs. This course is relevant to a wide range of health environments including hospitals, physiotherapy and occupational therapy and allied health practice settings.

Students who successfully complete this course are eligible for a Certificate in recognition of their studies. Part completion will generate a Statement of Attainment. The course also provides other opportunities for future studies and employment in the Health Industry.

This qualification is made up 8 core units and 3 elective units which include but are not limited to:

- Maintain a high standard of service
- Work with diverse people
- Recognize healthy body systems
- Participate in workplace health and safety
- Interpret and apply medical terminology appropriately
- Assist with movement
- Provide First Aid

### **ATAR Contribution**

Students who receive a Units 3 and 4 sequence for the VCE VET Health program in 2016 will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

### **Structured Workplace Learning**

***A minimum of 80 hours on the job clinical placements is a required element of the course. The timing of these placements are arranged by negotiation.***



## **VET Beauty Services**

Students undertaking Beauty Services through Yarrowonga College P-12 will be enrolled Certificate III in Beauty Services and work towards partial completion of this certificate. Certificate III in Beauty Services is a national qualification and leads directly into Certificate IV in Beauty Therapy. This course is for people who want to work as beauticians in a retail beauty salon environment.

Certificate III is made up of 9 core units and 4 elective units.

Examples of units of competence that may be covered over the 2 year program include:

- Work effectively in a retail environment
- Apply safe work practices
- Communicate in the workplace
- Demonstrate retail skin care products
- Design and apply makeup
- Provide manicure and pedicure services
- Work within nail services framework
- Apply nail art
- Provide lash and brow services
- Advise on beauty products and services
- Provide waxing services
- Research and apply beauty industry information
- Conduct salon financial transactions
- Provide salon services to clients

Students will gain credit towards the VCE or VCAL under the block credit arrangement where 90 hours of competencies will equate to one unit or credit.

## **Certificate II in Building and Construction (Carpentry)**

Certificate II in Building and Construction provides students with the opportunity to gain skills and knowledge required to gain an apprenticeship in the Carpentry sector of the building and construction industry. Students who undertake Certificate II in Building and Construction can achieve credit for 4 VCE units as well as working towards completion of a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of a 10% increment.

### **Possible competencies covered include:**

- Work safely in the construction industry
- Workplace safety and site induction
- Building structures
- Calculations for the construction industry
- Prepare for work in the construction industry
- Communication skills for the construction industry
- Introduction to scaffolding and working platforms
- Leveling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace document and plans
- Carpentry hand tools
- Carpentry power tools
- Basic setting out
- Wall framing
- External Cladding
- Basic environmental sustainability in carpentry

Students will be involved in a number of practical activities and projects as part of the learning process.

## **Certificate II in Engineering Studies**

Certificate II in Engineering Studies aims to provide students knowledge and skills that will enhance their employment prospects in engineering related industries. Students who undertake Certificate II in Engineering Studies can achieve credit for 4 VCE units as well as achieving a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of scored assessment. Certificate II in Engineering Studies provides a pathway for students into an engineering apprenticeship.

### **Possible competencies covered could include:**

- Apply principles of Occupational Health & safety in the work environment
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques
- Use computers for engineering related work activities
- Perform basic computational principles in engineering work activities
- Use hand tools
- Use power tools / hand held operation
- Produce basic engineering sketches and drawings
- Use engineering concepts to plan the manufacture of engineering components
- Handle engineering materials
- Produce basic engineering components and products using fabrication and machining
- Additional elective units

Students will be involved in a number of practical activities and projects as part of the learning process.

## **VET Hairdressing**

Students undertaking Hairdressing through Yarrawonga College P-12 will be enrolled in Certificate II in Salon Assistant. Certificate II in Salon Assistant has been designed as a preparatory qualification for further training in the Hairdressing industry. It is aimed at those wishing to develop skills and knowledge relevant to and begin working towards a career in the Hairdressing industry.

To gain Certificate II in Salon Assistant, students need to demonstrate competency in the eight core units and four elective units

Units of Competence that may be covered over the 2 year program include:

- Contribute to health and safety of self and others
- Provide shampoo and basin services
- Provide head, neck and shoulder massages for relaxation
- Apply hair colour products
- Dry hair to shape
- Braid hair
- Maintain and organise tools, equipment and work areas
- Research and use hairdressing industry information
- Rinse and neutralise chemically restructured hair
- Conduct salon financial transactions
- Greet and prepare clients for salon services
- Recommend products and services
- Comply with organisational requirements within a personal services environment
- Communicate as part of a salon team
- Receive and handle retail stock
- Produce visual merchandise displays
- Sell to the retail customer

Successfully completed units can be credited to the theory component of a hairdressing apprenticeship or Certificate III in Hairdressing. Students will also gain credit towards the VCE or VCAL under the block credit arrangement where 90 hours of competencies will equate to one unit or credit.

## **VCE VET Hospitality**

The VCE VET Hospitality program is designed as a two year program drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry

The VCE VET Hospitality program aims to:

- provide participants with the knowledge and skills reflective of the hospitality industry
- allow students to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Upon successful completion of the relevant units of competence, students undertaking the VCE VET Hospitality course through Yarrawonga College P-12 will:

- be eligible for completion of the SIT20312 Certificate II in Kitchen Operations
- have gained recognition for a minimum of two VCE units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Units of competence undertaken as part of the Kitchen Operations stream will include:

BSBWOR203B	Work effectively with others
SITHCCC102	Prepare simple dishes
SITHIND201	Source and use information on the hospitality industry
SITXFSA101	Use hygienic practices for food safety
SITXINV202	Maintain the quality of perishable items
SITXWHS101	Participate in safe work practices
SITHCCC101	Use food preparation equipment
SITHCCC201	Produce dishes using basic methods of cookery
SITHKOP101	Clean kitchen premises and equipment
SITHCCC202	Produce appetisers and salads
SITHCCC203	Produce stocks, sauces and soups
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes
SITHCCC207	Use cookery skills effectively
SITXINV301	Purchase goods

## **VCE VET Music**

Students undertaking VET Music through Yarrawonga College P-12 will be enrolled in Certificate III in Music Industry (Performance). This certificate provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry.

To gain Certificate III in Music Industry (Performance), students need to demonstrate competency in 4 core units and 7 elective units

Units of Competence that may be covered over the 2 year program include:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Make a music demo
- Develop improvisation skills
- Develop and maintain stagecraft skills
- Perform music as part of a group
- Perform music as a soloist
- Develop ensemble skills for playing or singing music
- Develop technical skills in performance
- Prepare for performances
- Notate Music

Students wishing to receive an ATAR contribution for a Units 3 and 4 sequence from VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

## **Certificate II in Sport and Recreation**

The Sport and Recreation course develops the fundamental skills for students to seek a career in the sport and recreation industry. Students will engage in activities that relate to the development of client services, knowledge within the sport and recreation industry and OH&S issues.

Students need to demonstrate competence in a number of units which may include

- Apply first aid
- Follow Occupational Health and Safety policies
- Organise and complete daily work activities
- Respond to emergency situations
- Work effectively in a sport and recreation environment
- Apply anatomy and physiology principles in a fitness context
- Apply legal and ethical coaching practices
- Apply point of sale handling procedures
- Assist in conducting tennis activities for beginner players
- Assist in preparing and conducting sport and recreation sessions
- Coach junior players to develop fundamental perceptual motor skills
- Demonstrate basic cycling skills
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigational skills in a controlled environment
- Develop a travel and accommodation plan
- Implement sport injury prevention
- Interpret and apply the rules of tennis
- Maintain sport and recreation equipment for activities
- Maintain sport and recreation facilities
- Minimise environmental impact
- Monitor entry to a venue
- Monitor pool water quality
- Organise and maintain work areas
- Participate in conditioning for golf
- Perform basic water rescues
- Perform the intermediate skills of Australian Football
- Provide customer service
- Reflect on professional coaching role and practice
- Teach foundation netball skills
- Teach fundamental basketball skills