



YARRAWONGA COLLEGE P-12
Dream Believe Succeed

VCE, VCAL & VET Handbook

2021

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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. On occasions where a student does arrive late to class, they should provide a note 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, eg. folio 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 including a Unit 3 and 4 sequence.
- 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 5th and 6th 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 2021 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
- Sport and Recreation (Watercraft)

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: The role of Accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision-making for a trading a business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Resording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and 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 and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

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

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

Unit 2: Establishing a business

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

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

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

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 are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology

Unit 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. Students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3: Data analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

Students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations.

Unit 4: Data analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and 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 Studies

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: Understanding health and wellbeing

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

Unit 2: Managing health and development

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

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4: Global health and human development

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

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 – Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2 – Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3 – Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4 – The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

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: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

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

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.)

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students gain insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments

In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Units 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Units 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments

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: Sustainable product redevelopment

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

Unit 2: Collaborative design

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

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 design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students 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 within design fields

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 also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

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 of 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

ATAR Contribution

Students wishing to receive an ATAR contribution for the scored Units 3 and 4 sequence in VCE VET Health 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. Where a student elects not to receive a study score no contribution to the ATAR will be available for these units.

Students who receive a Units 3 and 4 sequence from electives outside the scored program may be eligible for an increment towards their ATAR. Increments for unscored VCE VET programs are calculated using 10% of the fourth study score 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

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.

To undertake this course, students are required to purchase a beauty kit. In recent years, the cost of this kit has been approximately \$800.

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.

To undertake this course, students are required to pay a materials, equipment and auspicings contribution of approximately \$200.

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.

To undertake this course, students are required to pay a materials, equipment and auspicings contribution of approximately \$200.

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 coursework tasks, and an end of year examination. 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 legal and ethical coaching practices
- Assist in preparing and conducting sport and recreation sessions
- Coach junior players to develop fundamental perceptual motor skills
- Implement sport injury prevention
- Maintain sport and recreation equipment for activities
- Maintain sport and recreation facilities
- Organise and maintain work areas

To undertake this course, students are required to complete a First Aid course at a cost of approximately \$150.

Certificate III in Sport and Recreation (Watercraft)

This course will help you turn your passion for the aquatics into a rewarding career. You will learn practical skills including how to plan and conduct aquatic sessions, select and maintain personal watercraft and safely operate a mechanically powerful recreational boat. The course is designed for those wishing to further their knowledge in the sport and recreation industry in various roles. After gaining the Certificate III in Sport and Recreation, students may wish to undertake further study in the Diploma of Sport Development.

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

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations
- Organise work schedules
- Perform Deep water rescues
- Demonstrate simple personal water craft skills
- Demonstrate basic sailboarding skills in controlled conditions
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and conduct programs
- Conduct basic warm-up and cool down programs
- Educate user groups
- Develop and update knowledge of coaching practices
- Instruct advanced personal water craft riding skills
- Select and maintain a personal watercraft
- Safely operate a mechanically powered recreational boat

This course involves camps and field trips. Students need to be aware of the time commitments and the expectation that they catch up on missed work.

There are a number of additional cost associated with this course including excursion costs, fuel levies, licencing fees etc. These additional costs are expected to total around \$774. Students undertaking this course will be required to pay these costs.