MOOROOLBARK
COLLEGE

SENIOR SCHOOL

Administrative & Course Handbook

MOOROOLBARK
COLLEGE
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www.mooroolbarkcollege.vic.edu.au

Dear Student, Parents & Guardians,

Welcome to the Senior School at Mooroolbark College.

In VCE you have the opportunity to make choices about the courses of study which will help you achieve your Victorian Certificate of Education (VCE) or Vocational Major (VM).

The information in this Handbook will help guide you in these choices by providing information about the diverse range of programs and subjects offered. The Vocational Education and Training (VET) opportunities as well as the VCE and VCE-VM courses are explored in detail, including outlines of what is required to be successful in each course. A summary of each VCE unit is also outlined.

Many of the requirements of VCE/VCE-VM are set by the Victorian Curriculum and Assessment Authority (VCAA). The House and Pathways team, along with the VCE Coordinator are your guides to support you in choosing your course of studies.

It is imperative that you read this Handbook carefully as the choices you are about to make are important ones and should not be made lightly. Remember that experienced House and Pathways Leaders are never further than a request away and that the goal we share is the same - successful completion of your secondary education.

Yours sincerely,

MATTHEW COGHLAN	***SARAH COGHLAN***	***JAMES TAYLOR***	***ANN STRATFORD***
Director of Curriculum	***Student Services Leader***	***Senior School Leader***	***Principal***

Table of Contents

SUPPORTING STUDENT DIVERSITY AND AGENCY

In line with the Equal Opportunity Act 2010 and the 'Minimum Standards for School Registration' as set out by the Victorian Registration and Qualifications Authority, Mooroolbark College adheres to the following:

The programs of, and teaching in, a registered school must support and promote the principles and practice of Australian democracy, including a commitment to—

(a) elected government; and
(b) the rule of law; and
(c) equal rights for all before the law; and
(d) freedom of religion; and
(e) freedom of speech and association; and
(f) the values of openness and tolerance.

Nothing in this clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a registered school under a law of the State or of the Commonwealth.

Schedule 4 clause 1 of the Education and Training Reform Regulations 2017

SCHOOL INJURIES AND INSURANCE

Parents and Guardians are reminded that the Department of Education and Training does not provide personal accident insurance or ambulance cover for students. We would recommend families check their ambulance cover as the school will put student health and safety as the number one priority in an emergency.

Parents/guardians of students, who do not have student accident insurance, are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs.

Parents/guardians can purchase insurance policies from commercial insurers but we are not in a position to recommend any particular product.

An Ambulance will be called for medical emergencies.

Also, a reminder to parents/guardians that the Department does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property.

Students are provided with access to a locker but must supply their own lock and to not share their locker or provide access to any other student. All lockers are located in view of the CCTV system but the College and DET cannot take responsibility for any loss.

MATTERS FOR YOUR CONSIDERATION

NON-SCHOOL VACATION DAY

Parents are requested to discuss unavoidable planned long-term absences with their student's House/Cluster Leader well ahead of time so that appropriate work can be arranged. School work otherwise missed may not be credited. It is recommended that parents do not plan long term holidays in school time.

HOMEWORK

Mooroolbark College has developed a Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

This approach is implemented in line with the Mooroolbark College Homework Policy available on the school's website.

YEAR 11 SEMESTER EXAMINATIONS

Students at Year 11 will sit semester examinations in all subject areas. The conditions of examinations in will be in line with the Mooroolbark College Examination Policy and Assessment and Reporting Guideline. Year 11 students will complete exams at the conclusion of Semester 1 and Semester 2 studies. The academic calendar outlines the dates for Semester 1 and Semester 2 exams annually.

COLLEGE PLANNER, CURRICULUM CONTRIBUTIONS, BOOKLISTS AND EXCURSIONS

All students will receive a 'Mooroolbark College' Planner at the beginning of the school year. This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. This Planner is a means of communication.

2025 Parent Payment Arrangements will be available mid/late Term 4. Curriculum Contributions can be paid in full or instalment via Compass. Families are also welcome to pay via BPAY, credit card, cheque or cash in personal at Reception.

Technology subjects (both care and electives) such as Food Technology, Product Design and Woodwork/Metalwork/Textiles may also attract a "Subject Levy". This levy has been set to help cover associated costs of materials and equipment that are provided to all students (food/ingredients, wood/metal/plastic products, textile materials, fabric, equipment and machine upkeep/maintenance etc). Subject Levies will be payable via Compass Events at the beginning of each Semester.

There is an expectation that students purchase the required textbooks and requisites listed in the booklist for specific subjects. The 2025 Booklist will be available in mid/late Term 4. Students also need to ensure that they have adequate printing credits to meet the requirements of the course.

Mooroolbark College offer an extensive camps and excursion program. Transport to sporting venues outside the College as part of the Interschool Sports Program and involvement in extra-curricular activities such as excursions, camps, outdoor education, and instrumental music lessons, will require students to pay an additional charge. These extra-curricular opportunities are offered on a user-pays basis.

SENIOR SCHOOL EDUCATIONAL PATHWAYS TEAM

For assistance when planning your Senior Studies Course, we encourage you to contact any of our Team.

James Taylor
Senior School Leader

Andy U'ren
VCE Coordinator

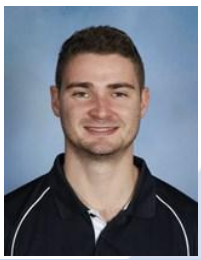
Mandy Varone
Senior School/ Pathways Admin

Naomi Hocking
VET Coordinator

Sarah Coghlan
Student Services Leader

Leilani Foleti
Cluster Leader
Baan 1,2,3

Rachel Farrell
Cluster Leader
Baan 4,5,6



David Quinn
House Leader
Baan 7,8,9

Sylvia-Jade Tandberg
Pathways advisor
Baan

Sarah Garnaut
House Leader
Darrang 1,2,3

Jenny Roberts
Cluster Leader
Darrang 4,5,6

Jasmine Evans Cluster Leader
Darrang 7,8,9

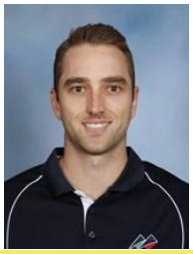
Kristi Harris
Pathways Advisor
Darrang

Tracey Leicester
House Leader
Biik 1,2,3

Aaron Cross
Cluster Leader
Biik 3,4,5

Lucas Unland
Cluster Leader
Biik 7,8,9

Alyce Bailey
Pathways Advisor
Biik



Jordan Roth
Cluster Leader
Ngawan 1,2,3

Rhonda Harker
Cluster Leader
Ngawan 4,5,6

Matthew Bell
House Leader
Ngawan 7,8,9

Eva Woodward
Pathways Advisor
Ngawan

SUBJECT SELECTION GUIDE

This guide contains general information and unit descriptions for the VCE/VCE-VM. Students intending to undertake a Year 11 & 12 course at Mooroolbark College and their parents are advised to use the information and advice contained in this guide to assist them in deciding on an appropriate Senior Studies program.

You are strongly encouraged to check the following websites for further information.

Victorian Curriculum and Assessment Authority (VCAA)
The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VCE-VM and VET units: www.vcaa.vic.edu.au

Rules and Regulations of VCE, VCE-VM and VET: https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx

Victorian Tertiary Admissions Centre (VTAC)
VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions. Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account. Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and review tertiary education options through the coursesearch. For more information, go to www.vtac.edu.au

The Course Selection Process
This guide has been developed to support the Senior School subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

Course Counselling
Students will be allocated an appointment time for the dates of Course Counselling. They will meet with their Cluster Coordinator and Pathways Advisor to discuss program options. The VET Coordinator will be available for students who wish to obtain further information about VET subjects.

- **Year 11 into Year 12 Optional Course Counselling: 30th July, 2024**
- **Year 10 into Year 11 Course Counselling: 1st August, 2024**

These are very important dates. It is during this time that Year 10 and Year 11 students will select the course of study they plan to undertake in 2025.

2025 Orientation
During Term 4 all Senior School students will participate in a compulsory orientation program in preparation for the 2023 school year. Students will attend the subjects they have chosen or been allocated to.

2025 Year 12 VCE and VCE-VM: 18th November until 29th November 2024
2025 Year 11 VCE and VCE-VM: 2nd December until 6th December 2024

There will be study sessions run, along with year level assemblies during these orientation days. Orientation counts towards students' attendance (95% VCE and 80% VCE-VM) and work to be completed over the holidays will be issued, with teachers checking the first lesson back.

2025 SENIOR SCHOOL STRUCTURE

All senior secondary students at Mooroolbark College fulfill the requirements for the Victorian Certificate of Education (VCE). Students have the option to enroll in either the standard VCE or the VCE Vocational Major program. While both pathways lead to the attainment of a Victorian Certificate of Education, they offer distinct educational opportunities. For additional guidance, students are encouraged to consult with the Pathways Team.

Successful completion of the VCE

VCAA Requirements for satisfactory completion of the VCE

The Victorian Certificate of Education will be awarded to students who satisfactorily complete at least sixteen (16) units with:

- A minimum of three (3) English Group Units where two (2) Units being a 3 & 4 sequence
- With at least three (3) Units 3 and 4 sequences in studies other than English
- Of the 16 Units, 4 can be from a VET

Satisfactory completion of a unit is based upon completion of all Learning Outcomes, specified for that unit. Decisions as to whether these have been satisfactorily completed are made by the College in accordance with the Victorian Curriculum and Assessment Authority (VCAA).

A Vocational Education and Training (VET) certificate can be incorporated into a VCE course and generally counts as four (4) units of study.

Successful completion of the VCE-VM

VCAA Requirements for satisfactory completion of the VCE-VM

The Victorian Certificate of Education Vocational Major will be awarded to students who satisfactorily complete a minimum of 16 units, including:

- 3 VCE-VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE-VM Numeracy or VCE Mathematics units
- 2 VCE-VM Work Related Skills units
- 2 VCE-VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VCE-VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

DEVELOPING A VICTORIAN CERTIFICATE OF EDUCATION (VCE) PROGRAM

THE VICTORIAN CERTIFICATE OF EDUCATION

Structure of VCE Subjects

Each study (or subject) has four units. Each unit operates for one Semester and consists of two or three outcomes.

To complete the entire study (Units 1 – 4) requires a minimum of two years of study.

Each unit has a specific focus for example:

Study/Subject

VCE - Health and Human Development

Each Study/Subject has four units

Unit 1 – The Health and Development of Australia's youth
Unit 2 – Individual Human Development and health issues
Unit 3 – Australia's health
Unit 4 – Global Health and Human Development

VCE at Mooroolbark College

At Mooroolbark College, students are required to study twenty-two (22) Semester units to contribute to their VCE.

Units One and Two are generally studied at a Year 11 level where students are enrolled in twelve units (6 each Semester). Units Three and Four are generally studied at Year 12 level where students are enrolled in ten units (5 each Semester). All VCE programs must include English Group studies (either English, English Language or Literature) in both Year 11 and Year 12.

Students also have access to a wide range of VET certificates through the Yarra Valley VET Cluster and TAFE Institutions.

There are no restrictions on the choice of the remaining units. VCE students must study a full load. Six studies in Year 11 and five in Year 12.

Movement from VCE to VCE-VM

It is only possible if the VCE student is studying a VET unit. Students unsure of whether they wish to undertake VCE or VCE-VM **must select a VET** subject to ensure that they can move into VCE-VM should there be places available.

VOCATIONAL EDUCATION AND TRAINING – VET (TAFE COURSE)

These courses will provide students with dual qualifications. After two years of VCE students will have both the VCE and a TAFE Certificate. At the completion of Year 12 and two years of the VET certificate, a pathway may exist directly into the relevant Certificate IV, Diploma or into employment.

Students interested in studying a VET certificate will enrol in both the VCE and the VET certificate. The VCE units will be studied at Mooroolbark College in normal school hours and the VET components may be completed as either an extended school day, during school holidays or on one full day per week at TAFE.

Enrolments in the TAFE units begin during September, so students interested must see the VET Co-ordinator immediately. It is a commitment from the beginning and not something that can be added later. All transport arrangements, enrolment and material fees are the responsibility of the student and their family.

POSSIBLE VCE COURSE STRUCTURES

A VCE course can be structured to meet the needs of the individual student. Therefore there are many combinations of subjects which are possible. To ensure all students choose a course which is best designed to meet their needs all students receive course counselling.

Some possible scenarios are explored in the following courses.

Free choices can be substituted with any subject

A VCE course studied over two years

	English Group Choice	**Free Choice**	**Free Choice**	**Free Choice**	**Free Choice**	**Free Choice**
Year 11	Units 1 & 2 English	Units 1 & 2 Biology	Units 1 & 2 Business Management	Units 1 & 2 General Mathematics	Units 1 & 2 Psychology	Units 1 & 2 Health & Human Development
Year 12	Units 3 & 4 English	Units 3 & 4 Biology	Units 3 & 4 Business Management	Units 3 & 4 General Mathematics	Units 3 & 4 Psychology	

Things to note about this course

- English rather than Literature or English Language has been chosen
- By choosing to study General Maths at Year 11 the student's Mathematics choice can only be General Mathematics in Year 12

In Year 12, students study one less subject. This is often a difficult choice for the student.

A VCE course with a Vocational Education and Training (VET) certificate

	English Group Choice	**VET Certificate**	**Free Choice**	**Free Choice**	**Free Choice**	**Free Choice**
Year 11	Units 1 & 2 English	Units 1 & 2 VET – Hospitality	Units 1 & 2 General Maths	Units 1 & 2 Accounting	Units 1 & 2 Physical Education	Units 1 & 2 Design and Technology
Year 12	Units 3 & 4 English	Units 3 & 4 VET – Hospitality		Units 3 & 4 Accounting	Units 3 & 4 Physical Education	Design and Technology Units 3 & 4

Things to note about this course

- This course contains a Vocational Education and Training certificate (TAFE) which contributes to the VCE as four (4) units.

A VCE course for students who studied a VCE study in Year 10

	English Group Choice	**Free Choice**	**Free Choice**	**Free Choice**	**Free Choice**	**Free Choice**
Year 10		Units 1 & 2 Legal Studies				
Year 11	Units 1 & 2 Literature	Units 3 & 4 Legal Studies	Units 1 & 2 Art: Making & Exhibiting	Units 1 & 2 General Mathematics	Units 1 & 2 Music	Units 1 & 2 Physical Education
Year 12	Units 3 & 4 Literature		Units 3 & 4 Art: Making & Exhibiting	Units 3 & 4 General Mathematics	Units 3 & 4 Music Contempory Performance	Units 3 & 4 Physical Education

Things to note about this course

- Literature rather than English has been chosen as the English Group requirement
- Students who begin studying a VCE subject in Year 10 will generally finish the study at a Unit 3 and 4 levels in Year 11. As a result the student can continue with all the remaining subjects in Year 12
- This student will study six (6) sequences at a Unit 3 & 4 level

A VCE course for students who wish to study two English subjects

	English Group Choice	**2nd English Study**	**Free Choice**	**Free Choice**	**Free Choice**	**Free Choice**
Year 11	Units 1 & 2 English	Units 1 & 2 English Language	Units 1 & 2 Visual Comm. Design	Units 1 & 2 History	Units 1 & 2 German	Units 1 & 2 Psychology
Year 12	Units 3 & 4 English	Unit 3 & 4 English Language	Units 3 & 4 Visual Comm. Design	Units 3 & 4 History Revolutions	Units 3 & 4 German	

Things to note about this course

- Students can only enrol in a maximum of two (2) English Group Studies as part of their VCE Course.

A VCE course for students who wish to study two Mathematics subjects

	English Group Choice	Mathematics Choice 1	Mathematics Choice 2	Free Choice	Free Choice	Free Choice
Year 11	Units 1 & 2 Literature	Units 1 & 2 Mathematical Methods (CAS)	Units 1 & 2 General Mathematics	Units 1 & 2 Physics	Units 1 & 2 Psychology	Units 1 & 2 Legal Studies
Year 12	Units 3 & 4 Literature	Units 3 & 4 Mathematical Methods (CAS)		Units 3 & 4 Physics	Units 3 & 4 Psychology	Units 3 & 4 Legal Studies

Things to note about this course

- If students wish to study Mathematical Methods (CAS) and/or Specialist Mathematics in Year 12, students are recommended to study both Mathematical Methods (CAS) and General Maths in Year 11.

Entry into studies

While it is possible for students to enter studies at Units 1, 2 or 3, some study designs include advice that students should complete either or both Units 1 and 2 before attempting Unit 3, have equivalent experience, or be willing to undertake some preparation.

Unit 3 and 4 studies are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of the study.

Repeating Units

There are no restrictions on students repeating units, however, students may obtain credit once only for each unit.

Students who repeat a unit are required to repeat the full unit, including all the course work requirements.

SUBJECT SELECTION

Pre-requisite information

It is recommended that students complete Units 1 & 2 of a subject prior to studying Units 3 & 4.

Pathways Information

Subject Units lead to possible careers in range of fields; it is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication, available from their House Office and Pathways Team.

PROMOTIONAL POLICY

Mooroolbark College automatically promotes students each year provided they have satisfactorily completed all Semester Units studied during the whole year (English is essential). When this is not the case, an individual counselling approach is implemented.

This approach is implemented inline with the Mooroolbark College Promotion Policy available on the college website.

REQUIREMENTS FOR A SATISFACTORY COMPLETION OF A VCE UNIT

In order to satisfy the requirements of VCE units at Mooroolbark College, students must meet each of the following requirements.

Satisfactory completion of Learning Outcomes
Each subject has clearly stated Learning Outcomes for each unit of study. Learning Outcomes describe the skills and knowledge students should have by the time they complete the unit of study.

In order to satisfactorily complete a unit, students must demonstrate achievement for each of the outcomes as specified in the study design.

Timely submission of work
Students must submit work on the due date. If work is not submitted on the due date it will be given an assessment of zero towards the appropriate School Assessed Coursework (SAC)/School Assessed Task (SAT) in Year 11. SACs and SATs for Units 3 and 4 not submitted on the due date will receive 'NA' (Not Assessed). This will be reported to the VCAA and marked zero in the calculation of the student's study score for that subject.

The 'Application for a change in SAC/SAT conditions' must be completed by all students submitting work late.

Meet the 95% attendance requirement
Students are required to attend a minimum of ninety five percent of classes in each subject, unless supported by medical documentation, or the absence has been approved under special provisions by the student's House Leader. Regular attendance is essential to enable coursework tasks to be completed, mainly in class time, thus ensuring authenticity of student work assessed.

Authentication of Work
Authentication is the process of ensuring that all work the student submits is genuinely their own. To meet this requirement students must ensure that all unacknowledged work submitted is genuinely their own.

Students who knowingly assist other students in a breach of rules may be penalised.

Students must not submit the same piece of work for the completion of more than one assessment in any subject.

All student work will be assessed according to the Assessment and Reporting Policy.

SUPPORTING VCE STUDENTS

Special Provision

If a student is:

- Significantly adversely affected by illness (physical or psychological) or by factors relating to their personal environment or by other serious causes, or
- Disadvantaged by a disability or impairment, the College can apply Special Provision

There are four forms of Special Provision for assessment available to students:

- Alternative arrangements or variations to school assessment requirements
- Special arrangements for external examinations
- The calculation and use of Derived Examination Score
- Non-assessed VCE

Delay of Decision

Students are expected to complete the Learning Outcomes for a unit during the Semester in which the unit is undertaken. In exceptional cases the College may decide to grant a delay of decision about the satisfactory completion to allow time for a student who would otherwise receive a result of 'N', to complete work or resubmit work so that the student's result may change from 'N' to an 'S'. It is the College's prerogative to grant a delay of decision. It is not a student's right to be given it, and it will only be granted in very few cases.

Part-time Studies

Mooroolbark College does not have part-time study programs.

VICTORIAN CERTIFICATE OF EDUCATION – VOCATIONAL MAJOR (VCE-VM) PROGRAM

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE-VM)

The Victorian Certificate of Education Vocational Major (VCE-VM) is a hands-on option for students in Years 11 and 12. The VCE-VM gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Like the Victorian Certificate of Education (VCE), VCE-VM is an accredited secondary certificate.

The VCE-VM is a recognised applied learning program for students in Years 11 and 12 who are interested in taking up a traineeship, apprenticeship, TAFE studies or employment after Year 12.

The VCE-VM curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training.

The program design has high relevance to personal strengths, develops resilience, confidence and self- worth, and strengthens connections with the community.

Aims of the Qualification

The VCE-VM qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education.

The VCE-VM program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning. The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

Are there any entry requirements?
Year 10 students are expected to have successfully completed a unit of Mathematics, English and Work Related Skills. The VCE-VM Coordinator or Pathways advisor will be able to help you decide whether the program is suitable for you.

WHAT DO I STUDY?
Literacy
VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and focus on participating in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Numeracy
VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills
VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Industry Specific Skills (VET/SBAT)

Your VCE-VM learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. However, you are not required to focus on or complete any single VET certificate. For example, you can choose to undertake various modules or units from a range of VET certificates to meet the VCE-VM requirements, and gain experience in a range of vocational areas. The range of VET options is extensive with registered and recognised training packages available from industries including automotive, engineering, building and construction, hospitality, business, community services, equine, retail, agriculture, horticulture and hair and beauty. You may also undertake a School Based Apprenticeship to meet the needs of the Industry Specific Skills.

VET/SBAT in the VCE-VM

The aim of a VCE-VM program is to provide students with a hands-on practical learning experience which prepares students for work or further industry training upon completion. Students are required to undertake a Vocational Educational subject (VET) or a School Based Apprenticeship (SBAT) as part of their VCE-VM certificate. This meets the Industry Strand requirements.

Students can select from the wide range of VET certificates offered within the Yarra Valley VET Cluster and any certificate offered at an outside Registered Training Organisation (RTO) as long as it fits into the student's timetable and has been approved by the VET/VCE-VM Coordinator.

Assessment

There are no formal exams in the VCE-VM. Since the VCE-VM curriculum is competency based and underpinned by the philosophy of practical hands-on learning, students are assessed in various methods including but not limited to the following:

- Portfolio
- Class work
- Reflective journals
- Video/photographic production
- Oral presentations
- Written text
- Performance or practical tasks
- Observations

Folio of Evidence
A 'Folio of Evidence' must be submitted at the end of each Semester for verification of the evidence that demonstrates competency for each VCE-VM unit.

It is the student's responsibility to assemble and maintain this 'Folio of Evidence' for each VCE-VM unit, by keeping and filing all pieces of work when it is assessed and returned to the student.

Assessment check lists will be issued to enable students to assemble and maintain their 'Folio of Evidence' for each VCE-VM unit.

A 'Folio of Evidence' should include:

- All assessment tasks
- All classroom learning activities
- Photo journal of activities
- Power-point presentations, posters
- School recognition of student participation, college newsletters, photographs
- Community recognition, newspaper articles, photographs, club activities
- Recreation/ sporting club recognition, awards, activities, team membership
- Any other documentation that highlights personal development or work related activities

Grading
Within the VCE-VM program students do not receive a summative assessment expressed as a letter grade. Grading is based on the level of competency achieved. There are two levels of competency defined in student reports. They are as follows:

- Competent
- Not Yet Competent
- Not Competent

Process for enrolment into the program

- All students must have an interview with the VCE-VM coordinator at course counselling and complete their online course selection by the due date
- All students must attend the VCE-VM Preparation Evening
- Students must have their VET/SBAT placement confirmed by the VET Coordinator
- Students must attend Course Confirmation and Orientation
- Students should have their Structured Work Placement, part-time employment or volunteer position in place by the end of the year

VCE-VM Student Agreement

VCE-VM students are required to abide by the Mooroolbark College rules and protocols as well as any additional expectations at their VET school and Structured Work Placement.

Parents and students are urged to familiarise themselves with the rules, guidelines and administrative requirements detailed in the Student Daily Planner.

There are also the following additional requirements for the VCE-VM cohort:

Structured Work Placement

1. Students are primarily responsible for obtaining a Structured Work Placement for each Semester. They are supported by VCE-VM staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.
2. Students are required to complete the Structured Work Placement Agreement with their employer and register the agreement with the VCE-VM Coordinator prior to the commencement of their employment.

Uniform

1. Students are required to follow school policy regarding the appropriate wearing of the College uniform.
2. Occasionally students will be permitted to wear “work clothes” in order to complete manual tasks.
3. Students are expected to be appropriately attired and well-groomed at their Work Placements.
4. Jewellery, hair and footwear styles need to be selected in accordance with Occupation Health and Safety Standards.
5. Students should confirm the appropriate work dress standard with their Structured Work Placement Supervisor.

Attendance

Students attain competencies by repeatedly performing tasks at an expected standard. In order for students to achieve specific Certificates of Competency, mandatory/compulsory attendance is required for specific projects. In addition, a number of competencies require the completion of nominal hours, before satisfactory attainment is awarded.

Students must attend a minimum 80% of classes in order for all competencies to be met.

Absences

1. Parents/guardians are required to notify the student administration office of any absences before 8:44am.
2. Students are required to notify their VET teacher and Work Placement Supervisor by 8:30am, if their absence affects these commitments. Upon return to the College, students are expected to provide a written note as to their absence to the Student Administration Office.

Agreement

VCE-VM students are required with their parents/guardians to sign an agreement that clearly outlines students responsibilities towards their VCE-VM program.

Failure to abide by the terms of this agreement may jeopardize the student’s position in the program.

SAMPLE STUDENT PROGRAMS FOR YEAR 11 VCE-VM

<table>
<tr><th colspan="2">MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th><th></th></tr>
<tr><td colspan="2" rowspan="2">Literacy
Numeracy
Personal Development Skills
Work Related Skills

AT SCHOOL</td><td>VET</td><td rowspan="2">Literacy
Numeracy
Personal Development Skills
Work Related Skills

AT SCHOOL</td><td>Work Placement</td><td>SAMPLE 1</td></tr>
<tr><td>Work Placement</td><td>VET</td><td>SAMPLE 2</td></tr>
</table>

FREQUENTLY ASKED QUESTIONS:

How long would the VCE-VM take me to complete?
The VCE/VCE-VM Certificate is completed over 2 years.

What do you get after successfully completing the VCE-VM?

When you successfully complete your VCE-VM program you will receive a VCE-VM certificate.

You will also get a Statement of Results, listing all VCE, VET and VCE-VM units and a Statement of Attainment for any units completed at TAFE.

I have already started a VET certificate. Will this count towards my VCE-VM?

Yes. You should speak with the VET/VCE-VM Coordinator to work out how much of your prior study counts towards your VCE-VM and to plan the remainder of your VCE-VM program.

I have already done a VCE subject. Will this count towards my VCE-VM?

Yes, if you have an 'S' result for the VCE unit it will count towards your VCE-VM. You should speak with the VET/VCE-VM Coordinator to plan the remainder of your VCE-VM program.

Can I work part-time and/or continue an apprenticeship while enrolled in the VCE-VM?
You can gain recognition and credit for part-time work while enrolled in the VCE-VM. This work can include: part-time apprenticeship or traineeship, part-time work, work placements or work experience.

PATHWAYS INFORMATION

If you are feeling overwhelmed by the options available, the prerequisite studies or finding appropriate options that work with your strengths.

PLEASE SEE YOUR PATHWAYS ADVISOR FOR EXTRA SUPPORT

Aim of the Pathways Program

To provide students with the knowledge, skills and attributes to make informed decisions about post-school education, training and employment options. This includes the capacity to analyse and plan career decisions and manage school to work transitions.

Support Services Available

The Pathways offer Advisors a broad range of services and support to each student. Students are welcome to drop in look at all the resources and have a chat.

Individual Pathway Counselling is available to all students, particularly in Years 10, 11 & 12. Students can make an appointment to suit their timetable, for individual counselling. Now is an important time to take advantage of this service to ensure students make good and informed decisions regarding their course selection.

There is now a very diverse range of options available to school leavers including: University, TAFE Apprenticeships, Traineeships, Cadetships, Employment or GAP. The Pathways Advisors have information on all options for students.

It is important to note that if a student doesn't get into University at the first attempt, there is often pathways they can take to reach that goal. Many TAFE providers have developed links with Universities to feed their diploma students into degree courses. Sometimes even giving them RPL (Recognition of Prior Learning) and starting in the second year of the course.

Key points to remember when selecting subjects in terms of Pathways are:

- Try and have a goal in mind – It's easier to work hard when you have a target
- Spend time researching possible careers at University & TAFE open days or at career expos
- Ensure you cover the pre-requisites required for any University course
- Work experience can be done and is a great way to see what options are there

EDROLO

Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams. With engaging video lectures, supported by worked examples from past exams and interactive quizzes, as well as additional resources including a textbook and a workbook. Edrolo can help students understand, clarify and revise the content that teachers cover in the classroom.

A subscription to this service is organised by the College and is an additional required cost for each applicable subject and is payable to Edrolo.

Subjects that require an Edrolo subscription, will have this listed in the 2025 Booklist. Further information about this resource will be distributed to students later in the school year.

THE ARTS

ART MAKING AND EXHIBITING – UNITS 1 & 2

UNIT 1 – EXPLORE, EXPAND, INVESTIGATE

In Unit 1, students will learn about various art forms, materials, and techniques, while also exploring their historical development. They will gain knowledge on how materials are used in art making, their properties, and safe handling practices. Students will understand how materials relate to specific art forms and how they have evolved over time. They take their understanding and apply them into the creation of an artwork based on a set theme.

Students learn about artists' use of materials, techniques, and processes, inspiring new ideas and approaches. They document their exploration in a Visual Arts journal through both visuals and writing.

Assessment for Unit 1

- Folio and finished artworks
- Written theory
- Examination

UNIT 2 - UNDERSTAND, DEVELOP AND RESOLVE

In Unit 2, students delve into how artists use aesthetic qualities to convey ideas in their artworks, study how artworks are presented to audiences, and explore how ideas are communicated through art. They respond to a theme, develop their own ideas using various materials and techniques, and create finished artworks while reflecting on the aesthetic qualities. The process is documented in their Visual Arts journal. Students learn how artists use art elements and principles to develop aesthetic qualities and style in their work. By exploring combinations of elements and principles, they understand how different emotions and expressions can be conveyed. They also discover how these elements and principles create visual language in artworks.

Students learn about exhibition planning, design, and organisation, as well as the roles involved in selecting and displaying artworks in different spaces. This allows students to engage with exhibitions in various settings.

Assessment for Unit 2

- Folio and finished artworks
- Written theory
- Examination

UNIT 3 – COLLECT, EXTEND, CONNECT

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

Assessment for Unit 3

- Written Outcome
- Folio Outcome
- Examination

* Students are expected to purchase their own materials for their final artworks with an approximate cost of $50+

UNIT 4 – CONSOLIDATE, PRESENT, CONSERVE

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

Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback. Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions.

Assessment for Unit 4

- Written Outcome
- Folio Outcome
- Examination

* Students are expected to purchase their own materials for their final artworks with an approximate cost of $50+

DANCE – UNITS 1 & 2

UNIT 1

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles.

Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. They explore choreography through movement studies, cohesive dance compositions and performances.

Assessment for Unit 1

- Report/s
- Preparation for performance
- Solo, duo or group performance and reflection

UNIT 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement, the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. Students are also introduced to a range of dance traditions, styles and works. Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the ways movement has been manipulated and structured.

Assessment for Unit 2

- Report/s & Preparation for performance
- Solo, duo or group performance and reflection

DRAMA– UNITS 1 & 2

UNIT 1 – INTRODUCTION TO PERFORMANCE STYLES

In this unit students study at least three performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond the reality of life as it is lived. Students develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. This unit focuses on creating, presenting and analysing a devised ensemble performance that is based on a given stimulus and structure. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Assessment for Unit 1

- Development and creation of an ensemble performance
- Ensemble performance
- Analysis of ensemble performance and a professional performance
- Examination

UNIT 2 – AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a solo performance based on an Australian stimulus. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Assessment for Unit 2

- Development and creation of a solo performance
- Solo performance
- Analysis of solo performance and a professional performance
- Examination

MEDIA – UNITS 1 & 2

UNIT 1 – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

This unit will enable students to develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms, including film. Students will also analyse how representations and media codes and conventions contribute to the construction of the media products when creating their own Film Posters and a Re-Cut Film Trailer. They will also develop an understanding of the features of Australian fictional narratives in different media forms. Students work in a range of media forms and create representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Assessment for Unit 1

- Media representation theory written responses
- Media forms productions (film posters and re-cut film trailer)
- Australian stories written responses and Examination

UNIT 2 – NARRATIVE ACROSS MEDIA FORMS

In this unit, students further develop an understanding of the concept of narrative in media products and forms. Students will also analyse the influence of developments in media technologies on individuals and society. Students will create a short narrative film in small groups and will also organise and run the school's film festival.

Assessment for Unit 2

- Narrative, style and genre research task
- Media production – short film in small groups
- Media and change written responses and Examination

MEDIA – UNITS 3 & 4

UNIT 3 – MEDIA NARRATIVES AND PRE-PRODUCTION

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. They consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Students will also use the pre-production stage of the media production process to design the production of a media product for a specified audience.

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. Students can choose to create a short film, magazine, graphic novel, narrative photography, podcast or a hybrid.

Assessment for Unit 3

- Narratives and their contexts written responses
- Media production development experiments
- Media production design plan

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 media regulation.

Assessment for Unit 4

- Media production – creation of the production planned for in Unit 3
- Agency and control in and of the Media written responses
- Examination assessing Units 3 and 4

MUSIC – UNITS 1 & 2

UNIT 1 & 2 – ORGANISATION OF MUSIC & EFFECT IN MUSIC

These units focus on students exploring and developing their understanding of how music is organised. By performing, creating, analysing and responding to music, students will explore and develop their understanding of the possibilities of musical organisation.

These units focus on developing students' ability to present performances of music works in group and solo contexts. Students have the choice to use more than one instrument to complete different requirements within each unit. Students will develop experience in performing music representing a range of styles and learn

strategies to build their instrumental technique to support their performances. Students develop improvisation techniques and develop skills in aural perception and comprehension, music theory and analysis.

Assessment for Unit 1 & 2

- Performing - Solo and group performance
- Creating - Improvisation & composition
- Analysing and Responding – elements, concepts and devices

The concert performances for assessment may extend into after school hours, no later than 6:00pm. Students and families will need to make provision for this. Extra rehearsals out of school hours are required on a regular basis.

MUSIC CONTEMPORARY PERFORMANCE – UNITS 3 & 4

UNIT 3 – MUSIC CONTEMPORARY PERFORMANCE

This unit continues to develop students' ability to present performances of musical works in a group and solo context. Students have the choice to use more than one instrument to approach different technical requirements within each unit.

Students will develop experience in performing music, representing a range of styles and learn strategies to build their instrumental technique to support their performance – preparing a performance program for their Unit 4 exam. Students elect to complete the external end-of-year performance examination as a member of a group OR as a soloist. They develop performance techniques and skills in aural perception and comprehension, music language; theory and analysis.

Assessment for Unit 3

- Group and/Solo performance
- Analysing for Performance – Technical Program
- Responding to Music – Music language

Special Requirements

The 2-3 concert performances for assessment will probably extend into after school hours, no later than 6:00pm. Students and families will need to make provision for this. Extra rehearsals, out of school hours, are required on a regular basis.

UNIT 4 – MUSIC CONTEMPORARY PERFORMANCE

Development of students' ability to present performances of music works in group and solo contexts continues. Students will develop experience in performing music representing a range of styles and learn strategies to build their instrumental technique to support their performance. Students elect to complete the external end-of-year performance examination as a member of a group OR as a soloist. They develop improvisation techniques and skills in aural perception and comprehension, music theory and analysis.

Assessment for Unit 4

- Group and Solo Performance
- Preparing for Performance
- Music Language
- External written examination covering the years work
- External Performance examination covering the years' work

UNIT 1 – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

This unit focuses on using visual language to communicate messages, ideas and concepts. In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices

Assessment for Unit 1

- Reframing design problems and preparing a brief
- Developing visual language
- Designing a sustainable object

UNIT 2 – DESIGN CONTEXTS AND CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Assessment for Unit 2

- Environmental design
- Culturally appropriate design practices
- Digital interfaces

UNIT 3 – VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

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

Assessment for Unit 3

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

UNIT 4 – DELIVERING DESIGN SOLUTIONS

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

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Assessment for Unit 4

- Production of sat folio
- Design process: refining and resolving design concepts
- Presenting design solutions

ENGLISH

It is recommended that once students choose a particular English option, they continue it through to Year 12. However, it is possible to change between English options at the end of Year 11 only after consulting with the Head of English.

ENGLISH – UNITS 1 & 2

UNIT 1

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story to develop an understanding of effective and cohesive writing. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways with a growing awareness of situated contexts, stated purposes and audience.

EAL students will focus on selected vocabulary, text structures and language features to discuss ideas, concerns and values delivered in a text.

Assessment for Unit 1

- Personal/Analytical Response to a text
- Two student-created texts (Imaginative, Informative or Persuasive)
- Reflection/Description of the writing process (English)
- A set of annotations on the student-created texts (EAL)
- Examination

UNIT 2

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text and to extend their writing in response to text. Students will also consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

EAL students will focus on selected vocabulary, text structures and language features to discuss ideas, concerns and values delivered in a text.

Assessment for Unit 2

- Analytical Response to a text
- Argument Analysis
- Point of View Oral Presentation
- Examination

UNIT 3

In this unit, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context,

and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences and positions its readers in different ways. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.
EAL students will focus on being able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

Assessment for Unit 3

- Analytical Response to a text
- Comprehension of an audio/visual text (EAL)
- Two student-created texts (Imaginative, Informative or Persuasive)
- Reflection/Description of the writing process (English)
- A set of annotations on the student-created texts (EAL)

UNIT 4

In this unit, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. Students also analyse the use of argument and language, and visuals in texts, both written and audio/visual, that debate a contemporary and significant national or international issue. Students then apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Assessment for Unit 4

- Analytical Response to a text
- Argument Analysis
- Point of View Oral Presentation
- Examination

LITERATURE – UNITS 1 & 2

UNIT 1

In this unit, students focus on the way in which the interaction between text and reader creates meaning and will be exposed to a range of literary movements and genres. Students will consider how the features and conventions of texts help them to establish their interpretation of the text but also how their own context influences their understanding. Students respond critically, creatively and reflectively to the ideas and concerns that are presented by an author in order to gain insights into how texts function as representations of human experience.

Students will be required to read two novels and a selection of poetry throughout this unit.

Assessment for Unit 1

- Creative interpretation of a text
- Analytical response to a text
- Oral presentation
- Examination

UNIT 2

In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationship between authors, audiences and contexts. Ideas, language and structures of different texts from different cultures are explored and students analyse the connections between them. Students will engage in close reading of texts and be expected to write a range of analytical responses.

Students will be required to read one play, one novel, one film and a selection of poetry throughout this unit.

Assessment for Unit 2

- Critical analysis response to a text
- Comparative analysis response to two texts
- Examination

LITERATURE – UNITS 3 & 4

UNIT 3

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. They investigate literary criticism informing both the reading and writing of texts. Students develop their skills in communicating ideas in both written and oral forms.

Assessment for Unit 3

- Comparison of a print text and its adaptation in a film
- Written interpretation of a text using different literary perspectives
- Reflective Commentary

UNIT 4

In this unit students develop critical and analytical responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the styles of the language and points of view. Students develop an informed and sustained interpretation supported by close textual analysis and develop creative responses to texts.

Assessment for Unit 4

- Creative response to a text
- Close analysis of two different texts
- Examination

ENGLISH LANGUAGE – UNITS 1 & 2

UNIT 1 – LANGUAGE AND COMMUNICATION

In this unit, students study how the English language is structured, organised and recognised as a meaning-making system. Students explore the various functions of language, and how the impact of situational and cultural contexts on language choices affect both what we say and how we say it. Through the close examination of a range of texts (including advertisements, memes, news articles and speeches), students analyse the relationship between a speaker or writer and their audience through linguistical choices. Students investigate language acquisition and how children learn how to communicate. This is achieved through the observation of a range of case studies focused on speech patterns of children and spend time analysing the development of language referring to contemporary literature and theories.

Assessment for Unit 1

- Folio work
- Oral presentations
- Multiple choice and short answer tests
- Analytical Commentaries
- Examination

UNIT 2 – LANGUAGE CHANGE

In this unit, students focus on how the English language has changed over the centuries and understand that it is an inevitable and continuous process. Students examine excerpts of texts written in a range of 'Englishes' and compare how the words have evolved over time into a language that is more recognisable in the modern era. Students spend time navigating history and learn to associate major events or inventions that have contributed to the change and spread of English across the globe. Students will also consider what might happen to the English language in the future and how the spread of English as a global language might influence an individual or groups personal culture and identity but also negatively impact or even diminish cultures and people as a whole.

Assessment for Unit 2

- Analytical commentary
- Folio work
- Investigative report
- Essays
- Case Study
- Examination

Note: Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse in an objective and a systematic way.

ENGLISH LANGUAGE – UNITS 3 & 4

UNIT 3 – LANGUAGE VARIATION AND PURPOSE

In this unit, students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. For the first area of study, students focus on informal language in both written and spoken texts exploring the nuances emulated in the second area of study, formal language.

There is a large focus on interpreting register, social purpose, function and tenor through situational and cultural context in a variety of texts and to produce analytical commentary, utilising the breadth of linguistic knowledge they have built from the year prior. Students who have a natural enjoyment and drive in understanding the intricacies of language and how it is used, and those who find linguistics interesting will excel in this subject.

Assessment for Units 3 & 4

- Research investigations and report
- Short answer questions
- Oral or multimodal presentations
- Analytical Commentaries
- Expository and analytical essays

UNIT 4 – LANGUAGE VARIATION AND IDENTITY

In this unit, students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Students examine both print and digital texts to consider the ways different identities are constructed and how these identities use language to reflect, celebrate and diversify themselves from other speech communities.

Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves, determined not only by how we see ourselves, but by how others see us. Students will undergo a variety of group and individual tasks that develop world knowledge and understanding through topical examples, utilising these instances in analytical commentaries and essays. Students who have a natural enjoyment and drive in understanding the intricacies of language and how it is used, and those who find linguistics interesting will excel in this subject.

Assessment for Unit 4

- Expository and analytical essays
- Research investigations and report
- Short answer questions
- Oral or multimodal presentations
- Examination

HUMANITIES

ACCOUNTING – UNITS 1 & 2

UNIT 1 – 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. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business and make recommendations regarding the suitability of a business as an investment.

Assessment for Unit 1

- Structured questions
- Folio of exercises & Case Study
- Examination

UNIT 2 – ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

This unit develops the accounting process for 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. They analyse and evaluate the performance of the business.

Assessment for Unit 2

- Structured questions
- Folio of exercises
- Case Study
- Examination

UNIT 3 – FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a trading business and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports. Students interpret reports and information presented and suggest strategies to improve business performance.

Assessment for Unit 3

- Structured questions
- Folio of exercises
- Case Study

UNIT 4 – RECORDING, REPORTING, BUDGETING AND DECICION-MAKING

This unit allows students to extend their understanding of accounting for a trading business and the role of accounting as an information system. Students investigate 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 and suggest strategies to improve business performance.

Assessment for Unit 4

- Structured questions
- Folio of exercises
- Case Study
- Examination

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

BUSINESS MANAGEMENT – UNITS 1 & 2

UNIT 1 – PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and fostering the conditions under which new business ideas can emerge are vital for a nations 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Assessment for Unit 1

- The business idea
- Internal business environment and planning
- External business environment and planning
- Examination

UNIT 2 – ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as 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.

Assessment for Unit 2

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business
- Examination

BUSINESS MANAGEMENT – UNITS 3 & 4

UNIT 3 – MANAGING A BUSINESS

In this unit, students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Assessment for Unit 3

- Business Foundations
- Human Resource Management
- Operations Management

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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Assessment for Unit 4

- Reviewing Performance – the need for change
- Implementing Change

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

GEOGRAPHY – UNITS 1 & 2

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.

Students will investigate hazards, including tsunamis and bushfires. Bushfires are a major hazard in many parts of the world and particularly in Australia. Bushfire case studies will be investigated as well as the ways in which individuals, communities and government respond to such massive sets of events.

This subject includes field work, which will be a requirement for completing the unit. Students will visit and study the site of a major natural disaster.

Assessment for unit 1

- Analysis of geographic data and media
- Tests
- Field work
- Research
- Examination

UNIT 2 – TOURISM

In this unit students investigate the characteristics of tourism, with emphasis on where it has developed, its various forms, how it has changed, and its impacts on people, places and environments. Tourism case studies from within Australia and elsewhere in the world will be investigated.

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. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Case studies will focus on examples from Australia and the rest of the world. Students will investigate the positive and negative impacts of tourism and evaluate strategies which manage tourist activities.

Please note students will visit key tourism locations to conduct fieldwork.

Assessment for Unit 2

- Analysis of geographic data and media
- Tests
- Field work
- Research
- Examination

UNIT 3 – CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. 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.

Assessment for Unit 3

- Analysis of geographic data and media
- Case studies
- Tests
- Research
- Field work
- Examination

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.
In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Students will learn about global patterns and trends. The effectiveness of strategies dealing with population growth will be evaluated. Case studies will include Saudi Arabia, Bangladesh, China, the USA, Japan, Germany, Singapore and Australia, with two of these being investigated in extra detail. This unit investigates the geographic characteristics of phenomena and responses to them. Phenomena such as major natural or human events, processes or activities possess the capacity to affect the whole world and require more than local or regional responses.

Assessment for Unit 4

- Analysis of geographic data and media
- Case studies
- Tests
- Research
- Examination

HISTORY – UNITS 1 & 2

UNIT 1 – MODERN HISTORY: CHANGE AND CONFLICT

This unit studies the rise of Nazi Germany. Students look at Hitler's rise to power and the characteristics of Nazism. Particular attention is given to the Holocaust and ways in which the Nazi Party achieved its aims by the use of propaganda.

Students will visit the Holocaust Museum.

Assessment for Unit 1

- Analytical exercises
- Film reviews
- Essays
- Examination

UNIT 2 – MODERN HISTORY: THE CHANGING WORLD ORDER

This unit studies competing ideologies, and challenge and change, in the second half of the twentieth century. Students begin with a study of the Cold War: its ideological basis and origins; its main events and its final resolution. There were significant challenges to the existing political and social orders in this period.

Assessment for Unit 2

- Classwork assignments
- Analysis of primary sources
- Historical enquiry
- Essay
- Analysis of historical interpretations
- Examination

HISTORY REVOLUTIONS – UNITS 3 & 4

UNIT 3 – THE FRENCH REVOLUTION

This unit looks at how the attempts of a very traditional society to change led to bloody revolution and the Terror. The role of leaders such as Robespierre is studied, and the attempts made by France to establish a true republic are analysed.

UNIT 4 – THE RUSSIAN REVOLUTION

This unit examines how the refusal of the Russian Empire to accept change led to revolution, and the fall of the monarchy. The establishment of the world's first Communist state is studied, including its leaders and values.

Assessment for Units 3 & 4

- Analysis of Visual and Written Documents
- Research Report
- Essay
- Extended Responses
- Examination

LEGAL STUDIES – UNITS 1 & 2

UNIT 1 – THE PRESUMPTION OF INNOCENCE

This unit develops an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. Students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused.

Assessment for Unit 1

- Case studies
- Essays
- Structured Questions (Tests)
- Examination

UNIT 2 – WRONGS AND RIGHTS

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

Assessment for Unit 2

- Case studies
- Essays
- Structured Questions (Tests)
- Examination

LEGAL STUDIES – UNITS 3 & 4

UNIT 3 – RIGHTS AND JUSTICE

This unit explores methods and institutions In the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Throughout this unit, students apply legal reasoning and information to different scenarios.

Assessment for Unit 3

- Structured Questions
- Case Studies
- Essay

UNIT 4 – THE PEOPLE, THE LAW AND REFORM

This unit explores 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 consider the roles of the individual, the media and law reform bodies in influencing law reform. Students will visit the Supreme Court of Victoria or the County Court of Victoria.

Assessment for Unit 4

- Essay
- Structured Questions

- Examination
- Case Studies

LANGUAGES

GERMAN – UNITS 1 & 2

UNITS 1 & 2

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

The themes and topics are the vehicles through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary text types and kinds of writing are linked, both to each other and to the themes and topics.

Assessment for Units 1 & 2

- Written assessment tasks
- Listening and reading tasks
- Oral presentation
- Examination

GERMAN – UNITS 3 & 4

UNITS 3 & 4

The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four VCE Units of the Languages study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the students, and the outcomes for the unit.
The themes and topics are the vehicles through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary text types and kinds of writing are linked, both to each other and to the themes and topics.

Assessment for Units 3 & 4

- Written assessment task
- Listening and reading task
- Oral presentation
- Written & Oral Examinations

CHINESE – UNITS 1 & 2

UNITS 1 & 2 – CHINESE SECOND LANGUAGE

The units are designed to develop and extend students' knowledge and skills in listening, reading, speaking and writing through topics related to an individual's personal and school life, language and cultures of Chinese-speaking communities and the world around us. Students use and analyse visual, spoken and written texts of different topics to consolidate their vocabulary, grammar knowledge and language skills.

UNITS 1 & 2 – CHINESE LANGUAGE, CULTURE AND SOCIETY

This course is designed for non-background students and the units focus on the important aspects of contemporary and traditional Chinese culture, including topics like filial piety, Chinese mythology and art. In units 1 & 2, students analyse and reflect on culture in Chinese-speaking communities and compare it with their personal world. These units also have a focus on developing students' communicative language skills by providing opportunities to produce context-appropriate texts.

Assessment for Units 1 & 2

- Classwork
- Coursework
- Examination

CHINESE – UNITS 3 & 4

UNITS 3 & 4 – CHINESE SECOND LANGUAGE

The units are designed to extend students' language capacity of understanding, speaking and writing through a range of themes and topics, including travel, future plan, work, technology and lifestyle.
Students are expected to interpret information, inform and persuade others, and reflect on cultural products or practices from a range of visual, spoken and written texts. They are also required to consider how intercultural understanding functions to relate and influence each other.

UNITS 3 & 4 – CHINESE LANGUAGE, CULTURE AND SOCIETY

In Unit 3 & 4, students explore and examine the significant schools of thought throughout Chinese history, their impact on contemporary Chinese social values, as well as China's role in the global world. Students are required to discuss in English Chinese philosophy and the social and political changes in Chinese-speaking communities.
Assessments have a focus on the quality of students' reflection upon their cultural values and the capacity of interacting with others. Vocabulary, intonation and tones are also emphasised in spoken Chinese.

Assessment for Units 3 & 4

- Coursework
- Oral Examination
- Written Examination

MATHEMATICS

FOUNDATION MATHEMATICS – UNITS 1 & 2

Foundation Mathematics is designed for those students who have completed Year 10 General Mathematics and are looking for an applied learning approach. Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Students will be required to retain their scientific calculator from year 10. A CAS calculator is not permitted for Unit 1-4, Foundation Mathematics.

Assessment tasks

- Tests
- Application / Analysis Tasks
- Coursework
- Examination

GENERAL MATHEMATICS – UNITS 1 & 2

General Mathematics is the standard Year 11 Mathematics course that is designed to prepare students for General Mathematics Units 3 & 4. The four units together are designed to meet the minimum standard for many tertiary course selection requirements. Those who have either completed Year 10 General Mathematics or Year 10 Advanced Mathematics may choose to do General Mathematics at Year 11.

Students will be required to purchase a Casio Classpad Computer Algebra System (CAS) Calculator (fx-CP400). The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete mathematics' and 'Space and measurement'.

Assessment tasks

- Tests
- Application / Analysis tasks
- Coursework
- Examination

MATHEMATICAL METHODS – UNITS 1 & 2

Mathematical Methods is designed for those students who have completed Year 10 Advanced Mathematics. This course is designed for students to be prepared for Units 3 and 4 Mathematical Methods. Students who elect to do Mathematical Methods and are highly confident with their mathematical skills are advised to study Specialist Mathematics Units 1 and 2 also.

Students will need to purchase a Casio Classpad Computer Algebra System (CAS) Calculator. Throughout Units 1 and 2, students will study 'functions of a single real variable', 'algebra', 'calculus', 'probability and statistics' and their applications in a variety of practical and theoretical contexts.

Assessment tasks

- Tests
- Application / Analysis tasks
- Course work
- Examination

SPECIALIST MATHEMATICS – UNITS 1 & 2

This course, in conjunction with Mathematical Methods Units 1 & 2, is designed for students who wish to study higher level mathematics in a tertiary setting and those wishing to study Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4. Specialist Mathematics Units 1 & 2 can only be taken if Mathematical Methods Units 1 & 2 is also taken. You cannot do General Mathematics Units 1 & 2 and Specialist Mathematics Units 1 & 2.

Students will need to purchase a Casio Classpad Computer Algebra System (CAS) Calculator. Throughout Units 1 and 2 students will study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Assessment tasks

- Tests
- Application / Analysis tasks
- Course work
- Examination

FOUNDATION MATHEMATICS – UNITS 3 & 4

These units are widely accessible and are useful for employment and further study. Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The content is developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assessment tasks

- Tests
- Application / Analysis tasks
- Course work
- Examination

GENERAL MATHEMATICS – UNITS 3 & 4

These units are widely accessible and are useful for employment and further study, especially where data analysis is important. Students are required to have satisfactorily completed General Mathematics Units 1 and 2 OR Specialist Mathematics Units 1 and 2 OR Mathematical Methods Units 1 and 2 before they can enrol in this subject.

Students will be required to purchase a Casio Classpad Computer Algebra System Calculator (fx-CP400) or retain their CAS calculator from the previous year. Throughout Units 3 and 4, students will study 'Data analysis and Recursion', 'financial modelling', 'Matrices and Networks' and 'decision mathematics'.

Assessment tasks

- Tests
- Application / Analysis tasks
- Course work
- Examination

MATHEMATICAL METHODS – UNITS 3 & 4

These units contain material appropriate for further study in such areas as commerce, science and medicine and students who wish to study a higher level of mathematics in a tertiary setting. Students who have completed Mathematical Methods Unit 1 and 2 should continue with 3 and 4. The use of CAS (Computer Algebra Technology) assists in the development of mathematical ideas and concepts and is used as a tool for systematic analysis and investigation. Students are required to have satisfactorily completed Mathematical Methods Units 1 and 2 before they can enrol in this subject.

Students will be required to purchase a Casio Classpad Computer Algebra System (CAS) Calculator or retain their CAS calculator from the previous year. Throughout Units 3 and 4 students will study 'Algebra, number and structure', 'Data analysis', 'probability and statistics', 'Calculus', and 'Functions, relations and graphs'.

Assessment tasks

- Tests
- Application / Analysis tasks
- Course work
- Examinations

SPECIALIST MATHEMATICS – UNITS 3 & 4

These units are taken by students with a strong interest in mathematics or wishing to undergo further study in mathematics and related disciplines. Students must have completed VCE Specialist Mathematics Units 1 and 2 AND VCE Mathematical Methods Units 1 and 2 prior to enrolling in this course. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4. Students must purchase a Casio Classpad Computer Algebra System (CAS) Calculator or retain their CAS calculator from the previous year. Throughout Units 3 and 4 students will study 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

Assessment tasks

- Tests
- Applications/Analysis tasks
- Application tasks
- Course work
- Examinations

RECOMMENDED MATHEMATICS PATHWAYS

Students who elect to complete **Year 10 Advanced Mathematics** are recommended to study one or two of the following subjects within a VCE pathway:

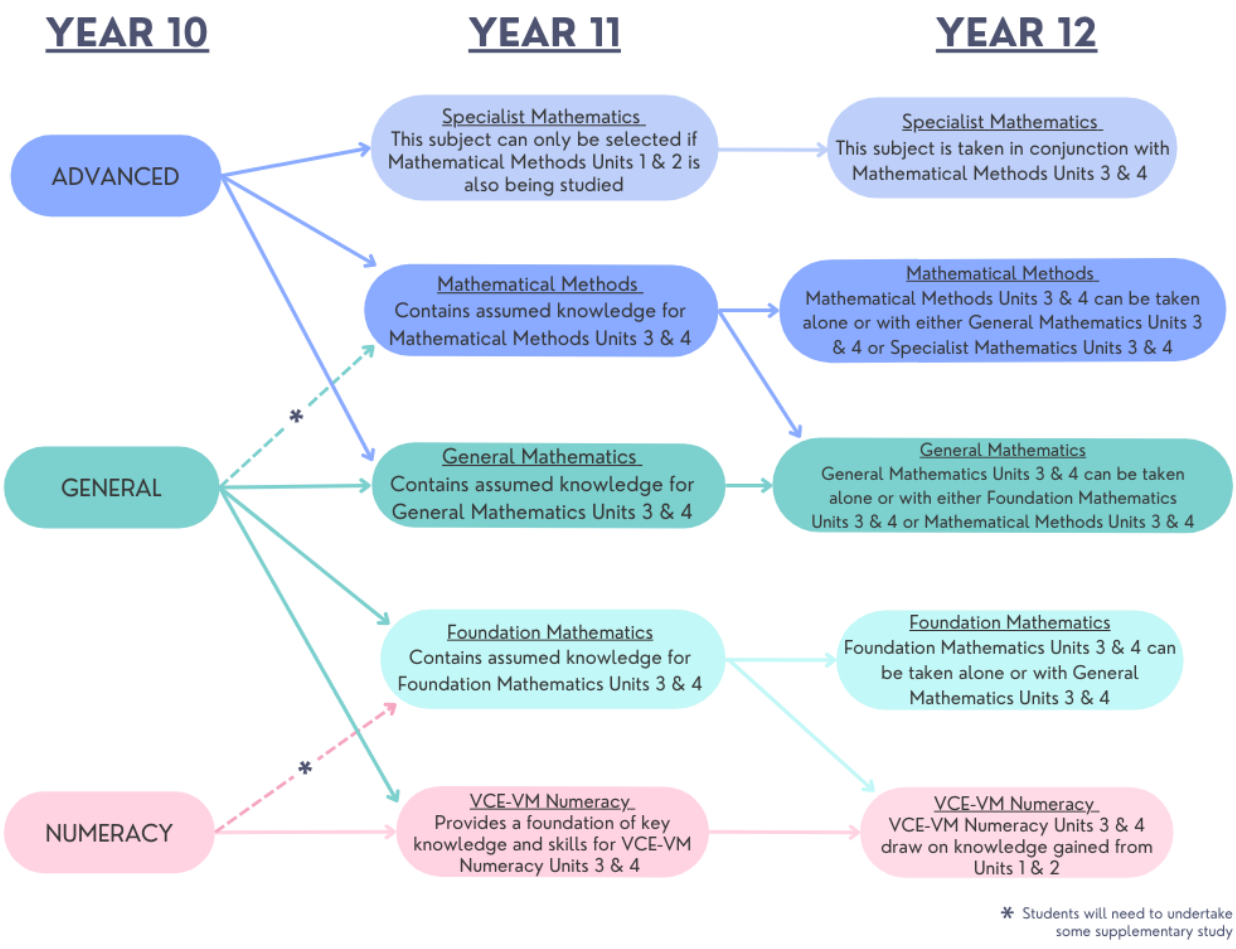
- Unit 1 & 2 Specialist Mathematics
- Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 General Mathematics

Students who elect to complete **Year 10 General Mathematics** are recommended to study one of the following subjects within a VCE pathway:

- Unit 1 & 2 Mathematical Methods (some supplementary study will be required)
- Unit 1 & 2 General Mathematics
- Unit 1 & 2 Foundation Mathematics

Students who elect to complete **Year 10 Numeracy** are recommended to study one of the following subject within a VCE-VM pathways:

- VCE-VM Numeracy
- Units 1 & 2 Foundation Mathematics (some supplementary study will be required).



HEALTH AND PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT – UNITS 1 & 2

UNIT 1 – UNDERSTANDING HEALTH AND WELLBEING

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

UNIT 2 – MANAGING HEALTH AND DEVELOPMENT

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply 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 explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Assessment for Units 1 & 2

- School assessed coursework (SACs)
- Oral presentation
- Visual presentation
- Test
- Data analysis
- Case study analysis
- Completion of coursework
- Examination

HEALTH AND HUMAN DEVELOPMENT – UNITS 3 & 4

UNIT 3 - AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

UNIT 4 – HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development 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 health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They 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 own capacity to act.

Assessment for Units 3 & 4

- School assessed coursework (SACs)
- Test
- Data analysis
- Case study analysis
- Completion of coursework
- Edrolo

PHYSICAL EDUCATION – UNITS 1 & 2

UNIT 1 – THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities.

Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

UNIT 2 – PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity.

Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Assessment for Unit 1 & 2

- Coursework
- School Assessed Coursework (SACs)
- Touchdown Tests
- Laboratory report
- Extended written responses
- Examination

PHYSICAL EDUCATION – UNITS 3 & 4

UNIT 3 – MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching 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 correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment for Unit 3

- Coursework
- School Assessed Coursework (SACs)
- Touchdown Tests
- Laboratory report
- Extended written responses

UNIT 4 – TRAINING TO IMPROVE PERFORMANCE

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

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 assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Assessment for Unit 4

- Coursework
- School Assessed Coursework (SACs)
- Touchdown Tests
- Laboratory report
- Extended written responses

OUTDOOR AND ENVIRONMENTAL STUDIES – UNITS 3 & 4

UNIT 3 – CHANGING HUMAN 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 over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

UNIT 4 – SUSTAINABLE OUTDOOR ENVIRONMENTS

Students analyse and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.
Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. 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 reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

Assessment for Units 3 & 4

- Test
- Practical Observation
- Written Work
- Multimedia Presentation
- Journals/Logbooks
- Examination
- Multimedia Presentation

Special Requirements

- Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include snow camps, sea kayaking, dolphin/seal swim, caving and trekking.
- **Please note, you must be able to commit to activities that run after school hours.**

There will be a substantial excursion cost incurred for this subject

Note: There is no Unit 1 & 2 Outdoor Environmental studies offered to Year 11 students. If students want to complete Outdoor Environmental Studies, they must complete it as an accelerated subject, completing Units 3 & 4.

SCIENCE

BIOLOGY – UNITS 1 & 2

UNIT 1 – HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

Assessment for Unit 1

- Practical activities
- Fieldwork and report
- Logbook
- Student designed scientific investigation
- Tests
- Examination

UNIT 2 – HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Assessment for Unit 2

- Practical activities
- Fieldwork and report
- Logbook
- Student directed research investigation
- Tests
- Examination

UNIT 3 – HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on cellular respiration. The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

Assessment for Unit 3

- Coursework
- Written reports of practical activities
- Investigation

UNIT 4 – HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

Assessment for Unit 4

- Coursework
- Written reports of practical activities
- Investigation
- Examination (assessing Units 3 & 4)

CHEMISTRY – UNITS 1 & 2

UNIT 1 – HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Assessment for Unit 1

- Practical work/reports
- Homework/Assignments
- Tests
- Examination

UNIT 2 – HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

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

Assessment for Unit 2

- Practical work/reports
- Homework/Assignments
- Tests
- Examination

CHEMISTRY – UNITS 3 & 4

UNIT 3 – HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE A CHEMICAL PROCESS?

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Assessment for Unit 3

- Coursework
- Written reports of practical activities
- Investigation

UNIT 4 – HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Assessment for Unit 4

- Coursework
- Written reports of practical activities
- Investigation
- Examination (assessing Units 3 & 4)

ENVIRONMENTAL SCIENCE – UNITS 1 & 2

UNIT 1 – HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Assessment for Unit 1

- Practical activities
- Fieldwork and report
- Logbook
- Student designed scientific investigation
- Test
- Examination

UNIT 2 – WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Assessment for Unit 2

- Practical activities
- Fieldwork and report
- Logbook
- Student directed investigation
- Test
- Examination

UNIT 3 – HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment for Unit 3

- Coursework
- Reports based on practical activities and research
- Student designed scientific investigation
- Examination

UNIT 4 – HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

Assessment for Unit 4

- Coursework
- Reports based on practical activities and research
- Student designed scientific investigation
- Examination

PHYSICS – UNITS 1 & 2

UNIT 1 – HOW IS ENERGY USEFUL TO SOCIETY?

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

Assessment for Unit 1

- Report of a single practical activity
- Annotated folio of practical activities
- Data analysis exercise
- Examination

UNIT 2 – HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Assessment for Unit 2

- Test
- A detailed study chosen from one of twelve options
- Practical investigation
- Examination

UNIT 3 – HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

Assessment for Unit 3

- Coursework
- Written reports of practical activities
- Investigation

UNIT 4 – HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Assessment for Unit 4

- Coursework
- Written reports of practical activities
- Investigation
- Examination (assessing Units 3 & 4)

PSYCHOLOGY – UNITS 1 & 2

UNIT 1 – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait

Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Assessment for Unit 1

- Practical and Research Investigations
- Tests
- Examination

UNIT 2 – HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Assessment for Unit 2

- Practical and Research Investigations
- Tests
- Examination

PSYCHOLOGY – UNITS 3 & 4

UNIT 3 – HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Assessment for Unit 3

- Coursework
- Tests
- Examination

UNIT 4 – HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Assessment for Unit 4

- Scientific Poster
- Test
- Examination

TECHNOLOGY

FOOD STUDIES – UNITS 1 & 2

UNIT 1 – FOOD AROUND THE WORLD

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia. Through practical activities, students explore the use of ingredients available today that were used in earlier cultures. These activities provide opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate and reflect on adaptations of selected food from earlier cuisines.

Assessment for Unit 1:

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures.

In addition, at least one task for the assessment of Outcome 1 should be selected from the following:

- an oral presentation: face-to-face or recorded as a video or podcast
- a practical demonstration: face-to-face or recorded as a video or podcast
- a short written report: research inquiry or historical timeline.

UNIT 2 – FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. 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.

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

Assessment for Unit 2:

- design and produce a practical food solution in response to an opportunity or a need in the food industry or school community.
- design and produce a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

FOOD STUDIES – UNITS 3 & 4

UNIT 3 – FOOD IN DAILY LIFE

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: 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.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Assessment for Unit 3:

- Written report and a range of practical assessments with written evaluations
- Written report and a range of practical assessment with written evaluations

UNIT 4 – FOOD ISSUES, CHALLENGES AND FUTURE

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Assessment for Unit 4:

A research enquiry task

UNIT 1 – APPLIED COMPUTING

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.

In Area of Study 1, as an introduction to data analytics, 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. In Area of Study 2

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.

Assessment for Unit 1 :

- Spreadsheets
- Network Design
- Website
- Examination

UNIT 2 – APPLIED COMPUTING

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.

In Area of Study 1 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. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Assessment for Unit 2 :

- Programming
- Data Visualisations
- Database
- Examination

UNIT 3 – DATA ANALYSIS

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.

In Area of Study 1 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.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Assessment for Unit 3

- Database & Report
- Data Collection & Project Plan
- Examination

UNIT 4 – DATA ANALYSIS

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.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 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.

Assessment for Unit 4

- Website & Report
- Written Report
- Examination

UNIT 1 – DESIGN PRACTICES

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Assessment for Unit 1:

- a multimodal record of evidence of research, development and conceptualisation of products as well as a reflection on collaboration, teamwork and ways to improve in the future
- practical work: a demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with a finished product.

UNIT 2 – POSITIVE IMPACTS FOR END USERS

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Assessment for Unit 2:

- multimodal record of evidence of research, development and conceptualisation of products addressing a need or opportunity related to positive impacts for the end user(s)
- practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product addressing a need or opportunity related to positive impacts for the end user(s)
- case study analysis or research inquiry of a designer and end user(s) that explores the influence of culture in product design.

UNIT 3 – ETHICAL PRODUCT DESIGN AND DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

In Area of Study 1, students examine a range of factors that influence the design, development and production of products within industrial settings. Students research and investigate designs across a range of specialisations that include historical iconic designs that have stood the test of time; designs with inbuilt obsolescence; products that are fast to the market; products that are designed to last its lifetime; products that have a second life through disassembly and reuse and/or designs in and with nature. They consider influences on product design when addressing ethical considerations for end users.

In Area of Study 2, students use design thinking to formulate a design brief that addresses a need or opportunity related to ethical product design, and conduct research to explore current market needs and/or opportunities. Students generate, evaluate and critique graphical product concepts (visualisations, design options and working drawings) related to ethical product design.

In Area of Study 3, students explore the physicality of product concepts through developing prototypes to select and justify the chosen product concept and a final proof of concept. Students develop a scheduled production plan to manage the resources in a design process and implement this scheduled production plan to make their product safely.

Assessment for Unit 3:
Written report and school assessed task

UNIT 4 – PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

In Area of Study 1, students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary.

In Area of Study 2, students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

Assessment for Unit 4:

Implement a scheduled production plan, using a range of materials, tools and processes and managing time and other resources effectively and efficiently to safely make the product designed in Unit 3.

UNIT 1 – MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.
While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components.
All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them.
Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Assessment for Unit 1

- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Examination

UNIT 2 – ELECTROTECHNOLOGY SYSTEMS

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Assessment for Unit 2

- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Examination

UNIT 3 – INTEGRATED AND CONTROLLED SYSTEMS

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Assessment for Unit 3

- Design Folio
- Production Tasks
- Selected Assessed Coursework
- External Examination

UNIT 4 – SYSTEMS CONTROL

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Assessment for Unit 4

- Design Folio
- Production Tasks
- Selected Assessed Coursework
- External Examination

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) involves the study of a TAFE qualification.

VET is characterised by a high level of practical learning which relates to the working environment. VET is designed to be “hands on” learning with students learning by “doing”.

The provision of VET within the VCE-VM and the VCE has provided many students with a vocational focus while completing their senior studies. It has opened up post school options that were previously unavailable to students. Local schools are offering many of these programs, these schools have decided to form a cluster (Yarra Valley VET Cluster) for the provision of VET courses to give students from a larger number of schools access to these programs.

Member schools of the Cluster include, Billanook College, Lilydale Heights College, Lilydale High School, Mooroolbark College, Mount Lilydale Mercy College, Mt. Evelyn Christian School and Yarra Hills Secondary College, Upper Yarra Secondary College, Mountain District Christian School, Healesville High School & CIRE Community School.

These schools through the partnership offer a wide range of career and study options that are locally accessible for students. Mooroolbark College also works with other local TAFE institutions who deliver VET programs.

Students enrolled in various VET programs on offer can remain enrolled in their current school and can then take the option of enrolling in a specialist program at another school or TAFE Institution.

VET PROGRAMS AVAILABLE

- Certificate III in Acting
- Certificate II in Agriculture
- Certificate II in Allied Health Assistance
- Certificate II in Animal Care
- Certificate II in Auslan
- Certificate II in Automotive
- Certificate II in Beauty Services
- Certificate II in Building & Construction (pre- apprenticeship Bricklaying)
- Certificate II in Building & Construction (pre- apprenticeship Carpentry)
- Certificate II in Business
- Certificate II in Community Services
- Certificate II in Conservation & Eco Systems Management
- Certificate II in Creative Industries (Screen & Media)
- Certificate II in Dance
- Certificate III in Design Fundamentals
- Certificate III in Early Childhood Education and Care
- Certificate II in Electro-technology (1st Year)
- Certificate II in Engineering
- Certificate II in Equine Studies
- Certificate II in Furniture
- Certificate II in Horticulture
- Certificate II in Hospitality Kitchen (Cookery)
- Certificate III in Information Technology (Cyber Safety) – NEW
- Certificate III in Information Technology (Games)

- Certificate II in Information Technology
- Certificate II in Interior Decorating
- Certificate II in Laboratory Skills
- Certificate II in Land Conservation
- Certificate III in Music Industry
- Certificate II in Music – Sound Production
- Certificate II in Music - Performance
- Certificate II in Plumbing (pre apprenticeship)
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate II in Screen and Media
- Certificate II in Tourism 1st Year
- Certificate II in Visual Arts 1st Year
- Certificate II in Workplace Skills
- Certificate II in Wine Industry – NEW

Note that courses offered may vary from year to year depending on the subjects confirmed by the provider.

For details of these courses please refer to course brochures that are available from Senior School Office and on the YVVC website https://www.yvvc.org.au/ or contact the Pathways/VET Coordinator.

See individual brochures for details. Students will attend the home school for their VCE/VM program but may attend any of the above schools for the VET courses. These will normally take place on a Wednesday- the day allocated by all the cluster schools as the VET day. However, some classes may run outside normal school hours on any day or evening. Some programs may be delivered at a TAFE Institution.

Students will be required to arrange their own transport to attend these programs.

There may be some additional costs incurred for the programs, this will vary depending on the VET provider.

Further information about VET is available from the Pathways/VET coordinator, the Pathways Advisors and from the following VCAA website
https://www.vcaa.vic.edu.au/curriculum/vet/Pages/index.aspx

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