Respect Responsibility Achievement Creativity

CAMBERWELL HIGH SCHOOL

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Senior School Handbook

Educating World Ready Independent Citizens

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Respect Responsibility Achievement Creativity

A Message from the Principal

Choice is a wonderful aspect of moving into the Senior School. Students who have developed a strong sense of direction and preferences in their learning areas will approach this aspect of their educational journey with enthusiasm and a sense that they can have control over what they are studying. For others the options can be bewildering or even limiting. Some students may be keen to keep their options open because they really are not too sure of their pathway.

This handbook is provided to assist with this often complex process of choice. It is not intended to stand alone. At school there are a number of people who can assist. Our Careers Office, the Student Learning Mentor as well as subject teachers will help with guidance. Of course the adults at home, parents, family and friends will also assist. The important thing is to ask questions and to do some careful reflection. Students should ask themselves what am I passionate about. Individual strengths and interests will be the most compelling starting point for subject selection and ultimately learning success.

Camberwell High School's Senior School Handbook includes all subjects which are on offer, keep in mind that the subjects which run will be determined by student choice. This means that subjects with a low number of students selecting them will not run.

I wish students well in making choices and in the exciting learning journey through the senior years at Camberwell High School.

Jill Laughlin

The Senior School Handbook Introduction

Camberwell High School's wide range of options in the Senior School highlight the school's commitment to its students and their learning. Camberwell High School devotes significant resources to its Senior School program to ensure that students have the best possible opportunity to maximise their learning potential. The school's consistently excellent VCE results reinforce the success of this approach.

This handbook outlines the various programs on offer at Camberwell High School in the Senior School.

The Senior School years are pivotal in terms of determining student's future career. When selecting subjects for Year 10, 11 & 12 VCE and VCAL it is important to take into account the following:

1. Choose subjects that reflect your interests and passions
2. Choose subjects in which you perform well and reflect your strengths
3. Use your CAP (Careers Action Plan) from Year and Year 11and career planning portfolio in 'Connections' to assist in planning your course and consult the careers' counsellors if you have any questions about your course or the pathways you wish to pursue
4. Where practicable, speak to staff and students about the content and demands of the subjects you are considering.

The Senior School Handbook is a resource for both parents and students. Importantly it provides a reference point for students as they move through the final years of their schooling in terms of planning their course. The handbook also has links to other institutions and programs, and outlines school policy on a range of processes.

The final years of school can be the most exciting and rewarding years of high school and a course that suits your learning needs adds to this experience significantly.

To ensure all students are treated fairly and equally in the Senior School, Camberwell High School has implemented a series of policies and processes that reflect and implement VCAA (Victorian Curriculum and Assessment Authority) requirements. Students are required to conform to these policies as a condition of their enrolment in VCE/VCAL. Two important policies and processes address Task Submission (*see Appendix 1*) and Acceleration (*see Appendix 2*).

Details of these follow, and are also available through Compass under School Documentation/School Community. It is important that parents and students carefully read this information to ensure they understand the school's requirements. Importantly, students need to be aware of their responsibilities in relation to their learning and attendance.

We encourage you to explore this handbook, and if you have any further questions, please contact your Learning Mentor or Student Learning Leader/House Leader, the Senior Sub School Leader or a Senior School subject adviser. We look forward to helping you achieve your goals in the Senior School.

The Camberwell High School Senior School Team

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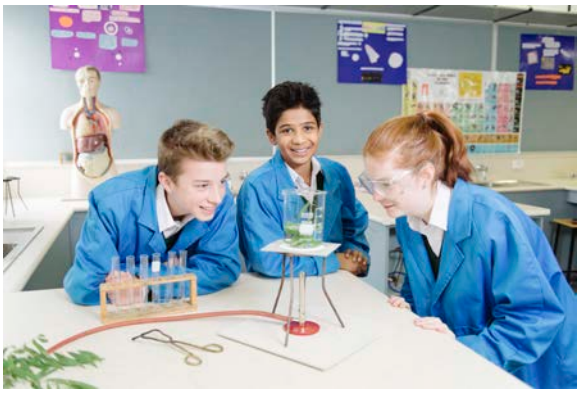
Glossary of Abbreviations

ATAR	Australian Tertiary Admission Rank
EAL	English as an Additional Language
DEECD	Department of Education and Early Childhood Development
DES	Derived Examination Score
GAT	General Achievement Test
LOTE	Language (s) Other Than English
MIPS	Managed Individual Pathways
MUPHAS	Melbourne University Program for High Achieving Students
SAC	School Assessed Coursework
SBAT	School Based Apprenticeships and Traineeships
SAT	School Assessed Task
TAFE	Technical and Further Education
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
AUSVELS	Australian Curriculum of the Victorian Essential Learning Standards
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre
VICTER	Victorian Tertiary Entrance Requirement

Careers

Camberwell High School's careers program focuses intently on building students' knowledge of their potential pathways through a staged series of courses, lessons, experiences and programs designed to help students make informed choices about their future.



Staff

Camberwell High School employs two part-time careers staff, with qualifications in Careers Education & Development. The Careers Office is located in the Senior School Centre.

Role of Careers program

The careers staff provide career and pathways guidance, information and support to help students to make a successful transition from school to further education, training or employment and to give them the skills to manage their own careers throughout their lives. The careers team assists students to identify their interests, strengths, values and skills and help students to explore subject, course and career options which match these. Students undertake career exploration activities throughout senior school, using a variety of resources, to help them identify types of work which match their interests, skills, values and occupational preferences. Students also receive assistance with choosing school subjects based on their interests and strengths and that are prerequisites for tertiary courses they are considering. The careers staff also provide pathways guidance and counselling to students at risk of disengaging from school.

Summary of Key Careers Activities 2018/2019

Careers Education	Careers Activities	Careers Counselling	Ongoing Activities
• Camberwell Careers Website • Networking • Subject Selection preparation • Mentor support • Pathways planning	• Work Experience • Course Counselling • Careers Excursions • CHS Careers Expo • Guest speakers • Assembly presentations	• Year 10 – 12 CAP (Career Action Plans) • Year 12 VTAC/Pathways planning interviews • Alternative education pathways • Ongoing individual career counselling	• Careers Newsletters • Assembly presentations • Individual course conferencing interviews • Pathways planning for at risk students • Development of careers material and resources for classroom teachers • Careers Website & Facebook page

Careers Programs

Managed Individual Pathways (MIPs) plans: All Year 10 students complete an online Managed Individual Pathways (MIPs) plan. It is a Victorian Government requirement that all students over 15 years of age complete a MIPs plan to ensure that they have an individual Career Action Plan to help them make a successful transition to further education, training or employment. MIPs plans also assist staff to identify and support students at risk of disengaging from school.

Work Experience: Work Experience is a compulsory component of the Year 10 curriculum and takes place during the last week of Term 2. Students are expected to find their own placements in a career area of interest to them. The careers staff prepare students well in advance for their work experience week, and they are available to assist students who are having difficulty sourcing a placement. It is most important, however that students are proactive in finding their placement and commence the search early. Many organisations require students to arrange their placement **up to 12 months in advance** and there is also a lot of competition for placements from other schools and tertiary institutions who undertake their placements in the same week.

University Visits: Students in Years 10-12 all visit a university or TAFE campus, or attend other careers related excursion, during the year. Students are taken on a campus tour and attend a presentation about university life and the courses offered by that institution.

Tertiary Institution and Careers Expo: At the Senior School Pathways Information Evening in Term 3, tertiary institution representatives from both the university and TAFE sectors are present to talk to students and parents and provide information about tertiary courses, the tertiary application process, and entrance requirements.

Student Led Conferences – Pathways 2019 Subject Selection: During Term 3 the careers staff and Mentor teachers prepare Year 9 and 10 students for their subject selections for the following year and coordinate Student Led Conferences with students and their parents with a focus on Pathways. Students will work through their subject selection and pathways preparation materials with their Mentor teachers at the beginning of Term 3, prior to their SLC later in the term.

Victorian Tertiary Admissions Centre (VTAC): VTAC is the organisation which administers the tertiary application and offer process. Applications for 2017 open on the **Monday 6th August** and timely applications close at **5pm on the Thursday 27th September**. The careers staff hold a VTAC briefing session for Year 12 students at the beginning of Term 3 to explain the tertiary application process in detail. All Year 12 students then attend an individual interview with a careers staff member during Term 3 to assist them with their VTAC application and to finalise their plans for the following year.

Special Entry Access Scheme (SEAS): SEAS allows tertiary selection officers to grant extra consideration for course entry to applicants who have experienced educational disadvantage, based on 5 categories: Personal information and location, non-english speaking background, difficult circumstances, disadvantaged financial background and disability or medical condition. Students should note that some categories require supporting evidence and their SEAS applications will not be considered without this. Students who think they may be eligible for SEAS should see one of the careers staff or House Leaders who can assist with this process.

Change of Preference Counselling: Following the release of the VCE results in mid-December, the careers staff offer counselling and guidance to those students who require assistance to amend their VTAC application preferences.

Scholarships: Scholarships are available for many reasons, not just for high academic performance. To be eligible for scholarships at Victorian institutions, students should apply through the VTAC

Scholarships process. Scholarship applications take approximately 15 minutes to complete and there is no application fee.

Tertiary Open Days: Most tertiary institutions hold their Open Days throughout weekends in August. Open Days are a great opportunity to speak to academic staff, current students and selection officers about tertiary courses and prerequisite or desirable VCE subjects needed for these courses. Students can also check out the campus and its facilities, get a feel for the environment and collect information resources. Students also have the opportunity to attend workshops, presentations and demonstrations in key area(s) of interest. Students generally need to book into these sessions in advance.

Most institutions have an online planner on their Open Day page to assist students to organise their visits and book into events of interest.

Open Day dates are listed and updated on the Camberwell Careers website Calendar of Events. Open Days will also be advertised via the Careers Newsletter, on screen in the Senior Study Centre and on posters displayed around the school. Please keep an eye out and see the Careers Office for more info.

More information on the VTAC process, SEAS and Scholarships, can be found under the Senior School tab of the Camberwell Careers website, or by heading straight to the VTAC website.

Choosing Senior School Studies

Year Level	Activity	Date(s)
Year 9	2018 Senior School Careers Expo, Information Evening and Parent Seminar	Thursday 19 July 6.30 - 8.00pm
	Connections – Student Led Conference – Pathways preparation	Term 3
	2019 Acceleration information provided to students	Friday 20 July
	Acceleration applications to close	Friday 3 August
	Student Led Conference - Pathways - 2019 subject selection	Wednesday 15 August
	On Line subject selection due	Monday 20 August
Year 10	2018 Senior School Careers Expo, Information Evening and Parent Seminar	Thursday 19 July 6.45 - 8.30pm
	Student Led Conference - Pathways preparations – 2019 subject selection	Term 3
	VCAL Information Evening	Tuesday 24 July 7 - 8pm
	Sign Post Day & Class Experience (Period 3 & 4)	Thursday 2 August
	Student Led Conference - Pathways - 2019 subject selection	Wednesday 15 August
	On Line subject selection due	Monday 20 August
Year 11	2018 Senior School Careers Expo, Information Evening and Parent Seminar	Thursday 19 July 6.00 - 7:00pm
	Online subject selection due	Friday 27 July

To help you in your selection process

Year 9 Students:

- Think about your Connections Portfolio
- Read all of the CHS Senior School Handbook carefully
- Read the subject descriptions, and consider what subjects look interesting, what subjects you think you would enjoy and subjects that suit your strengths

Year 10 Students:

- Look through your CAP (Career Action Plan)
  NB: If you have not completed your CAP, please see the Careers staff ASAP
- Think about your work experience placement and whether you could see yourself working in that industry/occupation
- Refer to the publication 'VTAC Choice: VCE Studies and the ATAR'
- Read all of the CHS Senior School Handbook carefully
- Read the subject descriptions, and consider what subjects look interesting, what subjects you think you would enjoy and subjects that suit your strength

Year 11 Students:

- Reflect on your program during 2018 and choose subjects for Year 12

Resources

- Research possible jobs of interest in the Career and Course Search on the Camberwell Careers website see Compass:
- If you would like to find out more about what careers may suit you complete the **WIRL** and **MyFuture Career Exploration Activities** on the Careers Website. The job suggestions generated by these quizzes may help you to decide what subjects would be helpful. (There might be more than one, so keep as many options as possible). Results will also provide information on Job Prospects, Salaries, Pathway Planning and more…

- Login details:
    - **WIRL** – Username: camberwellhs Password: galaxy11. Once logged in, create student account.
    - **MyFuture:** Create own Login.

- Look at the interactive Career Targets on the Careers Website. These posters research and list careers you could be interested in, based on school subjects you enjoy. They give you lots of ideas about the sorts of occupations your school subjects can lead to and what level of post school training you need to enter those occupations

- Relevant subject advisors, listed in subject descriptions

- Consider what subjects are prerequisites, for tertiary courses you are considering. The following links may assist you and can also be found under the Senior School tab on the Careers Website:
    - Year 10 Guide (To Choosing Subjects)
    - Year 11 and 12 Guide
    - VTAC Pre-Requisites for 2019
    - VTAC Pre-Requisites for 2020
    - VTAC Pre-Requisites for 2021 (available Late July 2018)

- Visit Open Days - **See Careers Website Calendar of Events**

- Language other than English (LOTE)
  If you are interested in doing an external LOTE subject, you <u>must</u> collect an enrolment form from the Senior School office and return the completed form to your House Leader by **Monday 20th August.**

- **NB: VCE subject prerequisites can vary from year to year so it is important to ensure you have the most up to date information**

Prior to your Student Led Conference - Pathways - 2019 subject selection:

Once you have completed your research using the resources in this booklet including the appendices, complete the following documents on the Careers page in Compass or by printing them off from the appendices in the Senior School Handbook.

1. Planning Worksheet (Year 10)
2. Checklist of Tasks (Year 10)

Discuss any changes with your parents during the consultation period and prior to submission of your 2018 subject choices on **Monday 20th August.**

Attend the course conferencing interview with your parent(s). Interview dates are as follows:

Year 9: **Wednesday 15th August – Enterprise Centre**
Year 10: **Wednesday 15th August - Undercroft**

The following documents MUST BE COMPLETED PRIOR TO YOUR INTERVIEW and brought with you to your interview:

YEAR 9 Students

1. Connections Portfolio
2. Acceleration Approval Letter (if necessary)
3. Preliminary Record Subject Selection Form 2019
4. Checklist of tasks must be completed
5. External Language Application Form if required

YEAR 10 Students

1. Planning worksheet
2. Preliminary Record of Subject Selection Form 2019
3. Acceleration Approval Letter (if necessary)
4. Checklist of tasks must be completed
5. Notice of intention to study External Language
6. Notice of intention to study Distance Education
7. Notice of intention to study VET

Process for booking Student Led Conference - Pathways - 2019 subject selection interviews

Year 9 students:

Interviews scheduled for **Wednesday 15th August in the Enterprise Centre**

Year 10 students:

Interviews scheduled for **Wednesday 15th August in the Undercroft**

Parents are required to book an interview time on Compass.
These will be available from Wednesday 1st August
Parents unable to access Compass should contact the relevant sub school office, or email camberwell.hs@edumail.vic.gov.au) on 9836 0555 to arrange an interview time.

Process for submitting subject preferences

Students will receive an email advising them to submit their subject preferences for 2019 online using **Web Preferences.** The email will contain detailed instructions for accessing Web Preferences, and how to add their subject preferences.

Your Course Options in Years 11 and 12

Students at Camberwell High School can select either the VCAL or VCE pathway in VCE. In either case students may also elect to undertake a VET study. Each of these options is illustrated below and a detailed explanation of each option in the following pages.

VCAL → VET

VCE → VET

VCE

Victorian Certificate of Applied Learning

Camberwell High School understands and values differentiating and personalising learning for its students. Part of this philosophy is the provision of VCAL within the Senior School.

The Victorian Certificate of Applied Learning (VCAL) is an integral part of Camberwell's Senior School Program. It has run for many years, supported by expert staff and training network including the Inner Eastern Local Learning and Employment Network). The success of the program is reflected in the opportunities it creates for students to develop work related skills and pursue further pathways beyond school including TAFE, traineeships and apprenticeships. Our VCAL students are regular recipients of Industry awards as a result of their efforts in this program. We are proud of our VCAL students' achievements.

VCAL is underpinned by the following curriculum principles:

- Student-centred approaches and decision-making regarding program design, delivery and evaluation
- Opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- Programs that are relevant to personal strengths and experiences, and that are responsive to the diverse needs of students
- Programs that build resilience, confidence and a sense of self-worth
- Learning environments that strengthen connections with the community
- Programs that allow students to enter and exit at each level to pursue a range of pathway options.

VCAL is a two-year program and includes the following units:

Intermediate (Year 11)	Senior (Year 12)
Literacy Numeracy Work Related Skills Personal Development Skills VET subject or school-based apprenticeship Work placement	Literacy Work Related Skills Personal Development Skills VET subject or school-based apprenticeship Work Placement

VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VET and Further Education (FE) form an integral part of VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests, and pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL.

VCAL is designed to develop and extend pathways for young people. On completion of VCAL, students will be able to make informed choices about employment or education pathways.

School Based Apprenticeships & Traineeships

School Based Apprenticeship and Traineeships (SBATs) offer students enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and formally registered with Skills Victoria and leads to a nationally-recognised qualification at Certificate II, III or IV level. It also includes paid work under some form of industrial agreement that endorses part-time apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Collective Agreement.

Like other VET offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school-based apprentices and trainees move on to a fulltime contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

For more information on VCAL and School Based Apprenticeships and Traineeships please contact the VCAL Coordinator on 9836 0555.

Please refer to the **Careers Website** for more information on **SBATs** information:

Victorian Certificate of Education

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting.

Curriculum

VCE studies are made up of semester length units, representing approximately 100 hours of learning of which 50 to 60 hours are class time. Studies offer a sequence of four units, with one unit designed to be studied in each of four semesters over two years. Students at Camberwell High School usually study twelve units in Year 11 (Units 1 and 2) and ten units (Units 3 and 4) in Year 12. Over the two VCE years, students **will aim** to complete a total of 22 units from a range of learning areas.

Units 3 and 4 must be studied as a sequence and have external assessments, while Units 1 and 2 are assessed by the school.

To be awarded the VCE Certificate

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three sequences of Unit 3–4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 of an English group sequence is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

English Requirements

Three units of English may be selected from English/EAL Units 1 to 4, English Language Units 1 to 4 and Literature Units 1 to 4.

No more than two units at Units 1 and 2 levels selected from English Units 1 and 2, English Language Units 1 and 2, and Literature Units 1 and 2 may count towards the English requirement.

An English sequence will count as a sequence other than English when:

(a) it is additional to a student satisfying three units from the English group, or

(b) the student has satisfied more than one sequence from the English group.

Students may not obtain credit for both English Units 3 and 4 and EAL Units 3 and 4.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. This assessment will be based on the teacher's assessment of the student's performance on a set of designated assessment tasks for each unit.

Outcomes are based on the key knowledge and key skills required to satisfactorily complete the designated tasks for each unit. An outcome can include ongoing class work, attendance, class test or assignments and any other teaching and learning activity.

Outcomes are marked **satisfactory (S)** or **unsatisfactory (N).** There are no grades associated with an outcome. The S/N grade is reported to the VCAA. The school, in accordance with the VCAA requirements, determines satisfactory completion of units.

School Assessed Coursework (SACs)

School assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes:

- Assessment tasks are part of the regular teaching and learning program
- They must be completed in the allocated SAC planner time (this is advertised on Compass)
- They are to be completed in a limited timeframe.

School Assessed Tasks (SATs)

A small number of studies have school assessed tasks, currently this includes Art, Design and Technology (Wood), Food Technology, Media, Systems Engineering and Visual Communication and Design.

Determining and Reporting Grades

Students' scores will be determined from the rankings given by their teacher on a set of assessment criteria specified by the VCAA.

To ensure that schools' assessments are comparable throughout the State, schools' scores for school assessed tasks are monitored using the General Achievement Test (GAT), and if necessary their assessments will be reviewed by the VCAA.

Examinations

All VCE studies offered at Camberwell High School have examinations in November. Performance and oral examinations are held in October. Grades for all examinations are determined by the VCAA. Final grades for Units 3 and 4 are issued in December.

Study Scores

In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study. Students' overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

VET and VCE

VET programs are fully integrated into the VCE. This means that they are independent studies at Units 1, 2, 3 and 4 levels. Students are able to include a VET Unit 3 and 4 sequence as one or more of the three studies other than English needed to gain their VCE.

VET programs have full VCE study status. VET provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

VCE study scores are available for some VET Units 3 and 4, most are awarded a 10% Bonus on the ATAR, and others have no contribution towards the ATAR. So it is important to make your VET choice wisely. Please refer to list on p. 22

The ATAR is calculated by adding together the study score in English/EAL plus the three next best study scores (the 'Primary Four') and then adding 10% of the score for a maximum of two other studies in Units 3 and 4. Completion of a High Education Study can count as an increment only.

Students who do a first year university subject (Extension Studies) at Year 12 will have demonstrated their ability to cope with university standard work, and this may influence selection officers when they are considering a student's application to do a tertiary course. If passed, such studies gain credit towards a degree upon entry to university. ATAR scores may be drawn from studies taken over more than one year. Individual universities may impose a penalty for repeating a subject. You are advised to check with each university.

For more information about VCE, VET, VCAL and the ATAR please visit our Careers Website under Senior School.

Vocational Education Training (VET)

Costs of VET subjects are paid directly by parents and vary depending on the subject. A commitment to the subject means early payment will be required.

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their Senior School studies with vocational training (i.e. Certificate II, III or IV).

Features of VET

- It is a two-year program combining senior school studies and accredited vocational education and training
- Enables students to complete a nationally-recognised vocational qualification. (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time
- Allows a student to go directly into employment or receive credit towards further TAFE study
- Focuses on developing industry-specific and workplace skills
- It is a vocationally-oriented school program designed to meet the needs of industry

How does VET work?

VET in Schools program is usually made of:

- VET units: Delivered by a registered training organisation (e.g. TAFE), student's school or another school close by.
- Structured Workplace Learning (SWL): This involves an employer accepting a student on a one day a week basis (VCAL students only) or for a one-week block. SWL enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and assessed on the job.

Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs have a Unit 1 to 4 structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET units
- All three sequences other than English, can be approved VCE VET Units 3 and 4 sequences, with study scores
- VET programs contribute directly to the ATAR score or as a fifth or sixth subject.

VET Increases Student's Learning Potential

- Broadens VCE/VCAL options
- Develops student's capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Matches student interests and career directions through the provision of strong pathways.

VET gives National Qualifications and Skills

- Upon successful completion of the program, students are awarded a nationally-accredited vocational training certificate
- VET qualification leads directly into further education and training at TAFE through documented pathway agreements
- VET provides access to a range of different technologies related to the type and place of work.

VET prepares students for the workplace by:

- Multiplies post-school opportunities
- Provides the opportunity to trial a career. Helps students explore possible areas of interest which promote further study and work choices

- Allows a student to develop strong links with industry and local community employers, i.e.
    - Students may be offered part time/casual work
- Improves employment prospects
- Helps students gain knowledge of employer's expectations and real working conditions
- Develops their capacity for co-operation, teamwork and leadership skill development
- Assists in transition from school to work.

VET Courses Available 2019 - Collect IMVC VET Course Handbook from Careers Office or download PDF from www.imvc.com.au

VET Subjects – Contribution to ATAR

Study Score	10% Bonus	No Contribution
Allied Health	Acting	Animate Your Life
Business	Animal Studies	Automotive Voc. Prep –Selected Units
Community Services	Applied Fashion Design & Tech	Bicycle Maintenance
Dance	Automotive (Paint & Panel)	Hospitality & Kitchen Operations (Year 1)
Engineering Studies	Aviation	Outdoor Recreation
Equine	Bricklaying	Plumbing
Furniture Making	Carpentry	Retail Cosmetics
Hospitality	CISCO	Salon Assistant
Info, Digital Media & Tech	Civil Construction	Screen & Media (Broadcasting)
Integrated Technologies	Design Fundamentals	
Laboratory Skills	Early Childhood Edu	
Music Industry	Electrotechnology	
Screen & Media (CDM)	Events	
Sport & Recreation	Horticulture	
	Interior Decoration	
	Musical Instrument Making	
	Screen & Media (Game Design)	
	Tourism	
	Visual Arts	

*Current as at 19/06/2018. Please see 2019 VET Handbook or Careers Office for clarification

Year 10 Course

Students going into Year 10 undertake compulsory core subjects in English, Mathematics and Sport and also make choices from subjects offered across a wide range of electives. Students at this level should choose a Pathway that will prepare them for VCAL or VCE. Many students in Year 10 undertake an accelerated subject where they enrol in a VCE study (Units 1 and 2) in a learning area where they have shown interest and aptitude. The learning program at Year 10 is designed to enable students to have a greater say in the subjects they study.

What choices do students need to make as they plan a course for Year 10?

- All students are required to study English or English as an Additional Language, Mathematics and Sport

- Students can also choose eight semester long units from the electives offered. Students should select subjects which interest them or that they know will lead them to a future pathway. They can choose electives from the Arts, Sciences, Languages, Health and Physical Education, Economics, History, Geography and English learning areas. These eight units will form the balance of the course with four electives studied each semester. **Students will also need to select a number of reserve subjects in case their first choices are unavailable.**

- ***Please note that some electives require payment of an extra cost for specialist materials. Students should select these subjects if they are willing to pay these extra charges.***

Students who have shown ability or interest in a particular area of learning in Year 9 may wish to undertake an accelerated (See ***Appendix 2*** for Application form) study by nominating to do a VCE Units 1 and 2 study. This will enable students to then complete the VCE study (Units 3 and 4) in Year 11 and possibly go on to a university enhancement study in Year 12

Senior School English

In order to attain a VCE certificate and an ATAR students will need to successfully complete 3 units of English in Year 11 and 12 including satisfactory results in Units 3 and 4. Only one English subject is required to achieve this, but studies can include two subjects. The only combination prohibited by the VCAA is English and EAL. Year 10 English subjects offered are designed to both introduce students to key knowledge, understanding and skills for VCE as well as enhance their skills in particular skills within English.

When considering which English to pursue in Years 11 and 12, consultation and advice should be taken from English staff about the subject that is most suitable. The English subjects selected will form the backbone of the ATAR score, and therefore it is important to choose carefully.

	YEAR 10	**YEAR 11**	**YEAR 12**
In English/EAL, students study a range of creative, expository, narrative & persuasive texts to appreciate, analyse and creatively respond to the ways they are constructed. Writing styles include creative, imaginative, expository, persuasive and analytical. Students are also required to develop and deliver oral presentations.	**English or** **English as an Additional Language**	**English or** **English as an Additional Language** **Units 1 & 2**	**English or** **English as an Additional Language** **Units 3 & 4**
In English Language, students study the nature and function of human language, language variation according to user and context and texts in their Australian contexts. Across all units, students learn how to analyse language using metalanguage and the subsystems of linguistics. This English option is for students with a keen interest in English.	**English Language** *(Semester only)*	**English Language** **Units 1 & 2**	**English Language** **Units 3 & 4**
In Literature students inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts. Students focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. This English option is for students with a keen interest in English	**Literature** *(Semester only)*	**Literature** **Units 1 & 2**	**Literature** **Units 3 & 4**

Senior School Mathematics

Students studying Year 10 Mathematics in 2018			
Ability level at Year 10	**Year 10**	**Year 11**	**Year 12**
Students who are achieving a Victoria Curriculum level of 10 or above in **Number & Algebra** for Year 10 Mathematics and have a passion and aptitude for mathematics should consider these pathways	Year 10 Mathematics AND Year 10 Patterns, Proofs and Geometry (semester elective)	Mathematical Methods 1 & 2 AND Specialist Mathematics 1 & 2	Mathematical Methods 3 & 4 AND Specialist Mathematics 3 & 4
			Mathematical Methods 3 & 4
	Year 10 Mathematics	Mathematical Methods 1 & 2	Mathematical Methods 3 & 4
Students who are achieving a Victoria Curriculum level of 9.5 or above in **Number & Algebra** and have an interest in mathematics may consider these pathways	Year 10 Mathematics	Mathematical Methods 1 & 2	Mathematical Methods 3 & 4
*Students who are achieving a Victoria Curriculum level of 9.5 or above in **Number & Algebra** and have an interest in mathematics may consider these pathways*	Year 10 Mathematics	Further Mathematics 1 & 2	Further Mathematics 3 & 4
	Year 10 Mathematics	Further Mathematics 1 & 2	No Maths
*Students who are achieving "**emerging**" in **Number & Algebra***	Year 10 Mathematics	No Maths or VCAL Numeracy	No Maths

Camberwell High School Subjects

Bold Highlights = Core Subjects **Asterisk Subjects(*) Semester long studies**

N.B. Quite a number of subjects require extra charges for materials in Years 10 - 12

Discipline	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Year 11 and 12 [Units 1-4, unless noted]*
The Arts	Visual Arts* Music*	Visual Arts* Drama*	Art* Ceramics* Drama* Media* Music* Computer Aided Design* Photography* Visual Communication Design*	Art* Drama* Media Studies* Music Performance* Photography* Visual Communication Design*	Art Drama Media Studies Music Performance Music Investigation [Units 3&4] Visual Communication Design
English	English	English	English English as an Additional Language (elective)	English English as an Additional Language English Language* Literature*	One English course is required from English English as an Additional Language or Literature English Language
Health & Physical Education	Health Physical Education Sport	Health Physical Education Sport	Health Physical Education Sport* (one semester)	Sport Health Education* Physical Education* Physical Education: Sport & Recreation*	Health & Human Development Physical Education
Language other Than English	French or Chinese (Mandarin)	French or Chinese (Mandarin)	French* or Chinese (Mandarin)	French Chinese (Mandarin)	French [2nd language) Chinese (1st language) Chinese (2nd language) Chinese (2nd language advanced) Chinese (Language, Culture & Society Yr 11)
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics Patterns, Proofs and Geometry*	Further Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science	Science	Biology* Chemistry* Physics* Psychology*	Biology Chemistry Physics Psychology
Humanities	Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)	Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)	Humanities (includes, Civics and Citizenship, Economics and Business, Geography and History)	Accounting* Business Management* Economics* Geography* History* Legal Studies*	Accounting Business Management Classical Studies [No Units 3&4] Economics [No Units 3&4] Geography [No Units 3&4] 20th Century History [Units 1&2] Revolutions History [Units 3&4] Legal Studies
Technology	Digital Technology	Food Studies Design Technology	Food studies* Digital Technologies* Product Design Systems Engineering*	Food Studies* Digital Technologies * Product Design* Systems Engineering*	Food Studies [No Units 3&4] Computing [Units 1&2] Computing-Software Development [Units 3&4] Product Design &Technology Systems Engineering
Other Programs	Instrumental Music (optional)	Instrumental Music (optional)	Connections Instrumental Music (optional)	Extended Investigation * Instrumental Music (optional)	Extended Investigation Instrumental Music (optional) VET Sport & Recreation (Basketball) Units 1&2 only) VCAL Literacy Intermediate (Yr11) & Senior (Yr12) Numeracy (Yr11 only) Personal Development Intermediate (Yr11) & Senior (Yr12) Work Related Skills Intermediate (Yr11) & Senior (Yr12)

YEAR 10
SUBJECT DESCRIPTIONS
IN
LEARNING AREAS

Learning Area Overview

Arts

Camberwell High School has an active and innovative Arts program and our talented students are proud of the diversity of creative work they produce. Study of the Arts allows students to express and explore creative concepts, develop communication skills for the modern age, and build confidence in themselves and their ideas. At Camberwell High School the wide array of electives gives students opportunity to develop skills and interests from early on, or to experience new areas within the Arts. Electives include Visual Communications, Art, Photography, Music and Media.

English

The study of English involves students reading, viewing, creating, researching and talking about different text types, from those dealing with straight forward information to increasingly complex ideas. English in Year 10 is considered the first of the senior years and as such is structured similarly to courses at Years 11 and 12. Students in Year 10 study English or EAL and may elect to study Literature or English Language.

Humanities

The Humanities involve the study of human societies and environments, people and their cultures in the past and the present. Students learn to plan an investigation and ask key questions, analysing a range of data and sources including artefacts, photographs, maps, stories, interviews and electronic media. All Humanities subjects at this level are part of the Year 10 elective program,. Each of these subjects introduces specific knowledge in the area of Commerce, Geography and History and acts as a short introduction to VCE subjects in the same fields.

Extended Investigation

This subject does not fit within one particular Learning Area but crosses all areas. It provides students with skills in developing self-motivation and resilience in undertaking an extended and detailed investigation.

Languages

The teaching of Languages at Camberwell High School is seen as a vital skill in the context of rapid globalisation and Australia‘s increasing involvement with Asia. It provides students with greater understanding of other cultures and opens opportunities for overseas study tours. French is offered as an elective in Year 10 and may be continued in VCE. Chinese is offered in Year 10 with opportunity to continue to VCE (2nd language). Chinese is also offered as a first language option. Study of Languages is encouraged as an empowering communicative skill for the future.

Mathematics

Mathematics is a whole year core subject studied by all students at Year 10. The course focuses on consolidating and further developing students understanding, fluency, problem solving and reasoning skills in the key areas of Number, Algebra, Measurement, Geometry, Probability and Statistics, with an emphasis on Algebra. The CAS calculator is employed as a supporting tool to help students visualise their thinking. For students who wish to be further extended or are planning to study Specialist Mathematics in VCE, there is an elective subject; Patterns, Proofs and Geometry, on offer.

Physical Education, Health & Sport

Health and Physical Education aim to help young people take an active role in improving health and wellbeing, maintaining and protecting their health and making informed healthy life choices. Students are encouraged to adopt healthy practices through understanding their physical, mental, emotional and social dimensions. There are HPE electives available for students to choose which link with concepts covered in the junior school and provide a clear pathway into VCE and VET studies within this area.

Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of the world around us. The study of science aims to encourage observation, exploration and investigation leading to greater understanding. Science at Year 10 is an elective and students may select from a broad range of subjects based on their interests and potential pathways. Experimental work is used to support and highlight the basic concepts studied and the application of research methods allows students to develop useful analytical and critical skills.

Technology

Technology subjects provide students with opportunities for learning, understanding, creation and expansion within several fields that teach important life skills. Subjects include Food Studies, Materials Technology, Information Technology and Systems Engineering.

Art
Year 10

Contact Teacher: Megan Watson

Prerequisites: None

Description:

This unit combines both theoretical and practical work. There is a focus on the exploration of materials and techniques, and the development of personal art ideas to given tasks. Students show their thinking through the annotation of their ideas. Students explore the structure of artworks, and the meanings and messages of artworks through the research of artists and their intentions.

Areas of Study:

1. Making – Abstraction, Realism to Surrealism
   Each of the folio pieces will be explored through researching the style and various artists who worked in the same way. All folio pieces are to be supported through development, exploration and annotation.
   Through the development of ideas students will explore a range of materials and techniques including charcoal, paint, pastel and mixed media

2. Responding – Students will analyse and interpret a range of artworks using the structural framework considering the following: visual analysis of how the elements and principles contribute to the meaning of an artwork, style, technique, symbols and metaphors.

Assessment:

This outcome consists of

CAT1: Folio – Abstraction

CAT2: Written response – discuss and analyse artworks

CAT3: Folio Surrealism

End of Semester Exam

Associated Areas of Study/Careers:

This unit can lead into Units 1 and 2 Art and onto further study at tertiary level.

Drama
Year 10

Contact Teacher: Helen Cull

Prerequisites: No prerequisites although students would benefit from studying Drama in Year 9

Description:

This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance. The origins of performance from a range of cultures and their significance in a variety of social, political and historical contexts are examined.

Areas of Study:

This is the devised performance component of the course. There are two main performance projects (non-naturalism and comedy). Students document their creative processes in a learning journal and workbook.

Students explore the theoretical component and conventions of drama and how these are used in the creation of ensemble and/or solo performances. Research is also conducted into non-naturalistic theatre practitioners and directors (Brecht, Grotowski, Boal, Brook, Artaud, Ionesco and Craig).

Research will be used to influence practical work and inform short answer response tasks in class. There will be two written responses and one examination for this outcome.

Assessment:

- Outcome 1:
  - Students are assessed on their workshop contribution to the creation and development of ensemble performances. Two performances are assessed against set criteria.
- Outcome 2:
  - Workbook and journal. There are two written responses for this outcome (one in class and one as a research task). The end of semester examination is based on this section of the course.
- CAT 1: Non Naturalistic Theatre
- CAT 2: Commedia Dell Arte

Associated Areas of Study/Careers:

Unit 1, 2, 3 and 4 Drama and Media.

Media Studies
Year 10

Contact Teacher: Karin Warne

Prerequisites: none

Description:

This unit focuses on the misery genre and combines both analytical and practical work. Students study films such as Psycho and Scream and complete a number of analytical exercises. They learn how directors use codes and conventions to create meaning in film. Practical exercises include storyboarding, camera operation and editing. The unit culminates in students planning, producing, presenting and evaluating their own group Horror films.

Areas of Study:

- Narrative
- Media production skills and processes
- Media production design

Assessment:

- CAT 1: Analysing media codes and genre in Psycho
- CAT 2: Creating a horror and suspense film
- End of semester examination

Associated Areas of Study/Careers:

Visual Communication, Drama, Information Technology, Psychology, English Literature.

Careers: Journalism, Film, TV, Radio Production, Games Design, Marketing, Administration, Public Relations.

Music Performance
Year 10

Contact Teacher: David Hirst

Prerequisites: Must be currently having lessons on their chosen instrument, either at school or with a private teacher. However, they do not have to be a current participant in the CHS instrumental music program. Pianists, guitarists and vocalists are welcome.

Description:

Year 10 Music Performance caters to students who want to develop their skills in group and/or solo performance, and possibly continue into VCE and beyond.
Students will perform both solo and in groups, undertake musicianship classes, and develop their live performance skills, and arrange & compose music.

Areas of Study:

There are four major components to the Year 10 Music Performance course:

- Solo/group performance – students will perform and record on a regular basis in class and receive feedback on their performance and advice on their playing ability
- Musicianship – students will undertake musicianship training to develop their music theory and aural skills
- Composition/arranging – students will develop skills in this area and complete a composition/arranging task
- Recording – students will maintain a recording portfolio

Assessment:

- CAT 1: Group Performance
- CAT 2: Solo Performance
- CAT 3: Musicianship Exam
- Composition/Arranging task

Associated Areas of Study/Careers:

Music Performance. (Contemporary/Orchestral/Jazz/Shows/Theatre)
Music Education (Primary/Secondary)
Music Therapy

Photography
Year 10

Description: Ashlie Berchtold/Brendan Pye

Prerequisites: Year 9 Photography would be an advantage but not essential.

Description:

Development of photographic media designed to enhance artistic awareness and sensitivity through the creative and imaginative use of analogue and digital tools. Includes art history and culture though the exploration of a variety of photographic art works with an emphasis on aesthetic judgement and growth.

Areas of Study:

This course combines hands-on experience in traditional film and digital photography. Instruction includes darkroom processing, studio and natural lighting, digital manipulation and experimental techniques. Creative control, elements and principles of art and documentation through annotations will also be covered.

Students evaluate and share with others their understanding about the role of photography and why photographic art works are made, what they are about and how they are understood in different ways.

Assessment:

- CAT 1: Analysis of Photographic Artworks
- CAT 2: Folio
- End of Semester examination

Associated Areas of Study/Careers:

There are a variety of government and private photographic TAFE and University courses available.

Photojournalist, freelancer, commercial, photo editor, architecture and real estate, food, scientific, wedding, aerial, portrait, fashion, sports, advertising.

Visual Communication Design
Year 10

Contact Teacher: Leanne Joyner

Prerequisites: No prerequisites are required, although students would benefit from having undertaken an arts subject in Year 9.

Description:

Students develop skills and knowledge in a range of practical and theoretical design areas that relate directly to environmental, communication and product design. They develop an understanding of the way in which visual communication dominates their environment and is an integral part of their life. Students complete the following presentations:

- Personal/Family crest design
- Apartment design
- Analysis of visual communications

Areas of Study:

- Communication Design
- Environmental Design

Assessment:

Students will be assessed on all work completed in and out of class against set criteria. This consists of developmental folios, homework, preliminary exercises and final presentations for all areas of study. There will be an end of Semester Exam

- CAT 1: Crest Design
- CAT 2: Logo Analysis
- CAT 3: Apartment Design
- End of Semester examination

Associated Areas of Study/Careers:

Students who have had experience in this subject are encouraged to undertake further visual arts subjects including Visual Communication and Design in Years 11 and 12. They are then able to select from a wide range of study pathways in both University and TAFE including Communication Design, Visual Communication, Industrial Design, Architecture, Interior Design, Urban Design, Landscape Design, Advertising, Fashion Design, Visual Arts, Multimedia Design, Automotive Design, Graphic Design and ultimately work within these industries.

English
Year 10

Contact Teacher: Anne Morrison

Prerequisites: Year 9 English

Description:

In Semester 1 students explore how authors use literary techniques to create meaning and experiment with their own creative writing for different purposes and audiences. Students read Oscar Wilde's 'The Importance of Being Earnest' and analyse how Wilde uses irony, satire and humour to critique the social hierarchy of the Victorian era. Students read William Shakespeare's 'Romeo and Juliet', and write a sustained analytical essay.

In Semester 2 students compare and contrast Craig Silvey's novel 'Jasper Jones' with 'Freedom Writers', a film by Richard Lagravenese. Students explore how ideas, issues and themes can be explored in different texts and presented in different ways. Students write a sustained comparative essay. Students develop their critical thinking skills as they analyse persuasive language in the media. Students write their own persuasive speech on an issue of their choice and present this to the class.

Areas of Study:

- Oscar Wilde's play 'The Importance of Being Earnest'
- William Shakespeare's play 'Romeo and Juliet'
- Craig Silvey's novel 'Jasper Jones' compared to Richard La Gravenese's film 'Freedom Writers'
- Persuasive oral presentation

Assessment Tasks:

Students undertaking Year 10 English will undertake the following assessment tasks:

- CAT 1: Creative Writing
- CAT 2: Analytical Essay
- Semester one examination
- CAT 3: Comparative Text Response
- CAT 4: Persuasive Oral Presentation
- Semester two examination

Associated Areas of Study/Careers:

VCE Units 1-4

Study at university level in English is often literature based and is often done within an Arts degree. Careers that use effective writing and analysis skills include advertising, policy writing, editing and teaching.

EAL (English as an Additional Language) Year 10

Contact Teacher: Angela Velos

Prerequisites: Students of non-English background who have been in Australia for less than seven years are eligible to study this subject.

Description:

This course covers and aims to build confidence and competence in the communication skills of listening, speaking, reading and writing and prepare students for the language and task demands of VCE EAL. Students are introduced to persuasive language and argument, oral presentation skills, and the effect of word choices in persuasive and and creative writing. They examine how texts are constructed to convey meaning, the impact of authorial choices and how to write analytical, comparative and creative responses to texts.

Areas of Study:

In Semester 1, students are introduced to persuasive language and argument and how to prepare and deliver a persuasive oral presentation on an issue. Students also examine the ways in which literary texts are constructed, how character, plot and themes are developed in texts, and develop their analytical text response skills. In addition, students explore the purpose and techniques of creative writing with a focus on poetry and use of language for creative effect.

In Semester 2, students further explore how meaning is created in literary and film texts. Students analyse how authors use language to represent characters, settings, events, explore themes and build the world of the text for the reader/viewer. They further their understanding through the comparative analysis of two texts and are introduced to the structure and conventions of comparative essay writing. Students continue to develop their understanding of the use of language and argument to persuade through the study and analysis of a range of persuasive texts and create their own persuasive writing.

Assessment:

Semester 1:

CAT 1: Analytical Text Response Essay
Mid-year exam
CAT 2: Folio of Creative Writing
CAT 3: Persuasive Oral Presentation on an Issue
CAT 4: Listening

Semester 2:
CAT 1: Analytical Text Response Essay
CAT 2: Comparative Text Response Essay
CAT 3: Persuasive Writing
CAT 4: Listening
Exam

Associated Areas of Study/Careers:

VCE Units 1-4
English /EAL is a prerequisite to all TAFE and University courses

English Language
Year 10

Contact Teacher: Stacey Rolph

Prerequisites: None

Description:

English Language explores the ways in which language is used by individuals and groups for different purposes. Informed by the discipline of linguistics, English Language provides students with metalinguistic tools to understand and analyse language use, variation and change. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

Areas of Study:

- Area of Study 1 - Functions of the English Language
  - Students will learn about the subsystems of language, and how they are used to analyse speech situations. They will analyse a variety of texts of different functions and registers.

- Area of Study 2 - Language Change
  - Students will explore the history of the English language, concentrating on language change and variation. Students will look at the influences on the English language over time, and the influences on the language we see today.

Assessment:

- School-Assessed Coursework 1
  - Language analysis and short answer

- School-Assessed Coursework 2
  - Short answer analysis and extended response

- Semester exam

- Other formative assessment will consist of tasks drawn from a combination of the following:
  - Annotated texts
  - Short-answer questions
  - Expository essay

Associated Areas of Study:

This subject will prepare students for VCE English Language Units 1-4. A knowledge of how language functions (linguistics) helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science and philosophy.

Literature
Year 10

Contact Teacher: Anna Daish

Prerequisites: Year 9 English

Description:

In this subject students are introduced to the study of Literature. They explore a range of text types and are encouraged to examine ways that writers construct texts to create meaning. Students consider the social and historical context of writers and develop their understanding of how literature reflects a range of human experiences. They develop skills and knowledge to help reflect on their own and others interpretations of texts.

Areas of Study:

- A novel
- A 19th Century play
- Poetry
- A range of short stories

Assessment:

- Creative response to a text
- Views and values essay
- Passage analysis
- Oral presentations

Associated Areas of Study/Careers:

VCE Literature and/or VCE English

The study of Literature develops students' abilities in critical analysis. Study at university level in English often has a literature focus and many of the skills developed are useful in a range of degrees, e.g.: Arts, Commerce and Law. The skills gained are useful in careers that employ writing skills such as journalism, advertising, policy writing, editing public relations, teaching and law.

Health Education
Year 10

Contact Teacher: Chris Jung

Prerequisites: None

Description:

This course examines a variety of current health issues such as IVF, immunisation, abortion, genetic engineering, organ donation, suicide, sexuality, body image, eating disorders, asthma and diabetes. Students will explore causes, concerns, cures, costs and incidence of their chosen health issue. They will investigate evaluate and consider costs to individuals and society.

The elective also focus on Australian health issues including relationships, identity, culture, lifespan, nutrition and the impact of food supply on health and development. Students will develop an understanding of key nutrients' source and function and the idea of energy input vs energy output – in terms of kilojoules intake and exercise and intensity – students investigate different food labelling, cultural difference in food and people, foods for different allergies. They will also develop an understanding of diet related health issues that are linked with obesity. Students will also investigate a global health issues and compare health issues which occur in developed and developing countries.

Areas of Study:

- Global health
- Social and cultural influences on health
- Youth issues and obesity
- Health status
- Health versus development
- Youth and health and health across the lifespan
- Lifestyle choices
- Nutrition and physical activity behaviours
- Global health issues

Assessment:

- CAT 1: Health and Development
- CAT 2: Nutrition and Physical Activity
- CAT 3: Global Health

Associated Areas of Study/Careers:

Units 1-4 Health & Human Development

Health sciences, public health, nutrition/dietetics, nursing, teaching, social work, paramedic

Physical Education
Year 10

Contact Teacher: Drew Smith

Prerequisites: None

Description:

The Year 10 Physical Education & Sports Science course focuses on the major topics of coaching and skill acquisition/biomechanics. Students investigate the various skills and qualities required to be an effective coach, analyse strengths and weaknesses of various coaching styles and undertake a peer coaching session as part of their assessment. In the skill acquisition/biomechanical unit, students explore how physical skills can best be taught and learnt, the classification of motor skills, the progression through stages of learning as well as how changes in technology have impacted on biomechanical principles in a range of sports. This subject is taught through a combination of theory and practical classes and is an excellent foundation to VCE Physical Education studies.

Areas of Study:

- Skills and characteristics of an effective coach
- Styles of coaching
- Effective communication
- Skill acquisition
- Various stages of learning
- Classification of skills
- Biomechanics

Assessment Tasks:

- Peer coaching assessment
- Technical research task
- End of semester exam

Associated Areas of Study/Careers:

Units 1-4 Physical Education

VET 1-4 Sport & Recreation

Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation

Physical Education: Sport & Recreation
Year 10

Contact Teacher: Chris Jung

Prerequisites: None

Description:

An introduction for students who are conscientious about developing a life-long approach towards physical activity and recreation. In the "Get Active" unit of Sport & Recreation students will be looking at the Dimensions of Physical Activity, Different Types of Experiences in Sport, Benefits of Physical Activity, look at the Australia Physical Activity and Sedentary Behaviour Guidelines and Factors to increase Physical Activity.
In the "Enhancing Performance" unit, students will look at Sport Psychology, Sports Nutrition, Drugs in Sport, Recovery in Sport and Disability Sport and Recreation. The practical component of this subject aims to expose students to extensive range of traditional sports as well as recreational activities such as surfing, lawn bowls, indoor rock climbing, Indoor Trampolining, Wheel Chair Basketball and various Modified Sports.

Areas of Study:

- Australian Physical Activity and Sedentary Behaviour Guidelines
- Dimensions of Physical Activity
- Factors to increase Physical Activity
- Sport Psychology
- Drugs in Sport
- Recovery in Sport
- Disability Sport and Recreation

Students also participate in a range of sporting and leisure pursuits.

Assessment Tasks:

- Enhancing Performance CAT
- Get Active (Promoting Physical Activity) CAT
- Create a game activity group presentation
- Practical participation
- End of semester examination

Associated Areas of Study/Careers:

Units 1-4 Physical Education
Vet 1-2 Sport & Recreation
Exercise science, human movement, teaching, sports management, sports coaching, sport and outdoor recreation

French
Year 10

Contact Teacher: Nic Troitzky-Pelletier

Prerequisites: Students should have successfully completed Year 9 French and be proficient in the language.

Description:

In Year 10 French, students are encouraged to immerse themselves in the language through the use of text types such as movies, music and literary works. They start to use spoken French for all communication within the classroom and record or film conversations and role-plays. Students use notebook extensively to create photo stories, presentations and advertisements, as well as undertaking research and using language tools such as newspaper and grammar sites. Students also use their imagination to embark on trips, recording their experiences in different forms, such as short stories and dialogues. Students develop ties with our sister school in France by starting a correspondence with students from the school.

Areas of Study:

Students undertaking this course will study the following topics related to France and to French language. They will also learn aspects of grammar by undertaking listening, writing and speaking tasks in French

- Health
- 1920s Paris
- Advertising
- Technology
- School
- The future

Assessment:

- Semester 1:
    - Students produce an engaging visual presentation of Jacques Prévert's poem 'Déjeuner du Matin'
    - Students write a personal/imaginary piece based on their daily life
- Semester 2:
    - Students prepare and act out a role play based on key characters in the movie 'Midnight In Paris'
    - Students use mixed tenses to describe how life was in the past, how their life is at the present time and imagine how life will be in the future.

Associated Areas of Study/Careers:

Units 1 and 2 French/Units 3 and 4 French

Further language study can be undertaken as part of many University degrees such as a Bachelor of Arts, Business or International Studies by taking a language major. Languages can also be combined with many vocational areas of study.

<u>Careers</u>

In response to a rapidly changing global marketplace, students with good language skills enhance their future career prospects and opportunities in a wide range of fields such as aid agency work, business services, engineering, finance services, government and public administration, health, hospitality, law, marketing, media and journalism, teaching, travel and tourism.

Chinese
Year 10

Contact Teacher: Lily Shen

Prerequisites: Students should have successfully completed Year 9 Chinese and be proficient in the language.

Description:

Based on your three years of foundation in the language, Year 10 Chinese will take you to explore various aspects in Chinese language and culture in depth. You will be equipped with the essential knowledge, skills and cultural understandings in the practical areas of school life, travel, leisure activities and seeing a doctor. Apart from the continuous focus on listening and speaking. Year 10 Chinese starts to put more emphasis on reading, writing and translation, preparing students for the VCE study in the future.

Areas of Study:

Communicating:

- locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken and written sources, and convey this information to others in speaking and writing
- correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action.

Intercultural understanding:

- reflect on how language and culture both shape and reflect each other
- understand the values and beliefs in both ancient and modern Chinese culture.

Assessment:

- Common Assessment Task
- Unit Test/Term Exam
- Survey/Interviews/Presentation/Role plays

Associated Areas of Study/Careers:

Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.

Mathematics
Year 10

Contact Teacher: Andrew Phelps

Prerequisites: Year 9 Mathematics

Description
Year 10 Mathematics builds upon the ideas and techniques developed in Year 9 Mathematics. It is a gateway subject for both VCE Units 1 & 2 Mathematical Methods and Units 1 & 2 Further Mathematics. The course is designed so that students further develop their skills in the areas of Geometry, Measurement, Algebra, Number, Probability and Statistics through a differentiated learning program. Computer Algebra System (CAS) technology is used throughout the course to support and develop key skills and understanding. During each area of study, students develop their understanding, fluency, problem solving, literacy and mathematical reasoning skills by completing routine and non-routine tasks.
As the appropriate selection and effective use of CAS (Computer Algebra System) technology is an important component of VCE Mathematics, it is mandatory that students have a Casio Classpad CAS calculator.

Areas of Study:

Semester 1
- Pythagoras' Theorem and trigonometry, including the exploration of solving non-right angled triangle problems
- Surface area and volume of 3D shapes
- Geometry including similarity and congruence
- Introduction to geometric proofs
- Solving Linear Equations, including in-equations and simultaneous linear equations
- Coordinate geometry and sketching linear graphs

Semester 2
- Working with indices and surds
- Quadratic equations and parabolas
- Probability
- Statistics

Assessment:

- CAT 1: Trigonometry, measurement and geometry
- CAT 2: Linear Relations
- End of semester 1 examination
- CAT 3: Quadratics and Parabolas
- CAT 4: Probability and Statistics
- End of semester 2 examination

Associated Areas of Study/Careers:

This subject is a prerequisite for all VCE Mathematics subjects. The level of achievement in Number & Algebra area of study determines the suitability of entry into Units 1 & 2 Mathematical Methods.

Mathematics:
Patterns, Proofs and Geometry
Year 10

Contact Teacher: Geoffrey Menon

Prerequisites: Year 9 Mathematics

Description:

Year 10 Patterns, Proofs and Geometry is a semester length elective subject that has been designed for students with a genuine passion and aptitude for Mathematics. It is intended particularly as preparation for Specialist Mathematics Units 1 & 2.

Patterns, Proofs and Geometry builds on the mathematical foundations of number, algebra and geometry and encourages students to creatively investigate the mathematical properties of number sequences and geometric objects through rigorous exploration of patterns and proofs.

Students will build upon prior knowledge and skills and begin to bring previously separate ideas together in new contexts. This subject challenges students to explain the concepts behind a formula or process. This ranges from impromptu discussions to formal derivations and/or proofs, fostering an environment of curiosity as well as clear mathematical communication. Technology is used throughout the subject to support and develop key skills and understanding.

Areas of Study:

- Geometric reasoning
- Logic and proofs
- Number patterns

Assessment:

- CAT 1: Geometry Investigation
- CAT 2: Numbers Investigation
- End of semester examination

Associated Areas of Study/Careers:

It is strongly recommended that students select this subject if they plan to study Units 1&2 Specialist Mathematics in Year 11.

Biology
Year 10

Contact Teacher: Megan Griesser

Prerequisites: Year 9 Science

Description:

Students will explore reproduction and the mechanisms of inheritance. The structure and function of genes and DNA as well as the genetic and environmental causes of variation will be studies through a combination of theory, assignment and practical work. Recent advances in gene/DNA technology, including biotechnology, will be considered. Students will also examine some of the major stages in the evolution of life on earth and will be introduced to Darwin's theory of evolution and the evidence that supports this theory, such as the fossil record. The diversity of life on earth and methods of classification will also be considered.

Areas of Study:

- Inheritance
- Pedigrees
- Biotechnology
- Evidence for evolution
- Natural selection

Assessment:

- CAT 1: Genetics Test
- CAT 2: Evolution Test
- CAT 3: Practical Investigation and Poster
- End of semester examination

Associated Areas of Study/Careers:

This subject is highly recommended for students intending to undertake VCE Biology. It also suits students considering the study of science, forestry, agriculture, botany, zoology at university and/or careers in medicine, genetics or biotechnology.

Chemistry
Year 10

Contact Teacher: Elizabeth Zammit

Prerequisites: Year 9 Science

Description
Chemistry is the theoretical and experimental study of the composition, structure and properties of matter, and their resulting interactions. Chemical reactions are analysed in terms of collision theory and the conditions that affect their rate of reaction. Students apply this knowledge to the analysis of salt contaminants in water samples.

Areas of Study:
- The atom, including electronic configuration
- The periodic table
- Chemical bonding
- Chemical reactions and balancing equations
- Collision theory and rates of reactions
- Water chemistry applications

Assessment:
- CAT 1: Chemical composition
- CAT 2: Chemical reactions investigation
- End of semester examination
-

Associated Areas of Study/Careers:
This subject is a prerequisite for Units 1 and 2 Chemistry. It may also lead to tertiary studies in engineering, chemistry, medicine, pharmacology, radiography and sports science.

Psychology
Year 10

Contact Teacher: Elizabeth Foulds

Prerequisites: Year 9 Science

Description:

Year 10 Psychology is designed as an introduction to VCE Psychology. Psychology is the systematic study of the mind and behaviour. It is one of the newer sciences, but one of the oldest fields of disciplinary inquiry. As a science, psychology aims to describe, explain and predict human behaviour; in doing so, it relies on scientific procedures rather than intuition. The application of research methods in psychology allows students to develop skills in analytical and critical thinking and in making inferences. The Year 10 Psychology course will explore the brain structure and functioning in application to the construct of memory. The course will also explore the development of scientific methodology and the communication of researched and evidence based ideas and solutions to the mind and behaviour.

Areas of Study:

- Psychology as a science and scientific method exploring areas of sleep, forensics, stereotyping, stress and ethics
- Occupational fields of Psychology
- Brain and Nervous System
- Memory

Assessment:

- CAT 1: Pursuing Happiness ERA
- CAT 2: The Physiology of the Brain and Nervous System
- CAT 3: What is Memory?

Associated Areas of Study/Careers:

This subject is highly recommended for students intending to undertake VCE Psychology

Physics
Year 10

Contact Teacher: David Young

Prerequisites: Year 9 Science

Description

Physics is the theoretical and experimental investigation into the nature of the universe from the tiniest particle of matter to the larger structure of the universe. This course investigates evidence supporting the Big Bang hypothesis and the formation of galaxies, stars and the solar system. The study of forces, motion and gravity complements the study of the origins of the universe and helps to extend ideas of motion from everyday experience to the universe as a whole. Practical experiments are completed and a special study into the analysis and presentation of experimental data is undertaken.

Areas of Study:

- Evidence for the Big Bang Theory
- Origin of galaxies, stars and solar systems
- Forces and Motion
- Motion under gravity
- Analysis, manipulation and presentation of data in experiments (including number handling)

Assessment:

- CAT 1: Evidence for the Big Bang and the origins of galaxies, stars and the solar system
- CAT 2: Extended Investigation
- End of semester examination

Associated Areas of Study/Careers:

This subject is a prerequisite for Units 1 and 2 Physics. It may also lead to tertiary studies in engineering, astrophysics, cosmology, astronomy, physics, radiography, optometry and sports science.

Accounting
Year 10

Contact Teacher: Helen Koutsougeras

Prerequisites: None

Description:

This subject focuses on basic financial recording practices using cash accounting procedures. This includes the recording of source documents into cash journals. It also introduces saving and investing options, investigating the risks and rewards of the various options with the aim of maximising reward for future investors.

Areas of Study:

Cash Accounting and Control

This topic focuses on the accounting process, including the recognition of source documents and the process of recording documents into cash journals. Students also conduct research into the various ways to control cash in businesses, including ways to physically protect cash and other assets.

Saving and Investing

In this topic, students research and investigate various saving and investing options, including shares, real estate, gold and term deposits. They are asked to conduct analyses into the risks and rewards of selecting investment options, as well as understanding the importance of a balanced portfolio when making investment choices.

Assessment:

- CAT 1: Cash Accounting Test
  - Completion of a case study including recording and reporting of financial information and providing advice to the owner
- CAT 2: Test
  - Practical and theory aspects of cash control with a focus on bank reconciliation
- CAT 3: Research and Analysis Task
  - Investigation into different types of investment options
- End of Semester examination

Associated Areas of Study/Careers:

Units 1 and 2 Accounting and Units 3 and 4 Accounting

Tertiary study in accounting, commerce or business studies at TAFE or university.

Careers in commerce, accounting, small business, economics, marketing, finance, or business.

Business Management
Year 10

Contact Teacher: Maria Balalas

Prerequisites: None

Description:

This subject focuses on exploring the world of business as it relates to current day Australia and the rest of the world. Students are introduced to different types of businesses, including for profit, not for profit and social enterprises, and explore how and why these businesses exist, the ways they influence different groups in society and how change can impact upon various elements of business. Students also consider their role as consumers and what influences consumer behaviours and actions. They use case studies and research to locate and analyse information and use examples from the real world to explain theories of business.

Areas of Study:

Consumer and Business Decision Making

This topic introduces students to both for profit and not for profit businesses, with a focus on social enterprises as an emerging business form. Students explore the various types, objectives and stakeholders of different organisations. They also consider ways in which they as consumers make decisions and how their decisions influence business. Students have the opportunity to work collaboratively to develop their own social enterprise concept, and operate this as part of a market day activity.

Change and the Business Response

In this topic, students examine different events and forces that cause change in businesses. This includes the rise of technology, the increasing importance of ethical and socially responsible behaviour in the business world in order to remain competitive and be successful, and the need to consider people/stakeholders.

Assessment:

- CAT 1: Case Studies of Organisations
  - Students use a variety of sources to apply concepts studied to both for profit and not for profit organisations. They reflect on their own social enterprise operation and consider how its success relates to theories studied.
- CAT 2: Inquiry Task
  - Using a change topic of their choice, students investigate the ways in which change impacts upon businesses, as well as the various ways in which businesses can respond to change through actions.
- End of Semester Exam

Associated Areas of Study/Careers:

Units 1-4 Business Management

Tertiary study in management, commerce or business studies at TAFE or university.

Careers in commerce, accounting, marketing, small business, economics, marketing, finance or business.

Classical Studies
Year 10

Contact Teacher: Tricia Radford

Prerequisites: Year 9 Humanities & English

Description:

This subject explores the art, architecture and literature of Ancient Rome. It focuses on three of Rome's most infamous emperors; Caligula, Nero and Domitian. Students investigate the ways these men were represented through art, the buildings they constructed for their own self-aggrandisement and how ancient historians characterized their reigns. The course examines Roman values and beliefs and compares these ideals to the actions of the emperors. The techniques employed in Classical artefacts, including Nero's Golden House, the Flavian Amphitheatre (the Colosseum) and Suetonius' The Twelve Caesars, are analysed along with the ideas they embody.

Areas of Study:

- The end of the Roman Republic and birth of Imperial Rome
- Caligula – the emperor and his actions and associated Classical works
- Nero - the emperor and his actions and associated Classical works
- Domitian - the emperor and his actions and associated Classical works

Assessment:

- CAT 1 Classical Work Analysis: Caligula
- CAT 2 Comparative Essay: Nero and Domitian

Associated Areas of Study:

The aim of the course is to give students skills necessary for descriptive, analytical and evaluative analysis of a range of sources. Students gain an understanding of Imperial Rome and the actions of three of its most well-known emperors.

- Year 10 Literature
- Year 11 (Units 1 and 2): Classical Studies, Literature, 20th Century History, Art
- Year 12 (Units 3 and 4): Classical Studies, Literature, Art, History (Revolutions)

Any course requiring high-level analytic thinking and judgment, and associated skills: law, journalism, economics, publishing, editing, education, public administration, research.

Economics
Year 10

Contact Teacher: Stanly Yu

Prerequisites: None

Description:

The Year 10 curriculum gives students the opportunity to develop their understanding of economics concepts by considering Australia's economic performance and standard of living. The interaction of participants in the global economy and the ways governments manage an economy to improve living standards is explored, along with the reasons why they differ and between economies. Once students have developed a foundational knowledge, this is then applied to a contemporary global economic issue. The economic issue in focus is currently economic debt.

Areas of Study:

Topic One – Economic Performance and Living Standards

- GDP
- Living Standards
- Business Cycle
- Unemployment
- Inflation
- Sustainability

Topic Two – Australia as a trading nation and government intervention

- Production Possibility Curve
- Opportunity Cost
- Law of Demand and Supply
- Trade
- Government Revenue and Expenses
- Economic Debt

Assessment:

Assessment tasks include:

- CAT 1: Economic Performance and Living Standards
- CAT 2: Australia as a trading nation and government intervention
- End of semester Exam

Associated areas of study/careers:

Accounting; Business Management, Economics, Legal Studies.

Financial analyst; public service officer; economist; government policy advisor; banking and finance; stockbroker; market analyst; foreign affairs and trade, business manager, business adviser, Economics Researcher.

Geography
Year 10

Contact Teacher: Peter Campbell

Prerequisites: None.

Description:

Year 10 Geography has a strong focus on human development and how people live with their environments, both natural and human and particular the question, 'how do we create a liveable world for our future?' The unit explores topics at 3 scales, local, regional and global and interconnections between all 3 in terms of cause and effect. It expands and develops student's practical geographic skills, focuses their research skills on locating and processing information, and broadens their fieldwork experience and skills, with an emphasis on independence and cooperative learning.

Areas of Study:

Geographies of human wellbeing

Investigates the different concepts of human wellbeing and uses a variety of statistical data to measure and assess the global, national and local differences in human wellbeing. With a particular focus on political persecution the unit examines case studies of human trafficking and refugees and how these local and regional issues have global implications. Programs designed to reduce the gap between differences I wellbeing and policies and strategies at national and international levels in response to human trafficking and refugees are evaluated.

Environmental change and management

Investigates the environmental change taking place in marine environments and evaluates the sustainability of management policies. Through studies of Australia, the Asia Pacific and global the effects of climate change, consumption and waste and human built landscapes influence the environmental characteristics and processes of the ocean and coast. Understanding the causes and consequences of the change, methods to manage the change are examined.

Coastal fieldwork

A fieldwork excursion will explore a Victorian coastal location to undertake an inquiry on the causes and consequences of human interaction with coastal environments.

Assessment:

- CAT 1: Inquiry case study on global human wellbeing issue
- CAT 2: Practical analysis and evaluation of the geographic data of human interaction with marine environments
- CAT 3: Fieldwork Report

Associated Areas of Study/Careers:

GlobaliseMe prepares students for VCE Geography but is not a prerequisite to complete Units 1 and 2.

GeoCareers is a resource specifically designed to provide students with information about studying Geography at secondary school or a tertiary institution such as a university or college (http://www.geocareers.net.au/).

The Institute of Australian Geographers provides information on a range of careers that Geography leads to and has links to tertiary institutions across Australia where students can progress their study of Geography.
(http://www.iag.org.au/about-geography/careers-through-geography/)

History:
Conflict and ideas of the twentieth century
Year 10

Contact Teacher: Patrick Rogers

Prerequisites: Year 9 Humanities (History Units)

Description:

This subject explores the rise of fascist ideologies in the wake of World War One. It focuses on Hitler's Germany and Hirohito's Japan and how these changes led to the spread of fascist imperial regimes in Europe and Asia, culminating in World War Two. It focuses on the racial policies of the Nazi Regime, culminating in the Holocaust. Likewise, it focuses on Japan's conflict with China, the Pacific war with Japan, and the American decision to use the atomic bomb to end it.

Areas of Study:

- The causes and course of WW1
- The conditions in 1920s for rise of fascism and Hitler's rise to power
- The Holocaust and racial policies
- Japan's imperial expansion, war with China and USA
- The dropping of the atom bomb

Assessment:

- CAT 1 Document Analysis: Nazi Racial Policies
- CAT 2 Historical Essay

Associated Areas of Study:

The aim of the course is to give students skills necessary for descriptive, analytical and evaluative analysis of a range of sources. Students gain an understanding of the formative events and ideologies of the twentieth century and their continuing influence.

- Year 10 Popular Culture
- Year 11 (Units 1 and 2): Twentieth Century History, Classics, Literature
- Year 12 (Units 3 and 4): History (Revolutions), Classical Studies, Literature

Any course requiring high-level analytic thinking and judgment, and associated skills: law, journalism, economics, publishing, editing, education, public administration, research

Legal Studies
Year 10

Contact Teacher: Helen Koutsougeras

Prerequisites: None

Description:

The Year 10 Law Curriculum develops student understanding of:

1. The Australian legal system's structure and function
2. The values and practices that enable a democratic society to be sustained compared to other forms of government

The course examines the concept of a cohesive society and looks at the laws that exist to preserve this and the way in which disputes are settled or prevented. It also looks at the threats on a local and international level to a peaceful and cohesive society.

Areas of Study:

- Government and democracy
- Types of government
- Rules and laws
- Living in and sustaining a cohesive society
- Human rights
- Police powers

Assessment:

- Presentation on a system of government
- A report and presentation comparing our system of government to that of an Asian country
- A report into a current or possible criminal threat to our society
- Tests
- End of semester examination

Associated Areas of Study:

For more information regarding law-related further education courses, visit:
http://www.monash.edu.au/
http://www.unimelb.edu.au/
http://www.deakin.edu.au/

Food Studies
Year 10

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Charmaine Macdonald

Prerequisites: No prerequisites required although students would benefit from prior learning in Food Studies.

Description:

This unit explores a range of food production methods to enable students to gain greater expertise in food preparation, production, design sustainability, and presentation. A variety of food preparation methods are used in combination with new ingredients and trends in food. Analytical skills are developed by investigation work, discussions and projects resulting in students selecting what they produce, analysing and evaluating their results.

Areas of Study:

- Design processes: Students will learn how to use the design process to develop a solution to a design brief they will be provided with.
- Sensory analysis: Students learn how to evaluate food by using sensory descriptors and tests.
- Food styling: Students learn the techniques available to help make food look enticing. Class work explores the processes to design and create a photo-shoot for food.
- Functional properties of food: Students learn what happens to food when it is being prepared and cooked. Students explore the effects on different properties of food.
- Labelling: Students design their own food label and learn to include all relevant information
- Sustainability: students investigate the sustainability of farming practices and the concept of food miles.

Assessment:

- Hurdle Tasks: A series of class activities completed in class time and homework
- Assignments: Students complete assignments on a design brief and food labelling and sustainability.
- Food Production examination
- End of semester written examination

Associated Areas of Study Careers:

Unit 1-4 Food Studies

Food Design and Development, Nutrition, Dietetics, Exercise science, Chef, Hospitality

Digital Technologies
Year 10

Contact Teacher: Eamon Stewart

Prerequisites: No prerequisites.

Description:

Students consider the requirements of a specification and create a software solution to meet those requirements. Students develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular software solutions to complex problems using a text based programming language.

Students investigate how digital systems represent text, image and sound data in binary. Students investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. Students analyse compression of data and how data is secured through encryption methods. Students investigate the environmental impacts of digital technologies.

Areas of Study:

- Programming skills (Python programming language)
- Algorithms
- Data representation
- Compressions and encryption
- Environmental issues
- Networks
- Hardware and software

Assessment:

Unit 1

- CAT 1: Software development
- CAT 2: Data and information

Associated areas of Study/Careers:

Computer science, software developer, web developer, network engineer, user experience developer, IT consultant, IT project manager, systems analyst.

Product Design
Year 10

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: Year 9 Product Design

Description:

Students follow the design process to produce student designed, materials based solutions to a range of real life problems. Students will use tools, equipment and machines for processing materials into products that meet client's needs.

Areas of Study:

Design

Students create a design folio consisting of a client's brief, product constraints, product considerations, a work plan, evaluation criteria and justification, and a final evaluation.

Production

Students construct their production by implementing their work plan as per the design brief. Correct Occupational Health & Safety procedures will be adhered to during the production.

Investigation

Students conduct research into the source and the use of natural and synthetic material in production and present a written report.

Assessment:

- Common Assessment Tasks: Follow a design process to design and fabricate products of appropriate quality that meed a need or solve a problem. A product design folio will accompany each project.
  - Term 1: Mantle Clock
  - Term 2: Bedside Table
  - Written Investigation
- End of Semester examination

Associated Areas of Study/Careers:

VCE: Product Design and Technology

VET/VCAL: Engineering, Building & Construction, Furnishing and Integrated Technologies

Tertiary courses and careers in: Engineering, Product Design, Mechanical/Building apprenticeships, Furniture Design, etc

Systems Engineering
Year 10

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: Prior learning in Digital and/or Design Technologies preferred

Description:

Students follow the design process to produce systems based solutions to a range of real life problems. They will create working prototypes of their solutions in the workshop using specialist equipment, digital and traditional fabrication techniques and design software. Prototypes could include electronic, robotic or physical computing solution.

Areas of Study:

- Electronics
- Control systems
- Physical Computing & Programming
- Computer Aided Design & Digital Fabrication
- Mechanical Systems
- Impact of Technology on Society

Assessment:

- Common Assessment Tasks: follow a design process to design and fabricate working engineering prototypes of appropriate quality that meet a need to solve a problem
- End of Semester examination

Associated Areas of Study/Careers:

VCE: Systems Engineering, Product Design and Technology

VET/VCAL: Engineering, Electrotechnology and Integrated Technologies

Tertiary courses and careers in: software engineering, interaction design, robotics, mechatronics, electronic design, computer programming, electrical and mechanical engineering, electrical/mechanical apprenticeships, electrical technicians and digital fabrication

Extended Investigation
Year 10

Contact Teacher: Mamoun Scally/Lucy Kane

Prerequisites: Satisfactory completion of Year 9 English. An expression of interest and interview is also required.

Description:

Extended investigation provides the opportunity for students to undertake an extended and detailed investigation into a research area of their choice. They engage in inquiry learning, pursuing an academic interest that they have and focus on a problem. The purpose of extended investigation is to test the student's ability to think critically, rather than their knowledge of a specific field. The research area of the student's investigation is a means for them to demonstrate critical thinking and research skills.

Areas of study:

- Critical thinking
- Formulating a question
- Researching the field
- Designing a methodology
- Collecting and analysing data
- Reporting on findings

Assessment:

- CAT 1: Critical Thinking Test
- CAT 2a: 1000 word mini-thesis
- CAT 2b: Oral presentation

Associated Areas of Study/Careers:

Units 3 to 4 Extended Investigation

Extended Investigation aims to better prepare students for success at tertiary level studies, focusing on them being more independent learners. They explore research areas related to university and professional pathways of interest.

VCE SUBJECT DESCRIPTIONS IN LEARNING AREAS

VCE Art
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Megan Watson

Prerequisites: A Visual Arts subject at Year 9 and/or Year 10, preferred

Description:

Students focus and investigate artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They explore how artworks can be created as forms of expression for specific personal, cultural and contemporary contexts.

In students' own artistic practice, they use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way personal and cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Areas of Study:

Unit 1

Outcome 1: Artworks and Meaning

On completion of this unit the student should be able to analyse and interpret a variety of artworks using the structural framework and the personal framework.

Outcome 2: Art Making and Meaning

On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.

Unit 2

Outcome 1: Contemporary Artworks and Culture

On completion of this unit the student should be able to discuss and compare artworks from different cultures and times using the cultural framework and the contemporary framework.

Outcome 2: Art Making and Contemporary Culture

On completion of this unit the student should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

Assessment:

All outcome tasks must be satisfactory completed to achieve 'S' grade. SAC's are assessed against a given rubric.

Outcome 1 is assessed on a range of short-answer and extended written responses

Outcome 2 is assessed on a range of visual responses including at least one finished artwork for each task, documentation of the art process using visual language and the analytical frameworks.

Associated Areas of Study/Careers:

Units 3 and 4 Art and/or Studio Art.

VCE Art
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Megan Watson

Prerequisites: Units 1 and 2 Art

Description:

This subject focuses on the personal exploration of themes and concepts through inter media and cross medium investigation to produce a body of work and at least two final folio pieces. The interpretation of the structural qualities of art works together with the personal, cultural and contemporary frameworks are used to help understand the meanings and messages which art works convey.

Areas of Study:

Outcome 1: Written Response

Students use the analytical frameworks – structural, personal, cultural and contemporary, to analyse and interpret artworks produced before 1990 and since 1990 and compare the meanings and messages of these artworks.

Outcome 2: Practical Response

Students present a body of work that presents explorations within selected art forms that clearly demonstrate the development of the student's thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions explorations, aesthetic qualities and technical skills, and includes at least two finished artworks that resolve the student's intentions.

Assessment:

Unit 3

Outcome 1: Artworks, Ideas and Values

On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

Outcome 2: Investigation and Interpretation through art making

On completion of this unit the student should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit 4

Outcome 1: Artworks, Ideas and Viewpoints

On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.

Outcome 2: Realisation and Resolution

On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the analytical frameworks to underpin reflections on their art making.

Associated Areas of Study/Careers:

Visual arts/design courses. Fine arts courses, history of art and related courses

VCE Drama
Unit 1: Dramatic Storytelling and
Unit 2: Non Naturalistic Australian Drama

Contact Teacher: Helen Cull

Prerequisites: Years 9 or 10 Drama

Description:

Unit 1

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance and manipulate expressive skills in the creation and presentation of characters.

Unit 2

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, an art work, a text and/or an icon from a contemporary or historical Australian context.

Areas of Study:

Outcome 1 Using Australia as inspiration – Devise and document the processes used to create a solo or ensemble non-naturalistic performance work

Outcome 2 Presenting a devised performance – Present a performance of a devised non-naturalistic work to an audience

Outcome 3 Analysing a devised performance – Analyse the creation, development and performance to an audience of their non-naturalistic devised work

Outcome 4 Analysing drama performances by other practitioners – Analyse a performance of an Australian drama work.

Assessment:

Outcome 1: Demonstrate the use of play-making techniques to devise and rehearse devised solo and ensemble drama works perspective. Document use of process to create and develop stories and characters

Outcome 2: Performances - SAC

Outcome 3: An analysis of the devised works created for Outcome 1 in the form or a written report - SAC

Outcome 4: A written analysis - SAC

Associated Areas of Study/Careers:

Unit 3 & 4 Drama and Media Studies

Theatre and performance studies.

VCE Drama
Unit 3: Devised Non-Naturalistic Ensemble Performance and Unit 4: Non-Naturalistic Solo Performance

Contact Teacher: Helen Cull

Prerequisites: Unit 1 or 2 Drama

Description:

Unit 3

This unit focuses on non-naturalistic drama from a diverse range of contemporary and cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of ensemble performance.

Unit 4

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

Assessment:

Unit 3

Outcome 1: Develop and present character within a non-naturalistic ensemble performance with a given or negotiated stimulus - SAC

Outcome 2: Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1 - Workbook SAC

Outcome 3: Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist – Written report SAC

Unit 4

- Devise and present a two minute mini-solo
- Maintain a workbook
- Make and develop a solo performance
- Describe, analyse and evaluate the creation, development and presentation of a solo performance
- End-of year performance examination
- A solo performance based on the prescribed structure to a panel of three assessors. .
- End-of year written examination

Associated Areas of Study /Careers:

Performance Arts – radio, TV, theatre, musical theatre, visual arts, law.

See www.Myfuture.edu.au

VCE Media Studies
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Dean James

Prerequisites: Year 9 and/or Year 10 Media beneficial

Description:

Unit 1

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Areas of Study:

Unit 1

- Media representations: Students should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and context, are constructed, distributed, engaged with, consumed and read by audiences.
- Media forms in production: The student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Australian stories: Students should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two media forms engage, and are consumed and read by audiences.

Unit 2

- Narrative, style and genre: Students should be able to analyse the intentions of the media creators and producers and the influences of narratives on the audience in different media forms.
- Narratives in production: Students should be able to apply the media production process to create, develop and construct narratives.
- Media and change: Students should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment:

Unit 1

- Media representations: An analysis of media representations across a range of media forms
- Media forms in production: Practical exercises involving the creation of media representations in a range of media forms.
- Australian stories: An analysis of fictional and/or non-fictional Australian stories in a range of media forms.

Unit 2

Narrative, style and genre: An investigation of the style of media creators

Narratives in production: Collaborative production of a fictional and/or non-fictional media narrative

Media and change: An analysis of the influence of new media technologies in society

Associated Areas of Study/Careers:

Units 3&4 Media Studies, Visual communication, drama, information technology, psychology, English literature.
Careers: Journalism, film, TV, radio production, games design.

VCE Media Studies
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: James Dean

Prerequisites: Units 1 or 2 Media Studies, beneficial.

Description:

Unit 3

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of media codes and conventions. They explore and experiment with media technologies to develop skills in their selected media form.

Unit 4

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 nd through personal reflection. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study:

Unit 3

Narrative and ideology: Students should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

Media production development: Students should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Media production design: Students should be able to develop and document a media production design in a selected media form for a specified audience.

Unit 4

Media production: Students should be able to produce, refine and resolve a media product designed in Unit 3.

Agency and control in and of the media: Students should be able to discuss issues of agency and control in the relationship between the media and its audience.

Assessment:

Unit 3

- Narrative and ideology: an analysis of narratives and how they are constructed and read by audiences
- Media production development: A folio of documented research, annotated production activities, experiments, exercises and reflections.
- Media production design: A detailed production design folio that is the written and visual representation of the product for Unit 4.

Unit 4

- Media production: The realisation of the production design from Unit 4
- Agency and control in and of the media: An analysis of issues of agency and control in the Australian media.

Associated Areas of Study /Careers:

Visual Communication, Drama, Information Technology, Psychology, English Literature

Careers: Journalism, Film, TV, Radio Production, Games Design, Marketing, Administration, Public Relations.

VCE Music Performance
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Kathryn Cooper

Prerequisites: Must be currently having lessons on their chosen instrument, either at school or with a private teacher.

Description:

This subject caters for students who want to develop their skills in group and/or solo performance on their chosen instrument, including all woodwind, brass, strings and percussion, piano, guitar and contemporary and classical voice. Students will perform as a solo musician or in a group, which students can form themselves including rock, or jazz bands, classical trios, quartets or quintets and acapella vocal groups. They will develop their music literacy skills, compose music and perform in a wide variety of styles.

Areas of Study:

Performance: Students develop knowledge and skills required to present musical engaging performance of music works. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretive demands.

Performance Technique: Students develop knowledge and skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practise a range of technical work and exercises selected to extend and improve command of instrumental and performance techniques.

Musicianship: Students develop music theory knowledge and skills in aural comprehension and analysis. They develop their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. They develop an understanding of ways expressive elements of music can be interpreted in the performance of music works.

Composing/arranging:

Focuses on devising original music as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance.

Assessment Tasks:

- Performance – two recitals, one each semester.
- Technical exam – one per semester
- Aural skills and theory
- End of Semester examinations – analysis and listening
- End of Semester assignment

Associated Areas of Study /Careers:

- Music Performance (Contemporary/Orchestral/Jazz/Theatre/Shows)
- Music Education (Primary/Secondary)
- Music Therapy

Melbourne University, Monash University, Victorian College of the Arts, La Trobe University, James Morrison Academy, Box Hill TAFE, NMIT

VCE Music Performance (Solo or Group) Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Bruce Coombs

Prerequisites: Must be currently having lessons on their chosen instrument, either at school or with a private teacher.

Description:

This subject caters for students who want to develop their skills in group and/or solo performance on their chosen instrument, including all woodwind, brass, strings and percussion, piano, guitar and contemporary and classical voice. Students will perform as a solo musician or in a group, which students can form themselves including rock, or jazz bands, classical trios, quartets or quintets and acapella vocal groups. They will develop their music literacy skills, compose music and perform in a wide variety of styles.

Areas of Study:

Performance: Students develop knowledge and skills required to present musical engaging performance of music works. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretive demands.

Performance Technique: Students develop knowledge and skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practise a range of technical work and exercises selected to extend and improve command of instrumental and performance techniques.

Musicianship: Students develop music theory knowledge and skills in aural comprehension and analysis. They develop their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. They develop an understanding of ways expressive elements of music can be interpreted in the performance of music works.

Assessment Tasks:

- Performance – end of year 25 minute recital 50%
- Technical exam – 2 x15 minutes 20%
- Aural skills and theory – mid year SAC 10%
- Aural skills and theory, analysis and listening – end of year exam 20%

Associated Areas of Study /Careers:

- Music Performance (Contemporary/Orchestral/Jazz/Theatre/Shows)
- Music Education (Primary/Secondary)
- Music Therapy

Melbourne University, Monash University, Victorian College of the Arts, La Trobe University, James Morrison Academy, Box Hill TAFE, NMIT

VCE Music Investigation
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: David Hirst

Prerequisites: Students must be currently having lessons on their chosen instrument at Camberwell High School. This subject is highly specialized and involves independent research. Only students of the highest level of musicianship will be eligible for this subject. Eligibility will be determined by the Director of Music.

Description:

Music Investigation Units 3 and 4 involves both performance research in a focus area selected by the student and performance of works that are representative of that focus area. Students' research of music characteristics and performance practices representative of the Focus Area underpins the investigation, composition/arrangement/improvisation and performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Areas of Study:

Investigation: In this area of study, students select and describe a focus area and research issues relevant to performance practice in that Focus Area. They develop knowledge of performance practices used by leading practitioners associated with the focus area. Students use appropriate music terminology and language to describe and discuss characteristics of selected works.

Composition/Improvisation/Arrangement**:** In this area of study students apply research findings from Outcome 1. They create a folio of composition or arrangement exercises, sketches, or recorded improvisations that demonstrate understanding of the Focus Area.

Performance**:** In this area of study students plan, rehearse and perform a program of works representative of the selected focus area. They develop relevant instrumental and performance techniques and apply performance practices to build their expertise as performers.

Assessment Tasks:

Research report on performance practices of a focus area 20%

Technical performance exam 10%

Composition/improvisation/arrangement (including written explanation) 20% Group or solo performance end of year recital 50%

Associated Areas of Study/Careers:

Music performance (contemporary/orchestra/jazz/shows/theatre)

Music education (primary/secondary)

Music therapy at Melbourne University, Victorian College of the Arts or Monash University

VCE Visual Communication Design
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Leanne Joyner

Prerequisites: A Visual Arts subject

Description:

Throughout these units, students develop an awareness of the application of design elements, principles and the design process to produce designs. They develop skills in using freehand, instrumental and computer drawing methods to generate images. Students develop their analytical skills through the analysis of visual communication from past and present contexts.

Areas of Study:

Unit 1 Introduction to Visual Communication Design

- Drawing as a means of communication: students create drawings using a range of drawing methods, media and materials.
- Design elements and design principles: students select and apply design elements and principles to create communication designs.
- Visual communication in context: students produce a written report that describes how visual communications have been influenced by past and contemporary practices and by social and cultural factors.

Unit 2 Application of Visual Communication Design within design fields

- Technical drawing in context: students produce a folio of technical two and three dimensional drawings (for Environmental design or Industrial design).
- Type and imagery in context: students redesign an advertisement from the past for a contemporary audience.
- Applying the design process: students design an object and produce a concept presentation.

Assessment:

Students will be assessed on the satisfactory completion of the outcomes in each unit of work. There will be an examination at the end of each unit of work.

Associated Areas of Study /Careers:

Units 3&4 Visual Communication Design

Students who have had experience in this subject are able to select from a wide range of study pathways in both university and TAFE including communication design, visual communication, industrial design, architecture, interior design, urban design, landscape design, advertising, fashion design, visual arts, multimedia design, automotive design, graphic design and ultimately work within these industries.

VCE Visual Communication Design
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Leanne Joyner

Prerequisites: Visual arts Units 1 and 2 recommended/beneficial to have

Description:

Students gain an understanding of the process designer's use to structure their thinking and communicate ideas. Through practical investigation and analysis of visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions for the development of their own design ideas.

Areas of Study:

Unit 3: Visual Communication Design Practices

- Analysis and practice in context (SAC): students create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
- Design industry practice (SAC): students describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
- Developing a brief and generating ideas (SAT): students prepare a brief and then undertake research and generate a range of ideas relevant to the brief.

Unit 4: Visual Communication Design, Development, Evaluation and Presentation

- Development, refinement and evaluation (SAT): students develop and refine design concepts for each need identified in the brief written in Unit 3.
- Students evaluate their refined concepts and devise a pitch to explain their design decisions
- Final presentations (SAT): students produce final presentations that satisfy the requirements of their brief.

Assessment:

All SACs and SATs are assessed against set criteria. Percentage contributions to the study score are:

- Unit 3 SAC: 25%
- SAT: 40%
- Examination: 35%

Associated Areas of Study /Careers:

Students who have had experience in this subject are able to select from a wide range of study pathways in both university and TAFE including communication design, visual communication, industrial design, architecture, interior design, urban design, landscape design, advertising, fashion design, visual arts, multimedia design, automotive design, graphic design and ultimately work within these industries.

VCE English
Units 1 & 2

Contact Teacher: Andrew Batrouney

Prerequisites: Year 10 English

Description:

Unit 1: In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students develop the ability to respond to texts in written, spoken and/or multimodal forms. On completion of this unit students should be able to produce analytical and creative responses to texts.

Unit 2: In this unit, students compare the presentation of ideas, issues and themes in texts. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students also focus on the analysis and construction of texts that attempt to influence an audience. Students create their own texts intended to position audiences.

Areas of Study:

Unit 1

- Reading and Responding to Texts
- Analysing and presenting arguments

Unit 2

- Reading and comparing texts
- Analysing and presenting argument

Assessment:

Unit 1

- An analytical response to a set text
- A creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text

Unit 2

- A comparative analytical response to set texts
- A persuasive text that presents an argument or viewpoint
- An analysis of the use of argument and persuasive language in text/s

Associated Areas of Study/Careers:

For more information on this course please visit:
http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf

VCE English
Units 3 & 4

Contact Teacher: Anne Morrison

Prerequisites: Units 1 and 2 English, Literature or English Language

Description:

Students read and respond to a range of texts and analyse and compare how authors of texts create meaning and the different ways in which texts can be interpreted. They also construct their own creative responses to texts. Students analyse and compare the use of argument and language in the media texts relating to a topical issue. They also orally present on an issue in the media.

Areas of Study:

- Reading and creating texts
- Analysing and presenting argument
- Reading and comparing texts
- Presenting argument

Assessment:

The assessment for Units 3 and 4 is determined by school-assessed coursework and an end-of-year examination. Each assessment component will be graded numerically totalling up to 100 marks per unit. Percentage contributions to the study score are as follows:

- Unit 3 school-assessed coursework 25%
- Unit 4 school assessed coursework 25%
- End–of-year examination 50%

Associated areas of study/careers:

The Study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. English also develops student's ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place in it. English helps equip students for participation in a democratic society and the global community.

VCE EAL
(English as an Additional Language)
Units 1 & 2

Contact Teacher: Angela Velos

Prerequisites: Students must have been a resident in Australia or other predominantly English speaking country for no more than seven years as of 1 January in the year they will undertake Units 3 and 4 to be eligible for EAL.

Description:

Unit 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and present a persuasive speech in response to a current media issue.

Unit 2: In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Areas of Study:

Reading and creating texts: In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Analysing and presenting argument: In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument. Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences.

Reading and comparing texts: In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

Assessment:

<u>Unit 1:</u>

SAC 1: Analysing argument

SAC 2: Oral presentation of an issue

SAC 3: Analytical text response essay

SAC 4: Creative text response

<u>Unit 2</u>

SAC 1: Comparative text response essay

SAC 2: Listening task

SAC 3: Persuasive writing task

SAC 4: Analysing argument

Associated Areas of Study/Careers:

Units 3 and 4 EAL/English is a prerequisite to all TAFE and university courses. Students undertaking EAL could pursue any tertiary course requiring a level of English language competency.

VCE EAL
(English as an Additional Language)
Units 1 & 2

Contact Teacher: Kathryn Brentwood

Prerequisites: Units 1 and 2 EAL

Description:

Unit 3: In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. They listen to a range of spoken texts and arguments and use active listening strategies to understand information, ideas and opinions presented in texts.

Unit 4: In this unit students compare the presentation of ideas, issues and themes in two texts. They use their knowledge of argument and persuasive language as a basis for the development of their own oral presentation intended to position audiences about an issue currently debated in the media since 1st September of the previous year.

Areas of Study:

- Reading and Creating texts: This area of study includes an analysis of the ways structures and features are used by the authors of narrative texts to construct meaning.
- Analysing Arguments: In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue.
- Listening to Texts: In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

Assessment:

Unit 3:

- Outcome 1: (40 marks) produce an analytical interpretation of a text in written form
- Outcome 2: (40 marks) Analyse and compare the argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- Outcome 3: (20 marks) comprehension of a spoken text through short answer responses and note form summaries.

Unit 4:

- Outcome 1 (60 marks): Students produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Outcome 2 (40 marks): construct a sustained and reasoned point of view on an issue debated in the media.
- End of year exam: 50% total of grade

Associated Areas of Study/Careers:

English/EAL is a prerequisite to all TAFE and university courses.

VCE English Language
Units 1 & 2

Contact Teacher: Stacey Rolph

Prerequisites: Year 10 English

Description:

Informed by the discipline of linguistics, VCE English Language explores the ways in which language is used by individuals and groups and reflects thinking and values. Linguistics is the study of human language in all its aspects. It provides a methodology for exploring the structure of particular languages; it investigates what is universal to all human languages: how language varies over time and between different societies, how language is learnt, and how language is used for human communication. The subject provides students with the metalinguistic tools to describe and analyse language.

Unit 1: Language and Communication

This unit focuses on the way language is organised so that its users have means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. Students also investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2: Language Change

This unit focuses on language change. Students consider factors contributing to the change over time in the English language and factors contributing to the spread of English. Students also consider how attitudes to language change vary considerably and develop an understanding of how English has been transformed over the centuries and explore the various possibilities of or the future of English

Areas of Study:

- Unit 1: Area of Study 1: The nature and functions of language
- Unit 1: Area of Study 2: Language Acquisition
- Unit 2: Area of Study 1: English across time
- Unit 2: Area of Study 2: Englishes in contact

Assessment:

- Class tests on the subsystems of language, parts of speech, theories and stages of language acquisition as well as modes and functions of language
- Research and essay writing on the history of English and changes to the English Language
- Developing a folio of annotated texts, both spoken and written
- Short-answer questions and discourse analyses, analysing the use of language in various texts from various contexts
- Oral presentation on child language acquisition

Associated areas of Study/Careers:

A knowledge of how language functions helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are directly relatable to linguistics, and central to areas such as psychology, cognitive science and philosophy.

VCE English Language
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Patrick Rogers

Prerequisites: Units 1 and 2 English Language

Description:

English Language explores the way in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand describe and analyse language use, variation and change. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and an objective deconstruction of language in us. In this study students are expected to study a range of texts and read widely to develop their analytical skills and understanding of linguistics.

Areas of Study:

- Unit 3: Language Variation and social purpose
  - Area of Study 1: Informal Language
  - Area of Study 2: Formal Language
- Unit 4: Language variation and identity
  - Area of Study 1: Language variation in Australian society
  - Area of Study 2: Individual and group identities

Assessment:

- Unit 3 School-assessed coursework worth 25%
- Unit 4 School-assessed coursework worth 25%
- End of year examination: 50%

School-assessed coursework may be written, oral or multi-modal and will consist of tasks drawn from a combination of the following:

- Analytical commentaries
- A folio of annotated texts
- Essays
- Investigative reports
- Short-answer questions

Associated areas of Study/Careers:

A knowledge of how language functions helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science and philosophy.

VCE Literature
Units 1 & 2

Contact Teacher: Patrick Rogers

Prerequisites: Any Year 10 English unit

Description:

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study:

Unit 1: Approaches to Literature

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Unit 2: Contexts and Connections

In this area of study students analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context. Students will also be comparing texts considering the dialogic nature of texts and how they influence each other.

Assessment:

- close passage analysis essay
- reading journal
- film review
- creative response
- comparative essay

Associated Areas of Study and careers:

Study at university level in English is often Literature based and is often done within an Arts degree. Study of Literature helps careers that use advanced writing skills such as advertising, policy writing, journalism, editing and teaching.

VCE Literature
Units 3 & 4

Contact Teacher: Anna Daish

Prerequisites: Units 1 and 2 Literature or English Language. Units 1 and 2 English

Description:

In Unit 3 students consider how the form of a text affects meaning, and how writers construct their texts. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

In Unit 4 students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Areas of Study:

- Adaptations and transformations: In this area of study students focus on how the form of text contributes to the meaning of the text.
- Creative responses to texts: In this area of study students focus on the imaginative techniques used for creating and recreating a literary work.
- Literary perspectives: In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader.
- Close analysis: In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts.

Assessment:

- An analysis of how the form of a text influences meaning.
- A creative response to a text.
- A written interpretation of a text using two different perspectives to inform their response.
- A written interpretation of a text, supported by close textual analysis. AND a written interpretation of a different text, supported by close textual analysis.
- Exam

Associated Areas of Study/Careers:

Students considering careers requiring advanced writing skills such as advertising, policy writing, journalism, editing and teaching would benefit from this course.

VCE Health and Human Development Units 1 & 2

Contact Teacher: Meg Harper

Prerequisites: Year 10 Health.

Description:

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice

Areas of Study:

- The health and development of Australian youth (morbidity and mortality)
- Youth health issues (genetics, substance use, sexual practices, family & friend relationships, homelessness, violence, body weight)
- Nutrition and youth
- Health status of Australian children (morbidity and mortality)
- Sociocultural factors that impact on health and development during the prenatal stage
- Sociocultural factors that impact on the health and development of children
- Health issues in childhood – (asthma, allergies, anaphylaxis)
- Health issues in Adulthood (dementia, cardiovascular disease, Type 2 diabetes)

Unit 1: Understanding health and wellbeing

Unit 1: Understanding health and wellbeing, this unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development

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

Assessment Tasks:

- Data analysis, Tests, Written reports, Exam

Associated areas of Study/Careers:

Careers in the areas of mental health, counselling and therapy could be considered as well as clinical psychology or nursing, occupational therapy, social work or as a guidance officer, audiologists, health promotion officer, counsellor, psychologist, alternative medicine practitioner, naturopath, osteopathy, radiation therapist, physiotherapist, speech pathologist, environmental health officer.

VCE Health and Human Development Units 3 & 4

Contact Teacher: Melissa Worth

Prerequisites: Units 1 and 2 Health and Human Development.

Description:

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.

Areas of Study:

Unit 3: Australia's health in a globalised world

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

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

Assessment:

- Case Study
- Structured questions
- Data Analysis
- School assessed coursework
- End of year exam 50%

Associated areas of study/careers:

Careers in the areas of health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

VCE Physical Education
Units 1 & 2

Contact Teacher: Justin Sharp / Nicolas Troitzky-Pelletier

Prerequisites: Year 10 P.E.

Description:

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity

Areas of Study:

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied

Assessment:

Assessment involves a satisfactory achievement of set Outcome Tasks as well as a range of School Assessed Coursework (SACs), A core assessment task for Outcome 1 and 2: written report. At least 2 other assessment tasks per unit which may include:

- Data Analysis
- Laboratory report
- Written report
- Research task
- End of year exam

Associated Areas of Study/Careers: Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation, health science, physiotherapist/osteopath/myotherapy, nutrition/dietetics paramedic etc.

VCE Physical Education
Units 3 & 4

Contact Teacher: Melissa Worth

Prerequisites: Units 1 and 2 Physical Education.

Description:

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity

Areas of Study:

Unit 3 – Physical activity participation and physiological performance

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4 – Enhancing performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Assessment:

Assessment involves a satisfactory achievement of set Outcome Tasks as well as a range of School Assessed Coursework (SACs). These tasks may include:

- Data Analysis
- Laboratory report
- Written report
- Research task
- Case study analysis
- End of year exam

School-assessed coursework and an end-of-year examination results are assessed as follows:

- Unit 3 School-assessed coursework 25%
- Unit 4 School-assessed coursework 25%
- Units 3 and 4 examination 50%

Associated areas of Study /Careers:

Tertiary studies in health and fitness or exercise science. Careers in the areas of mental health, counselling and therapy could be considered as well as clinical psychology or nursing, occupational therapy, social work or as a guidance officer.

VCE French
Units 1 & 2

Contact Teacher: Mamoun Scally

Prerequisites: Year 10 French

Description:

Students will establish and maintain spoken or written exchanges related to personal areas of experience. They will listen to, read and obtain information from written and spoken texts. Students also give expression to real or imaginary experience in written or spoken form.

Areas of Study:

Unit 1

- Youth culture in France
- The role of sport in the lives of young people
- Teenage-adult relationships
- The French school system

Unit 2

- The world of work
- Leisure as part of French culture
- Holidays and tourism

Assessment:

- Personal and creative written pieces
- Reading and responding in English and French
- Listening and responding in English and French
- Oral presentation

Associated Areas of Study/Careers:

Further study can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, and Business or International Studies. These qualifications can lead to careers in many different areas such as international aid, diplomacy, finance and business.

VCE French
Units 3 & 4

Contact Teacher: Mamoun Scally

Prerequisites: French Units 1 and 2

Description:

This study is designed to enable students to use French to communicate with others and to understand and appreciate the cultural contexts in which French is used. The belief underlying this is that one understands one's own culture through the study of others. It is important to understand language as a system and to make connections between French and English, and other languages, and by doing so, to apply French to work, further study, training or leisure.

Areas of Study:

The individual – personal world, education and aspirations, personal opinions and values

The French-speaking communities – lifestyles, historical perspectives, arts and entertainment.

The changing world – social issues, the world of work, scientific and technological issues

Assessment:

Unit 3 - School-assessed coursework 25%

Outcome 1: (Express ideas through the production of original texts (a 250-word personal or imaginative written piece – 20 marks).

Outcome 2: Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested – 10 marks).

Outcome 3: (Exchange information, opinions and experiences (a three to four minute role-play, focusing on the resolution of an issue).

Unit 4 - School-assessed coursework 25%

Outcome 1: Analyse and use information from written texts (A response to specific questions, messages or instructions, extracting and using information requested – 10 marks).

Outcome 2: Respond critically to spoken and written texts which reflect the language and culture of the French-speaking communities (a 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review, a three to four minute interview on an issue related to the texts studied – 20 + 20 marks).

Examinations - oral component: 12.5%
- written component: 37.5%

Associated Areas of Study/Careers:

Further study can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts and Business or International Studies. These qualifications can lead to careers in many different areas such as international aid, diplomacy, finance and business.

VCE Chinese (First Language)
Units 1 & 2

Contact Teacher: Betty Liang

Prerequisites: None

Description:

Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Areas of Study:

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

Assessment:

Unit 1

Outcome 1: On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

Outcome 2: On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.

Outcome 3: On completion of this unit the student should be able to produce a personal response to a fictional text.

Unit 2

Outcome 1: On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue

Outcome 2: On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts

Outcome 3: On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations.

Associated Areas of Study/Careers:

Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.

VCE Chinese (First Language)
Units 3 & 4

Contact Teacher: Lily Shen

Prerequisites: Units 1 and 2 Chinese (first language)

Description:

Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Areas of Study:

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

Assessment:

Unit 3

Outcome 1: On completion of this unit the student should be able to express ideas through the production of original texts.

Outcome 2: On completion of this unit the student should be able to analyse and use information from spoken texts.

Outcome 3: On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4

Outcome 1**:** On completion of this unit the student should be able to analyse and use information from written texts.

Outcome 2: On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture.

Associated Areas of Study/Careers:

Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.

VCE Chinese 2nd Language/2nd Language Advanced - Units 1 & 2

Contact Teacher: Lily Shen

Prerequisites: Students should have successfully completed Year 10 Chinese and be proficient in the language.

Description:

VCE Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. VCE Chinese Second Language Advanced is designed for students who will, typically, have had more experience of Chinese. Students should consult with their relevant teachers to determine eligibility for either Chinese 2nd Language or 2nd Language Advanced. Year 11 Chinese is the study of different themes and topics, text types, kinds of writing, vocabulary and grammar. It not only contributes the students' growth in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. The study of Chinese provides access to an important cultural and linguistic heritage.

Areas of Study:

Unit 1:

Outcome 1: Establish and maintain a spoken or written exchange related to personal experience

Outcome 2: Listen to, read and obtain information from spoken and written texts

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience

Unit 2:

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts, and translate from characters into English

Outcome 3: Give expression to real or imaginary experience in spoken or written form

Assessment:

Assessment shall be drawn from a variety of written and oral forms including, but not limited to:

- Informal conversation
- Reply to personal communication (e.g. letter)
- Listening to spoken texts (e.g. conversations, interviews) to obtain information
- Read written texts (e.g. extracts, advertisements) to obtain information
- Oral communication (e.g. oral presentation, role play, interview)
- Translation of texts from characters into English
- Journal entries/personal accounts
- Short stories

Associated Areas of Study/Careers:

Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance, Business and Tourism.

VCE Chinese Language, Culture and Society Units 1 & 2

Contact Teacher: Lily Shen

Prerequisites: Students should have successfully completed Year 10 Chinese and be proficient in the language.

Description:

VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English.

Areas of Study:

Unit 1:

Outcome 1: Discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China

Outcome 2: Establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community

Outcome 3: Read and comprehend simple texts and create a simple piece of writing in Chinese

Unit 2:

Outcome 1: Research selected examples of Chinese mythology and legends, and art, and produce a written report in English

Outcome 2: Establish and maintain a basic spoken exchange in Chinese related to planning travel in China

Outcome 3: Read and comprehend simple written texts and create a simple text in Chinese about the geography of China

Assessment:

Assessment shall be drawn from a variety of written and oral forms including, but not limited to:

- Interview/role play/oral presentation in Chinese
- Writing in English (e.g. magazine articles, research reports
- Writing in Chinese (e.g. articles, informative reports/articles, imaginative stories)

Associated Areas of Study/Careers:

Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance, Business and Tourism.

VCE Further Mathematics
Units 1 & 2

Contact Teacher: Frances Hatcher

Prerequisites: Year 10 Mathematics

Description
Further Mathematics Units 1 and 2 is designed to promote students' awareness of the usefulness of mathematics in everyday life and increase students' confidence in making effective use of mathematical ideas, techniques and processes. It provides a sound basis for students intending to study Further Mathematics Units 3 & 4.
Further Mathematics Units 1 and 2 builds on the mathematical foundation of number, linear algebra, linear graphs and statistics and introduces students to statistical analysis of univariate and bivariate data, matrices, graphs and networks, number patterns and financial mathematics.
Throughout each unit students complete tasks that allow them to:

- practice key techniques, routines and processes
- develop their ability to use CAS (Computer Algebra Systems) technology efficiently and effectively
- apply modelling and problem solving skills in practical and theoretical situations
- enhance their mathematical reasoning and analytical skills.

As CAS technology is used throughout the course to support and develop key skills and understanding, it is mandatory that students own a Casio Classpad CAS calculator.

Areas of Study:

Unit 1

- Matrices
- Graphs and Networks
- Linear equations
- Linear graphs and modelling

Unit 2

- Statistics - Univariate data
- Statistics - Bivariate data
- Number patterns - Sequences and series
- Financial Mathematics

Assessment:

On completion of this study students should be able to demonstrate achievement in all outcomes.

OUTCOME 1: Define and explain key concepts and apply a range of related mathematical routines and procedures.

OUTCOME 2: Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

OUTCOME 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

School based assessment tasks, which consists of assignments, tests, in-context problem solving tasks, modelling tasks, investigations, summary and review notes, and the end of semester examinations, will be used to determine performance against the outcomes.

Associated Areas of Study/Careers:

Further Mathematics can be taken as a standalone subject or as preparation for Units 3 & 4 Further Mathematics.

VCE Further Mathematics
Units 3 & 4

Contact Teacher: Anna Mouratidis

Prerequisites: Further Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2

Description:

Further Mathematics is a valuable and interesting study covering a variety of areas of mathematics. It is designed to provide general preparation for employment and further study.

The course expands on many of the topics studied in Units 1 & 2 Further Mathematics. It consists of two compulsory areas of study 'Data Analysis' and 'Recursion and Financial Modelling' and two optional modules. At CHS the two optional modules studied are Matrices and Networks.

During each unit, students develop their mathematical understanding, fluency, problem solving and reasoning skills by completing tasks that allow them to practice and apply standard mathematical routines, analyse results and identify errors, solve non-routine problems, model real-life situations, articulate their reasoning and construct summary/review notes.

A Computer Algebraic System (CAS) calculator is used by students to develop and support their learning and understanding.

Area of Study 1:

- Data Analysis
- Recursion and Financial Modelling

Area of Study 2:

- Matrices
- Networks

Assessment:

To satisfactorily complete each unit students must demonstrate achievement in all three outcomes listed below in each of the four modules studied.

Outcome 1: Define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The level of achievement for each Unit will be determined by school-assessed coursework and two end of year examinations.

- Unit 3 Data Analysis Application SAC: 13%
- Unit 3 Modelling Task on Recursion and Financial Modelling: 7%
- Unit 4 Modelling or Problem Solving Task on Matrices: 7%
- Unit 4 Modelling or Problem Solving Task on Networks: 7%
- Examination 1: Multiple Choice: 33%
- Examination 2: Extended response questions: 33%

Associated Areas of Study/Careers:

Further Mathematics provides general preparation for employment and for future study.

VCE Mathematics Methods
Units 1 & 2

Contact Teacher: Rikki Zorella

Prerequisites: Year 10 Mathematics with a Victorian Curriculum level, at the end of semester 1, of **at least** 9.5 for Number & Algebra.

Description
Mathematical Methods Units 1 and 2 provides an introductory study of elementary functions, algebra, calculus,
probability and statistics and their applications in a variety of practical and theoretical contexts. It is designed as preparation for Mathematical Methods Units 3 and 4 and suits students with strong algebraic and numeric skills.
In Unit 1 students begin their study of functions and graphs focusing on co-ordinate geometry, polynomial functions and power functions.
In Unit 2 students continue to expand their knowledge of functions and graphs focusing on circular functions, exponential and logarithmic functions; rates of change; calculus; anti-differentiation and probability covering simple and compound events, conditional probability and independence and an introduction to probability distributions.
Throughout each unit students complete tasks that allow them to:

- apply techniques, routines and processes; with and without the use of technology
- develop their ability to use CAS (Computer Algebra Systems) technology efficiently and effectively
- apply modelling and problem solving skills in non-routine contexts
- enhance their mathematical reasoning and analytical skills.

As CAS technology is used throughout the course to support and develop key skills and understanding, it is mandatory that students own a Casio Classpad CAS calculator.

Areas of Study:

Unit 1

- Linear and Quadratic Functions
- Cubic and Quartic Functions
- Functions, Relations and Transformations

Unit 2

- Circular Functions
- Exponential & Logarithmic Functions
- Calculus and its application
- Probability

Assessment:

On completion of this study students should be able to demonstrate achievement in all outcomes.

OUTCOME 1: Define and explain key concepts and apply a range of related mathematical routines and procedures.

OUTCOME 2: Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

OUTCOME 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

School based assessment tasks, which consists of assignments, tests, in-context problem solving tasks, modelling tasks, investigations, summary and review notes, and the end of semester examinations, will be used to determine performance against the outcomes.

Associated Areas of Study/Careers:

This subject is a prerequisite for all Units 3 & 4 Mathematical Methods. It is also recommended for many science, commerce, engineering, health and IT courses.

VCE Mathematical Methods
Units 3 & 4

Contact Teacher: Ursula Parker

Prerequisites: Units 1 & 2 Mathematical Methods must be successfully completed to undertake Units 3 & 4 Mathematical Methods

Description:

Mathematical Methods Units 3 & 4 may be studied alone or in conjunction with either Specialist Mathematics Units 3 & 4 or Further Mathematics Units 3 & 4. It is a fully prescribed course with an emphasis on functions and calculus. The course progressively expands on the topics studied in Units 1 & 2 Mathematical Methods and students are asked to apply their knowledge to unfamiliar settings, working both abstractly and in applied settings.

During each unit, students complete tasks that allow them to

• apply techniques, routines and processes with and without the use of technology, as applicable, to improve their understanding and fluency

• develop their ability to use the CAS calculator efficiently and accurately

• enhance their mathematical reasoning skills and apply them appropriately to analytical tasks.

Areas of Study:

- Functions and Relations
- Algebra
- Calculus
- Probability and Statistics

Assessment:

To satisfactorily complete each unit students must demonstrate achievement in all three outcomes listed below.

Outcome 1: Define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The level of achievement for each Unit will be determined by school-assessed coursework and two end of year examinations.

- Unit 3 Application SAC: 17%
- Unit 4 Two Modelling or Problem Solving SACs: 17%
- Examination 1: Short Answer Technology Free: 22%
- Examination 2: Technology Active: 44%

Associated Areas of Study/Careers:

This rigorously academic approach to this course is intended to provide an appropriate background for further study at tertiary level in, for example, science, commerce, engineering or medicine.

VCE Specialist Mathematics
Units 1 & 2

Contact Teacher: Jaron Gould

Prerequisites: Year 10 Mathematics. It is strongly recommended that students have also completed Year 10 Patterns, Proofs and Geometry.

Description:

Specialist Mathematics is designed for our most able mathematics students. It builds on the mathematical foundations of algebra, number, statistics and geometry, and introduces students to advanced mathematical theories such as imaginary numbers, vectors in the plane, numerical and geometric proofs, logic, random sample design and kinematics. Technology is used throughout each unit to support and develop key skills and understanding.

As many of the topics extend and enrich material covered in Units 1 & 2 Mathematical Methods, these two subjects must be studied in conjunction.

Areas of Study:

- Logic and algebra
- Transformation, trigonometry and matrices
- Number systems & recursion
- Geometry in a plane and proof
- Vectors in the plane
- Graphs of non-linear relations
- Kinematics
- Simulation, sampling and sampling distributions

Assessment:

To satisfactorily complete each unit students must demonstrate achievement in all three outcomes listed below.

Outcome 1: Define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse

and discuss these applications of mathematics

Outcome 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The level of achievement for each Unit will be determined by school-assessed coursework, which include assignments, tests, summary and review notes, modelling tasks, problem solving tasks, mathematical investigations and the end of semester examinations.

Associated Areas of Study/Careers:

This subject is a prerequisite for Specialist Mathematics Units 3 and 4. It is also recommended for many engineering, economics, mathematics, physics and IT algorithmic based courses.

VCE Specialist Mathematics
Units 3 & 4

Contact Teacher: Geoffrey Menon

Prerequisites: Units 1 & 2 Mathematical Methods AND Specialist Mathematics must be successfully completed to undertake Units 3 & 4.

Units 3 & 4 Specialist Mathematics must be studied in conjunction with Units 3 & 4 Mathematical Methods.

Description:

Specialist Mathematics is intended for highly capable mathematics students, with very strong algebraic and numerical skills, who are also enrolled in Units 3 & 4 Mathematical Methods. The subject extends core ideas from Units 1 & 2 Specialist Mathematics whilst also introducing new concepts fundamental to Applied Mathematics. Students will be challenged to find and justify their solutions to complex problems, requiring a high level of perseverance, flexibility and clarity to their thinking and written work. Technology is used throughout each unit to support and develop key skills and understanding.

Areas of Study:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

Assessment:

To satisfactorily complete each unit students must demonstrate achievement in all three outcomes listed below.

Outcome 1: Define and explain key concepts and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse

and discuss these applications of mathematics

Outcome 3: Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

The level of achievement for each Unit will be determined by school-assessed coursework and two end of year examinations.

- Unit 3 Application SAC: 17%
- Unit 4 Two Modelling or Problem Solving SACs: 17%
- Examination 1: Short Answer Technology Free: 22%
- Examination 2: Technology Active: 44%

Associated Areas of Study/Careers:

Units 3 and 4 Specialist Mathematics is intended for students with a strong interest in mathematics, science, physics, engineering, economics and related disciplines

VCE Biology
Units 1 & 2

Contact Teacher: Ben Kozel

Prerequisites: Year 10 DNA to Darwin

Description:

Biology is the study of living things from complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is the study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Areas of Study:

Unit 1: How do living things stay alive?

- How do organisms function?
- How do living systems sustain life?
- Practical Investigation on the survival of an organism or species

Unit 2: How is the continuity of life maintained?

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue in genetics or reproductive science

Assessment:

The student's level of achievement will be determined by school-assessed coursework and an exam at the conclusion of each semester.

- Unit 1: How do organisms function SAC (at least one selected from a report of a fieldwork activity; annotations of a practical work folio of activities; bioinformatics exercise; media response; data analysis; problem solving involving biological concepts, skills and/or issues; a reflective learning journal/blog related to selected activities or in response to an issue or a test)
- Unit 1: Living systems SAC (selected from the list above)
- Unit 1: Practical Investigation on the survival of an organism or species presented as a scientific poster.
- Unit 2: Reproduction SAC (at least one selected from a report of a fieldwork activity; annotations of a practical work folio of activities; bioinformatics exercise; media response; data analysis; problem solving involving biological concepts, skills and/or issues; a reflective learning journal/blog related to selected activities or in response to an issue or a test
- Unit 2: Inheritance SAC (selected from the list above)
- Unit 2: Issue Investigation (written report, digital presentation or oral communication)

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study/Careers:

Units 3 and 4 Biology

VCE Biology
Units 3 & 4

Contact Teacher: Zoe Bormanis

Prerequisites: Units 1 and 2 Biology.

Description:

Biology is the study of living things, from the minute detail of single cells through to the complex relationships between organisms in ecosystems. In this subject students will investigate the composition, structure and function of cells. Students will complete experiments to help them understand cellular processes such as photosynthesis, respiration and movement across membranes. They will gain an understanding of the role of genes in determining the variation observed between individuals in a population, and in orchestrating change to organisms over time. This will be explored through both practical and theory based work

Areas of Study:

Unit 3: How do cells maintain life?

Advancements in scientific technologies have enabled biologists to deepen their understandings of the fundamental operations of life on a molecular level. Students will:

- look at the biomolecular make-up of cells, particularly the structure and function of plasma membranes, nucleic acids and proteins, and explore the biochemical reactions that occur within cells to support cellular functions
- investigate the way in which cells communicate with each other using a variety of signalling molecules, and examine how animals protect themselves against infection at a molecular and cellular level

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

The DNA housed within each of our cells is a molecular trace of our heritage. Students will:

- investigate how changes to genetic material over time through the process of natural selection can give rise to new species, and evaluate the evidence for evolution, especially in light of technological advances in molecular biology
- explore the biological and cultural evolution of humans investigate technologies which make possible the identification and manipulation of DNA as used in the fields of medicine and forensics, extending this to study of the human intervention in evolution to create genetically modified organisms

Assessment:

The student's level of achievement will be determined by school-assessed coursework and an end of year examination.

- Unit 3: Biochemical Processes SAC (a report on at least two practical activities) – 10%
- Unit 3: Cell Communication SAC (a response to a set of structured questions) – 10%
- Unit 4: Evolution SAC (a report using primary data) – 6%
- Unit 4: DNA Manipulation SAC (a report of a laboratory investigation) – 6%
- Unit 4: Investigation of cellular processes and/or biological change (a structured scientific poster according to the VCAA template) – 6%

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study/Careers:

Tertiary studies in science, medicine, environmental science, pharmacy, conservation, biochemistry, biotechnology, nursing

VCE Chemistry
Units 1 & 2

Contact Teacher: Selena Lau

Prerequisites: Year 10 Chemistry.

Description:

Units 1 and 2 Chemistry focuses on students developing an understanding of fundamental chemical and scientific concepts. Students learn about the nature of matter and the development of modern scientific models, including atomic structure, the periodic table, and types of chemical bonding. Students learn how to use these models to explain the diversity of the physical world around us. Students will investigate environmental chemistry with a focus on water and the atmosphere. They explore the major concepts of solution chemistry, acid/base theory, redox reactions, chemical analyses and stoichiometry.

Areas of Study:

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

- Atoms, elements and compounds
- The periodic table
- Metallic, Ionic and Covalent bonding models
- Organic chemistry
- Quantifying atoms and compounds

Unit 2: What makes water such a unique chemical and how do substances interact with water?

- Properties of water, including water as a solvent
- Acid – base and redox reactions in water
- Water sample analysis, including analysis for acids, bases, salts and organic compounds
- Solubility and concentration measurements

Assessment:

The students' level of achievement will be determined by school-assessed coursework as well as mid-year and end of year examinations

School Assessed Coursework will be based on the key knowledge and skills outlined above in a variety of forms. These may include but are not limited to annotations of practical work; a folio of activities and investigations, practical reports, media response; problem solving involving chemical concepts, skills and/ or issues; data, analysis; digital presentations; or oral communications.

The award of satisfactory completion for each unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Uuit 1: Atomic structure, trends and metallic and ionic bonding
Unit 1: Covalent bonding
Unit 1: Organic chemistry
Unit 2: Solubility
Unit 2: Acids and bases
Unit 2: Redox
Unit 2: Extended investigation

Associated Areas of Study/Careers: Units 3 and 4 Chemistry

VCE Chemistry
Units 3 & 4

Contact Teacher: Elizabeth Zammit

Prerequisites: Units 1 and 2 Chemistry.

Description:

Units 3 & 4 Chemistry focus on understanding the interactions of substances, manipulation of reaction conditions and maximisation of product yield, and how this applies to everyday life on Earth. Students consider how to identify and analyse substances using instruments such as infrared technology and chromatography. Students use their knowledge of bonding and structure to explain the chemistry and metabolism of food molecules, the production of energy from fuels and the conversion of chemical and electrical energy.

Areas of Study:

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

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

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

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?

Assessment:

The student‘s level of achievement will be determined by school-assessed coursework and an end of year examination.

- Unit 3: Comparison of fuels as energy sources SAC – 8%
- Unit 3: Equilibrium – 4%
- Unit 3: Electrolysis SAC – 4%
- Unit 4: Organic chemistry SAC – 8%
- Unit 4: Food chemistry SAC – 8%
- Unit 4: Practical investigation on food chemistry or energy SAC – 8%
- End of year examination – 60%

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study/Careers:

Tertiary studies in science, medicine, environmental science, pharmacy, nursing, engineering

VCE Physics
Units 1 & 2

Contact Teacher: David Young

Prerequisites: Year 10 Physics

Description:

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Areas of Study:

Unit 1: What ideas explain the physical world?

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

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

- How can motion be described and explained?
- Option: study related to different observations of the physical world
- Practical Investigation

Assessment:

The student's level of achievement will be determined by school-assessed coursework and an end of year examination.

- Unit 1: Thermal Effects SAC (at least one selected from annotations of a practical work folio of activities; data analysis; design, building and evaluation of a device; explanation of the operation of a device; solving a scientific or technological problem; report of a selected physics phenomenon; modelling activity, media response, summary report of selected practical investigations, reflective learning journal; or a test.)
- Unit 1: Electric Circuits SAC (selected from the list above)
- Unit 1: Matter SAC (selected from the list above)
- Unit 2: Motion SAC (selected from the list above)
- Unit 2: Option SAC (selected from the list above)
- Unit 2: Practical Investigation (scientific poster)

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study/Careers:

Units 1 and 2 Physics can be taken as a standalone subject or as a stepping stone to Units 3 and 4 Physics.

VCE Physics
Units 3 & 4

Contact Teacher: Renee Gordon

Prerequisites: Unit 1 and 2 Physics.

Description:

Physics is the theoretical and empirical study of the laws of nature that govern everything from the tiniest particles of matter to the forces that govern the structure of the universe. It applies these laws to the solution of practical problems and to the development of new technologies. Physics is a challenging and rewarding subject. Its study instructs a person in the process of critical thinking, how to pose questions and how to solve problems. Physics is at the heart of almost every facet of modern life.

Areas of Study:

Unit 3: How do fields explain motion and electricity?

- How do things move without contact?
  Analysis of gravitational, electric, and magnetic fields
- How are fields used to move electrical energy?
  Using evidence and models of electric, magnetic, and electromagnetic effects to explain how electricity is produced and delivered to homes.
- How fast can things go?
  Using Newton's laws of motion to analyse relative motion, circular motion, and projectile motion. Einstein's theory of special relativity is also used to provide a better model at very high speeds.

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

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical Investigation

Students are to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings, and conclusions in a scientific poster.

Assessment:

The student's level of achievement will be determined by school-assessed coursework and an end of year examination.

- Unit 3 school-assessed coursework – 3 tasks for the 3 areas of study
- Unit 4 school assessed coursework – 2 tasks plus the poster [<1000 words]
- End of year examination – 60%

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study /Careers:

Science, Engineering, Physiotherapy, Sports Science, Radiotherapy, Optometry

VCE Psychology
Units 1 & 2

Contact Teacher: Gabrielle Harrison

Prerequisites: Year 10 Mind and Body.

Description:

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Areas of Study:

Unit 1: How are behaviour and mental processes shaped?

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

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

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

Assessment:

The student's level of achievement will be determined by school-assessed coursework and an end of year examination.

- Unit 1: Annotated Poster SAC
- Unit 1: Folio of practical activities SAC (selected from the list above)
- Unit 1: Research Investigation (written report, digital presentation or oral communication)
- Unit 2: Perception SAC
- Unit 2: Behaviour SAC (selected from the list above)
- Unit 2: Practical Investigation (written report, digital presentation or oral communication)

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study/Careers:

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. Fields of applied psychology include educational, environmental, forensic, health, sport and organizational psychology. Specialist fields of psychology include counselling, and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

VCE Psychology
Units 3 & 4

Contact Teacher: Angelina Stojanoska

Prerequisites: VCE Units 1 and 2 Psychology

Description:

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspective and the systematic application of this knowledge to personal and social circumstances in everyday life. In VCE Psychology, students explore the structure and function of the nervous system, how stress can affect psychological functioning (including the causes and management of stress) and how mechanisms of memory and learning lead to the acquisition of knowledge. They will examine the nature of consciousness and mental health, through studying the relationship between the mind, brain and behaviour. Students will understand and consider the biological, psychological and social factors that influence learning and memory and that contribute to the development and management of a mental disorder.

Areas of Study:

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

This unit focuses on examining the functioning of the nervous system in enabling a person to interact with their external world and be able to apply biological and psychological explanations for learning and memory.

Area of study 1: How does the nervous system enable psychological functioning?
Area of study 2: How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

This unit focuses on explaining consciousness, understanding the purpose and nature of sleep and applying the biopsychosocial approach to the development and management of specific phobia.

Area of study 1: How do levels of consciousness affect mental processes and behaviour?
Area of study 2: What influences mental wellbeing?
Area of study 3: Practical investigation

Assessment:

The students level of achievement will be determined by school-assessed coursework and an end of year examination.

- Unit 3: Structure and function of the human nervous system SAC- 10%
- Unit 3: Biological and Psychological explanations of learning and memory SAC – 10%
- Unit 4: Theories of consciousness and sleep- 6.7%
- Unit 4: Application of a biopsychosocial approach to explain mental disorders – 6.7%
- Unit 4: Practical investigation – 6.6%
- End of year exam – 60%

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study /Careers:

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. Fields of applied psychology include educational, environmental, forensic, health, sport and organizational psychology. Specialist fields of psychology include counselling, and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

VCE Accounting
Units 1 & 2

Contact Teacher: Helen Koutsougeras

Prerequisites: Year 10 Accounting

Description:

Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students also record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2 allows students to develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students will prepare both historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve performance.

Areas of study:

Unit 1: role of accounting in business

- The role of accounting
- Recording financial data and reporting accounting information for a service business

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

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

Assessment:

Assessment tasks may include –

- A folio of exercises
- Structured questions
- Assignments
- Case studies
- Classroom presentations
- Reports

Associated Areas of Study/Careers:

Units 3&4 Accounting

Further study in accounting, commerce or business studies at TAFE or University. Careers in commerce, accounting, economics, marketing, finance or business

VCE Accounting
Units 3 & 4

Contact Teacher: Stanley Yu

Prerequisites: Units 1 and 2 Accounting

Description:

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recoding financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.
Unit 4 allows students to extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They 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. From this evaluation, students suggest strategies to business owners to improve business performance.

Areas of study:

Unit 3: financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

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

- Extension of recording and reporting
- Budgeting and decision-making

Assessment:

Assessment tasks may include –

- A folio of exercises
- Structured questions
- Case studies
- Reports

Associated Areas of Study/Careers:

Further study in accounting, commerce or business studies at TAFE or University. Careers in commerce, accounting, economics, marketing, finance or business.

VCE Business Management
Units 1 & 2

Contact Teacher: Laura Guidara

Prerequisites: Year 10 Business Management

Description:

In VCE Business Management, students examine the ways businesses manage resource to achieve objectives, including the complexity of challenges facing decision makers in managing these decisions. In Year 11, students investigate businesses and varying sizes and how they contribute to the economy and society. They explore business ideas and how they become reality, including the various factors that affect these business ideas both from within and outside the organisation, including innovation, technological development and social change. Furthermore, they examine the various legal requirements that must be satisfied when establishing a business, strategies to staff organisations with the best people and various strategies organisations can use to promote and market their business ideas.

Areas of Study:

Unit 1:

- Different size and type of businesses
- Contributions of businesses to the economy and society
- Developing and testing business ideas
- Pressure from political, economic, social and technological factors
- Stakeholders and their vested interests

Unit 2:

- Choosing the right location, support services and finance options
- Marketing strategies and their effectiveness in persuading customers to purchase
- Public relations and its importance in the contemporary business world
- Establishing and maintaining the employment relationship with staff

Assessment:

Assessment tasks are chosen from:

- Case study analysis
- Media analysis
- Direct business interviews
- Business research
- Investigation report
- Test
- Business simulation activity

Each unit will also be assessed with a written examination

Associated Areas of Study/Careers:

Human Resource Management; Marketing and public relations; supply chain management; international business; tourism; management information systems. Career opportunities in business management are varied and can include: management consultant; marketing executive; training officer; systems analyst; operational and social researcher; logistics and distribution manager; human resources manager; industrial relations officer; OH&S office

VCE Business Management
Units 3 & 4

Contact Teacher: Maria Balalas/Lu Bai

Prerequisites: Business Management Units 1 and 2

Description:

In VCE Business Management, students examine the ways businesses manage resources to achieve objectives, including the complexity of challenges facing decision makers in managing these decisions. In Year 12, students explore various processes and issues concerned with managing a business successfully to meet objectives. Students examine different types of businesses and their differing objectives as well as how organisations develop their own unique corporate culture. They investigate different styles and skills managers can use as well as strategies to motivate and manage staff and the daily operations of both service and manufacturing organisations. Using contemporary case studies, students consider the importance of strategically managing organisations in times of significant change and the importance of leadership during these times.

Areas of Study:

Unit 3:

- Characteristics of various types of businesses
- Stakeholders and their vested interests in business
- The role and importance of objectives in business
- The role of corporate culture and strategies for development
- Motivating and managing employees over the employment relationship, including the maintenance and termination phases.
- The role of important players in ensuring appropriate pay and working conditions for staff
- Strategies to manage daily operations/production efficiently and effectively, including the use of technology

Unit 4:

- The need for and importance of change in order to improve performance
- Forces that drive and restrain change in organisations
- Strategies to manage change in organisation
- The effect of change on people and organisations

Assessment:

- Unit 3 & 4: Case studies with short answer and extended response questions 50%
- End-of-year examination 50%

Associated Areas of Study/Careers:

Human Resource Management; Marketing and public relations; supply chain management; international business; tourism; management information systems.

Career opportunities in business management are varied and can include: management consultant; marketing executive; training officer; systems analyst; operational and social researcher; logistics and distribution manager; human resources manager; industrial relations officer; OH&S officer.

VCE Classical Studies
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Patrick Rogers

Prerequisites: Not required

Description:

Unit 1: Mythical Worlds: This unit explores the myths of ancient Greece and Rome and how they were used to explain the physical world, the foundations of institutions and aspects of daily life. Students explore their representation in a range of forms including epic, sculpture, tragedy, vase and wall painting. They also study the way in which archaeology was used to examine the historical basis of particular myths.

Unit 2: Classical Imaginations: This unit examines classical works across time. Starting with the study of Classical Greece by exploring its intellectual and material culture students will learn how such works offer understanding of the social and political life of the society. They will explore the ways in which classical works are reference points for later ages to aspire to or react against.

Areas of Study:

- The difference between myths and legends
- The form, function and content of myths and legends
- How myths and legends are communicated through art and literature
- The historical, artistic, intellectual and social context of myths and legends
- The role of the gods in classical society
- Development of archaeological methods
- Archaeological evidence associated with particular sites
- The historical basis of myths
- How ideas and values are presented in classical works
- The relationship between a classical work and the society in which it was created
- The Classical legacy-classical influences evident in later works

Assessment:

- Oral Presentation on a classical myth or god
- Essays on selected texts
- Research project on an archaeological site associated with a particular myth
- Written analyses of selected classical works
- Documentary analysis on historical context
- A comparative report on a classical and modern work or scenario.

Associated Areas of Study /Careers:

History, literature, art philosophy, University arts, archaeology degrees.

VCE Classical Studies
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)
NOT RUNNING IN 2019

Contact Teacher: Patrick Rogers

Prerequisites: Units 1 and 2 Classics or Units 1 and 2 History (Literature and Art would be an advantage).

Description:

Units 3 and 4: Classical Worlds

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works Lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Analysis of individual works enables students to engage with ideas that are explored by particular authors, artists and ancient historians. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different authors, artists and ancient historians dealt with the same concept. This analysis reveals the changing nature of the classical world.

Areas of Study:

Individual Study: Students will study TWO individual works over the course of the year.
They will explore:

- the socio-historical context of the classical work;
- the relationship of the classical work to its socio-historical context;
- key ideas contained in a classical work;
- the techniques used by the classical author, artist and ancient historian to express these ideas;
- the relationship of sections of a work to the work as a whole or of an artwork to its form

Comparative Study: Students will compare two sets of classical works.
They will explore:

- the socio-historical contexts of classical works;
- the relationship of the classical works to their socio-historical contexts;
- key ideas presented in classical works;
- techniques used by classical writers or artists to express ideas;
- similarities and differences between the classical works

Assessment:

Students will be assessed on their ability to:

- research the socio-historical contexts of classical works;
- analyse ideas and techniques in classical works;
- compare ideas and techniques in classical works;
- discuss the relationship of classical works to their socio-historical contexts;
- draw on evidence from classical works to support a point of view.

Associated Areas of Study/Careers:

Classical Studies can lead to tertiary study of History, Literature, Art History and Philosophy as part of University Arts and Archaeology degrees among other degrees.

VCE Economics
Units 1 & 2

Contact Teacher: Stanly Yu

Prerequisites: Year 10 Commerce Electives

Description:

In VCE Economics, students study how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Students explore their role in the economy and the way economic models and theories help explain causes and effects of decisions. Using the core economic concepts of scarcity, opportunity cost, resources and the laws of demand and supply, students explore how different markets operate and how different groups interact within markets to improve living standards. In addition, students investigate economic issues of global significance, develop understandings of why these are important and how they affect the various groups in the economy. They develop and critically evaluate solutions to these economic issues, including government policies and actions taken to gain a greater appreciation of the micro and macro economies they interact with on a daily basis.

Areas of Study:

Students undertaking this study will examine the following topics and issues:

Unit 1:

- Thinking like an economist
- Decision making in markets

Unit 2:

- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and equity
- Global economic issues

Assessment Tasks:

Students may be assessed on:

- An analysis of written, visual and statistical evidence
- A folio of applied economic exercises
- A report of an investigation
- Case studies
- An essay
- Tests and an end of semester examination

Associated Areas of Study/Careers:

Commerce, Accounting, Banking, Finance, Economics

VCE Economics
Units 3 & 4

(NOT RUNNING IN 2019)

Contact Teacher: Stanly Yu

Prerequisites: Units 1 and 2 Economics.

Description:

Economic decisions are about resource use in producing goods and services, and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. It also requires an understanding of the influence of political, ethical, environmental and social forces on economic decision-making.

Unit 3: Australia's Economic Prosperity: This unit focuses on the operation of the market mechanism and the extent to which it operates freely in Australia. It also analyses the factors which affect the nature and level of economic activity in Australia and measures the performance of the economy in terms of the economic objectives. It closely examines economic activity in Australia as well as the economic objectives and performance in Australia.

Unit 4: Managing the Economy: This unit focuses on the nature and operation of government macroeconomic policy, that is budgetary and monetary policy, and also microeconomic policy in managing the Australian economy. It also evaluates the effectiveness of these economic policies in relation to the nation's economic objectives. The course also analyses the current policy mix and its effectiveness.

Areas of Study:

Unit 3:

An introduction to microeconomics

- Market system
- Resource allocation
- Government intervention
- Domestic macroeconomic goals
- Australia and the world economy

Unit 4:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies and influence on the Australian Governments domestic macroeconomic goals and living standards.

Assessment:

Students are required to demonstrate achievement of three outcomes in Unit 3 and two outcomes in Unit 4. As a set these outcomes encompass both areas of study. Outcomes may consist of any or all of the following:

- An analysis of written, visual and statistical evidence
- A folio of applied economic exercises
- A folio of media articles (print, internet, visual)
- A report of an investigation
- Case study
- Tests and an end of year examination

Associated Areas of Study/Careers: Economics, accounting, commerce, banking and finance

VCE Geography
Units 1 & 2

Contact Teacher: Peter Campbell

Prerequisites: No prerequisites required for Units 1 & 2

Description:

Unit 1: investigates the geographic characteristics of two contrasting hazards, geological and biological (HIV) and the human response to them. It examines the processes involved with hazards, including their causes and impacts, human efforts to reduce vulnerability to, the impact of hazard events and the interconnections between human activity and natural phenomenon.

Unit 2: investigates the development of the global growth of tourism. The characteristics of a variety of tourist attractions are assessed and how they impact on the social development of a location and the impacts on the environment. Inquiry fieldwork is undertaken at Lysterfield examining its features, management and impacts.

Areas of Study:

Unit 1:

- Investigation of the natural processes that cause the geological hazards of earthquakes, volcanoes and tsunamis with a particular focus on case studies in the Asia Pacific region. The human response to these geological hazards is studied through case studies and strategies to manage the negative impacts are evaluated.
- Investigation of HIV as a global issue and a hazard to human wellbeing. Differences in the spatial variation of the incidence of HIV across the world are examined and the success of responses at global, regional and local scales is evaluated.

Unit 2:

- Investigation of the characteristics of tourism, its development (and spatial) and its impact on people, places and environments. Examples of tourism from within Australia and elsewhere in the world support investigations with an emphasis on the interconnection between local, regional and global locations.
- Fieldwork inquiry into a tourism resource in the Melbourne region with a focus on the characteristics of the site that attract tourists, management of the tourism resource and the impacts on people and the local environment.

Assessment:

- Geological hazards (SAC) practical analysis and evaluation of geographic data on case studies
- HIV – Global biological hazard (SAC) seminar delivery, participation and the analysis of findings
- Tourism (SAC) practical analysis and evaluation of geographic data
- Lysterfield Park fieldwork report – Inquiry report assessing characteristics, management and impacts of tourism at the park
- End of year examination

Associated Areas of Study/Careers:

Units 1 and 2 Geography lead on to Units 3 and 4. Geography can also be studied as an enhancement through Monash University and is offered as tertiary study at many higher education institutions.

GeoCareers is specifically designed to provide secondary and tertiary students with info about studying Geography at a secondary school or tertiary level and the career opportunities and paths available

http://www.geocareers.net.au

The institute of Australian Geographers provides information on a range of careers that Geography leads to and has links to tertiary institutions across Australia where students can progress their study of Geography.

https://www.iag.org.au/about-geography/careers-through-geography

VCE Geography
Units 3 & 4

(NOT RUNNING IN 2019)

Contact Teacher: Peter Campbell

Prerequisites: No prerequisites required for Unit 3, however Unit 3 must be completed before Unit 4

Description:

Unit 3: investigates the geographic issue of land change in regards to deforestation, desertification and melting glaciers and ice sheets and how the interconnection between climate, soil, landforms, flora and fauna are changed over time by human action and natural processes. Inquiry based fieldwork is completed to assess land use and land cover change in the Melbourne Region.

Unit 4: investigates the geography of human populations. Patterns of population change, movement and distribution, the response of governments, organisations and individuals to those changes in different parts of the world are examined.

Areas of Study:

Unit 3:

- Investigation of the geographic characteristics of deforestation, desertification and melting ice and the causes and consequences of change in locations where these processes are occurring. Case studies in the Antarctic, Asia Pacific and African regions are used to deepen the understanding of the changes to land cover produced by these processes, the impacts and the responses to these changes at different scales.
- Fieldwork inquiry in the Melbourne region evaluating changes in land use and cover, human management of the location and the interconnection with natural processes and how these interconnections impact people and the environment at this location.

Unit 4:

- Investigation of the changes over time in global population growth and the spatial variations throughout the world. Population models are evaluated and assessed for validity in terms of application to current trends, specific nations and future predications. Socioeconomic and political factors are examined to understand forced and unforced migration and changes in fertility and mortality.
- Investigation of the ageing population trend of Japan and Cambodia, which has the second highest population growth rate in South East Asia. The regional and global contexts of these trends are examined with the interconnections with population dynamics of fertility and mortality made. The impacts and the national strategies to manage these population trends in these two countries are evaluated.

Assessment:

- Land change (SAC) practical analysis and evaluation of geographic data through case studies
- Fieldwork report – inquiry report on the impacts of land use and cover change
- Population (SAC) – practical analysis and evaluation of population dynamics and trends

Associated Areas of Study/Careers:

Units 3 and 4 Geography lead on to further study in Geography at a tertiary level at many higher education institutions.
GeoCareers is specifically designed to provide secondary and tertiary students with info about studying Geography at a secondary school or tertiary level and the career opportunities and paths available
http://www.geocareers.net.au
The institute of Australian Geographers provides information on a range of careers that Geography leads to and has links to tertiary institutions across Australia where students can progress their study of Geography.
https://www.iag.org.au/about-geography/careers-through-geography

VCE Legal Studies
Units 1 & 2

Contact Teacher: Laura Guidara

Prerequisites:

Description:

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia, and examines the processes of law-making, dispute resolution and the administration of justice in Australia.

Areas of Study:

Unit 1: Guilt and liability: students investigate the key concepts of criminal law, and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights: students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to protection of rights in Australia.

Assessment:

Unit 1

- Folio of exercises
- Criminal law classroom presentation
- Civil law case study analysis

Unit 2

- Structured questions
- Human rights report
- Folio of exercises

Associated areas of study/Careers:

Units 3 & 4 Legal Studies, law, commerce, accounting, business marketing, arts.

VCE Legal Studies
Units 3 & 4

Contact Teacher: Helen Koutsougeras

Prerequisites: None

Description:

The subject examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes. There is an examination of the Constitution and of the processes of law-making through parliament and the courts and the relationship between the two.

Areas of Study:

Unit 3

The Victorian Criminal Justice System – students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions.

The Victorian Civil Justice System – students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

Unit 4

In this area of study - students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

The People, the Parliament and the Courts - students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

Assessment:

Internal Assessment Unit 3 Outcome 1 and 2 - 50 marks each
Internal Assessment Unit 4 Outcome 1 and 2 - 50 marks each
(SACs will comprise structured questions, folio of exercises, reports, case study, and essay)

Associated areas of Study/Careers:

Law, Commerce, Accounting, Business Marketing, Arts.

VCE 20th Century History
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Patricia Radford

Prerequisites: Year 10 History

Description:

20th Century History: Students explore the nature of political, social and cultural change in the twentieth century. Students will investigate the western world between the world wars. Following this students investigate the Cold War and Civil Rights movements. Students will examine the challenges and changes to existing political, economic, and social arrangements and how individual and group movements changed ideas, values and political systems.

Areas of Study:

Unit 1: 20th Century History

- Ideology and conflict – the emerging and competing ideologies of capitalism, communism, socialism and fascism
- Social and cultural change – the 1920s and the Great Depression in the USA

Unit 2: 20th Century History

- Competing Ideologies – the Cold War causes and consequences
- Challenge and Change – Civil Rights Movements
-

Assessment:

Common for both units:

- Analysis of primary sources
- Essay
- Extended written response
- Examination

  Part 1 - Analysis of primary sources
  Part 2 - Essay

Associated Areas of Study/Careers:

Links to other subjects include English and English Literature, Classical Societies and Cultures, History Revolutions, Politics, Legal Studies. Key skills and knowledge relevant to a wide range of tertiary studies and careers include:

- research using visual, oral and written sources, referencing, essay writing, problem solving, critical thinking, analysis, evaluation and reasoning, and communication skills

VCE Revolutions History
Units 3 & 4
(French & Russian)

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Andrew Batrouney

Prerequisites: History Units 1 and 2.

Description:

The major revolutions of the past two centuries have directly shaped contemporary society. Students will study how the old regimes of eighteenth-century France and twentieth-century Russia came to be overthrown in violent and dramatic revolution and how the revolutionary governments addressed the expectations of their people in their attempts to reshape society.

They will study the rise of revolutionary leaders and radical ways of thinking that have influenced our current history.

Areas of Study:

For both France (Unit 3) and Russia (Unit 4), we study:

- The old regime of monarchies and how they grew weaker
- The rise of opposition, revolutionary movements and new ideas, such as communism or the sans-culottes
- The overthrow of the old regimes, usually through violent action by crowds, such as the Fall of the Bastille or the Bolshevik Revolution of 1917
- How the new revolutionary governments attempt to consolidate their power in the face of economic, political and military crises by policies of terror
- How forces opposed to the revolution attempt to reinstate their power through civil war and counter-revolution
- The way in which key events and important people – such as Lenin, Robespierre, or Rasputin and war influenced the nature of revolution

Assessment:

Assessment consists of two SACs per unit (semester). The four SACs in total will consist of one of each of the following:

- Extended – response questions
- a document analysis (visual or text),
- a short essay.

The results of these tasks will be worth 50% of the units marks. The final exam is worth 50% of the marks and consists of documentary analyses, short essay, and short paragraph answers.

Associated Areas of Study /Careers:

The skills of historical analysis, synthesis and writing are directly transferable to careers linked to law, journalism, humanities subjects, government, politics, all forms of writing.

VCE Food Studies
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Charmaine Macdonald

Prerequisites: Year 9 or 10 Food Studies beneficial to have

Description:

Food Origins: This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns

Areas of Study:

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. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

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 small-scale domestic 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.

Assessment:

- Two outcomes
- Hurdle tasks
- Oral presentation
- Practical demonstration
- Food testing analysis
- Exam

Associated Areas of Study /Careers:

Teaching food studies, hospitality careers, and university studies in nutrition.

VCE Food Studies
Units 3 & 4

(NOT RUNNING IN 2019)

Contact Teacher: Charmaine Macdonald

Prerequisites: Year 11 Food Studies beneficial to have

Description:

Looks at the diversity of food, its preparation and safe storage to maximise quality of raw and cooked foods. Food classification and properties are investigated in relation to different cooking methods. This knowledge is applied to food preparation. Students investigate the best methods, tools and equipment to produce results when preparing food for a variety of situations in optimum sensory, physical and chemical properties of food. Design brief work, both individually and in teams to prepare food for challenges such as nutritional considerations, cultural beliefs, resources access and availability.

Areas of Study:

Unit 3: Food in Daily Life

This unit investigates the many roles and everyday influences of food.

Area of Study 1 the Science of Food

In this area of study students explore the science of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They investigate food allergies, food intolerances and the microbiology of food contamination. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 Food Choice, health and wellbeing

This area focuses on influences on food choice: 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.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

Area of Study 1 Environment and Ethics

This focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students 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.

Area of Study 2 Navigating Food Information

This focuses 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. Students consider how to assess information and draw evidence-based conclusions. They 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.

Assessment:

- Outcomes
- Hurdle tasks
- Oral presentation
- Practical Demonstration
- Food testing analysis
- Exam

Associated Areas of Study/Careers: Hospitality careers and university studies in nutrition.

VCE Computing
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Eamon Stewart

Prerequisites: No prerequisites. Beneficial to have year 9 or year 10 Digital Technology.

Description:

In unit 1, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue and create a digital solution that graphically presents the findings. Students examine the technical underpinnings of wireless and mobile networks. Students create a website to present different viewpoints on a contemporary issue.

In unit 2, students focus on how the application of computational, design and systems thinking skills support the creation of digital solutions. Students develop their computational thinking skills when using a programming language. Students develop a sound understanding of data and how a range of software tools can be used to extract and manipulate data from large repositories. Students apply all stages of the problem-solving methodology to create a solution using database management software.

Areas of Study:

- Programming skills (Python programming language)
- Web development
- Networks
- Online communities
- Relational database management systems
- Spreadsheets

Assessment:

Unit 1

- SAC 1: Spreadsheets and visual design software
- SAC 2: Networks
- SAC 3: Web development

Unit 2

- SAC 1: Design and develop software using the Python programming language
- SAC 2: Present data from a large data repository
- SAC 3: Develop a relational database management system

Associated areas of Study/Careers

Computer science, software developer, web developer, network engineer, user experience developer, IT consultant, IT project manager, systems analyst.

VCE Computing (Software Development) Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Eamon Stewart

Prerequisites: VCE Computing Units 1 & 2

Description:

Students focus on the application of a problem-solving methodology and underlying skills to create solutions using a programming language. In unit 3, students use a programming language to create working software modules. Students respond to given software designs and develop a set of working modules through the use of a programming language. Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

In unit 4, students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. Students continue to study the programming language used in Unit 3. Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Areas of Study:

- Programming skills (Python programming language)
- Software development
- Information management
- Organisations and data management
- Organisations and information needs
- Key legislation

Assessment:

Unit 3

- SAC 1: Programming skills (Python programming language)
- SAC 2: Analysis and design stage of software solution

Unit 4

- SAC 1: Development stage of software solution (Python programming language)
- SAC 2: Students investigate the interactions and impacts of networks
- End of year examination

Associated areas of Study/Careers

Computer science, software developer, web developer, network engineer, user experience developer, IT consultant, IT project manager, systems analyst.

VCE Product Design & Technology
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: Year 9 and 10 Product Design

Description:

These units focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students work individually and in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Areas of Study:

Unit 1 Product Re-design for Improvement

The student redesigns a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability. The student uses and evaluates materials, tools, equipment and processes to make a redesigned product or prototype, and compares the finished product or prototype with the original design.

Unit 2 Designing as a Team

The student designs and plans a product, a product range or a group products with component parts in response to a design brief based on a common theme, both individually and within a team.

Producing and Evaluating a Collaboratively Designed Product

The student justifies, manages and uses appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

Assessment:

Unit 1

- Short written report that includes pillars of sustainability
- Product and records of production and modifications
- End of semester exam

Unit 2

- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report.
- Product and records of production and modifications
- End of semester exam

Associated Areas of Study/Careers:

Product designer, furnisher, builder

VCE Product Design & Technology Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites: VCE Product Design and Technology Units 1 & 2

Description:

Students are engaged in the design and development of a product that meets the needs and expectations of an end-user, developed through a design process and influenced by a range of complex factors.

Areas of Study:

Unit 3: The designer, and end-user in product development

Product development in industry and designing for others

Unit 4: Product analysis and comparison, product manufacture, product evaluation

Assessment:

Unit 3

Outcome 1 - A structured, annotated design brief, four-part evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to key words and phrases.

Outcome 2 - A written report explaining and analysing the product design factors, development and manufacture of products within industrial settings.

Outcome 3 - Production

Unit 4

Outcome 1 - A written report comparing, analysing and evaluating similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2 - Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3 - Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Percentage contributions to the study score in Product Design and Technology are as follows:

- Unit 3 school-assessed coursework 12%
- Unit 4 school-assessed coursework 8%
- School-assessed task 50%
- End of year examination 30%

Associated Areas of Study /Careers:

Furniture Design, Industrial Design, Interior Design, Set Design, Exhibition Display, Carpentry, Joinery

VCE Systems Engineering
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites:

Description:

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective by designing and manufacturing systems based solutions to real world problems.

Areas of Study:

Unit 1: Introduction to mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components.

Unit 2: Introduction to electrotechnology systems

Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system. The system should be predominately electrotech based, but would generally have electro-mechanical components within the system. The constructed system should provide a tangible demonstration of some of the theoretical principles studied in this unit.

Assessment:

Unit 1:

- Engineers Notebook
- Major project (mechanical)
- End of semester exam.

Unit 2:

- Engineers Notebook
- Major project (electrotech)
- End of semester exam

Associated Areas of Study /Careers:

This unit leads on to Units 3 and 4 Systems Engineering and further study at TAFE or University.

Careers in mechanical and electrical engineering, product design, robotics, automation, electronic design, manufacturing and technical trades.

VCE Systems Engineering
Units 3 & 4

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Martin Blake

Prerequisites:

Description:

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective by designing and manufacturing systems based solutions to real world problems.

Areas of Study:

Unit 3: Integrated systems engineering and energy

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the impacts of the use of renewable and non-renewable energy sources. Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system.

Unit 4: Systems control and new and emerging technologies

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. Students expand their knowledge of new and emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific new or emerging innovation, including its impacts.

Assessment:

Percentage contributions to the study score in Systems Engineering are as follows:

- School-assessed Coursework: 20 per cent
- School-assessed Task (major project): 50 per cent
- End-of-year examination: 30per cent

Associated Areas of Study /Careers:

This course leads on to further study at TAFE or University.

VET Sport and Recreation
Units 1 & 2

(THERE IS AN EXTRA CHARGE WITH THIS SUBJECT)

Contact Teacher: Drew Smith

Prerequisites:

Description:

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service and or administrative assistance. This qualification also provides for multi skilled roles, which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

Areas of Study:

- Organise personal work priorities and development.
- Respond to emergency Situations
- Provide First Aid
- Participate in workplace health and safety
- Use social media for collaboration and engagement
- Conduct non-instructional sport or recreational sessions
- Provide quality service
- Develop and update officiating knowledge
- Conduct a non-sport and recreational event

Assessment:

Assessment includes a combination of written tests, projects and practical demonstration of skills. Student's competency against each area of study is assessed during each unit undertaken throughout the course. Students are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Associated Areas of Study/Careers:

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

VCAL SUBJECT DESCRIPTIONS IN LEARNING AREAS

VCAL Numeracy
Year 11

Contact Teacher: Lynette Campbell

Prerequisites: Year 10 Mathematics

Description:

VCAL Numeracy is designed to assist students develop every day numeracy to assist in their daily personal and public lives. The mathematics involved is applied to tasks that are part of the student's normal routine, but also extend to applications related to the workplace and the community. It will provide continuing mathematical development to support students in their VET studies.

In VCAL Numeracy there is a strong emphasis on using mathematics in practical contexts relating to life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study.

Areas of Study:

- Numeracy for Practical Purposes – Design
- Numeracy for Practical Purposes – Measuring
- Numeracy for Personal Organisation – Money and Time
- Numeracy for Personal Organisation – Location
- Numeracy for Interpreting Society - Data
- Numeracy for Interpreting Society - Numerical Information

Assessment:

Assessment is ongoing and based on a folio of evidence which may include:

- Records of teacher observations of student's activities, oral presentations, practical tasks, etc.
- Samples of students' written work
- Written reports of investigations or problem solving activities
- Student self-assessment sheets, reflections, or journal entries
- Pictures, diagrams, models created by students.

Students are assessed based on three categories:

- Mathematical knowledge and techniques
- Mathematical language
- Interpretation

Students must demonstrate competency in <u>five of the six areas</u> of studies listed above to be credited with this unit.

Associated Areas of Study /Careers:

VCAL Numeracy does not provide a basis for undertaking Units 3 and 4 studies in Mathematics.

Foundation English
Units 1 & 2

Contact Teacher: Kathryn Brentwood

Description:

The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. This Unit integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. Upon completion of this unit students may link into Unit 1 & 2 VCE English or EAL (if eligible), Literature or English Language.

Areas of Study:

There are 6 Area of Study in Foundation Literacy:

- The Essentials of English
- Communication & the Workplace
- Technology & Communication
- The Study of Texts
- The analysis and construction of argument
- Information literacy

Assessment:

Assessment takes place through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency in each of the four domains, through group activities or individual work. Assessment methods include but are not restricted to:

- Written summaries of short texts
- A written piece for a specific purpose and audience
- A written discussion of key aspects of a short literary, every day or media texts
- A piece or pieces of writing for a range of purposes and audiences

Associated Areas of Study /Careers:

Foundation English Units 1 & 2 lead on to Unit 1 & 2 English/EAL, Literature or English Language English is a requirement for many tertiary and trade courses.

VCAL Literacy Senior
Year 12

Contact Teacher: Kathryn Brentwood

Prerequisites: Year 11 English would be beneficial

Description:

Literacy includes reading, writing and oral communication skills. The broad purpose of VCAL Literacy is to enable the development of skills that allow progression in the main social contexts of:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Areas of Study:

There are four domains of VCAL literacy:

- Literacy for self-expression: focuses on aspects of personal and family life, and the cultures which shape these
- Literacy for practical purposes: focuses on forms of communication used in workplace and institutional settings
- Literacy for knowledge: focuses on scientific, technological and mechanical concepts relevant to education and training
- Literacy for public debate: focuses on matters of public concern, and the forms of argument used in the public arena.

Assessment:

Assessment takes place through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency in each of the four domains, through group activities or individual work. Assessment methods include but are not restricted to:

- oral presentations
- written texts
- discussions and debates
- role-plays
- folios of tasks or investigations
- performance of practical tasks

Associated Areas of Study /Careers:

VCAL is a hands-on alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction; hospitality; child care; community services; fitness industry; mechanical engineering; business administration; beauty therapy, and many more.

VCAL Personal Development Intermediate Year 11

Contact Teacher: Scott Kirby

Prerequisites: Enrolled in Intermediate VCAL.

Description:

Personal Development focuses on the development of self through personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Areas of Study:

The learning program is general to enable maximum flexibility of content selection. Content is linked to one or more of the following contexts

- Personal development
- Health and wellbeing
- Education
- Family

Assessment:

Assessment takes place through class work throughout the year. There is no examination for this subject. Students are to demonstrate achievement in each of the following areas:

- Plan and organise a complex project or activity
- Demonstrate knowledge and skills in the context of a complex project or activity
- Demonstrate self-management skills for goal achievement in the context of a project or activity
- Describe leadership skills and responsibilities
- Demonstrate interpersonal skills to communicate ideas and information

Students will be expected to complete both written and practical task within this unit in order to satisfactorily meet the outcomes.

Associated Areas of Study /Careers:

VCAL is a hands-on alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction, hospitality; child care; community services; fitness industry; mechanical engineering; business administration and many more.

VCAL Personal Development
Senior - Year 12

Contact Teacher: Scott Kirby

Prerequisites: Enrolled in Senior VCAL.

Description:

Personal Development focuses on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Focus will be on understanding of cultural values and cultural awareness.

Areas of Study:

The learning program is general to enable maximum flexibility of content selection. Content is linked to one or more of the following contexts

- Personal development
- Health and wellbeing
- Education
- Family

Assessment :

Assessment takes place through class work throughout the year. There is no examination for this subject. Students are to demonstrate achievement in each of the following areas:

- Plan and organise to completion a complex project in an autonomous manner
- Demonstrate an awareness of social diversity within a complex project
- Apply strategies to improve communication
- Demonstrate leadership skills for group and teamwork
- Use decision-making skills in a group or team context

Associated Areas of Study /Careers:

VCAL is a hands-on alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction, hospitality; child care; community services; fitness industry; mechanical engineering; business administration and many more.

VCAL Work Related Skills Intermediate Year 11

Contact Teacher: Scott Kirby

Prerequisites: None.

Description:

Work Related Skills (WRS) develops employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts

Employability Skills:

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Areas of Study:

- Learn about basic conditions and entitlements of a specific industry.
- Obtain and communicate information in response to a work related OH&S issue.
- Develop knowledge and understanding of OH&S in a work related context.
- Identify problems or safety hazards that can affect the safety of the work environment
- Contribute to team objectives to achieve safe work procedures and to achieve a work related goal Use information and communications technology in relation to a work related activity.
- Using a work related goal students learn to analyse and organise information, communicate information and ideas, plan, organise and manage activities and Identify and solve problems.

Assessment:

Assessment is on-going through class-work throughout the year. There is no examination for this subject.

Students are required to demonstrate competency through individual work and group activities.

Assessment methods include but are not restricted to:

- oral or written reports and presentations
- discussion and debates
- folios of tasks or investigations
- performing practical tasks self-assessment
- student logbooks and reflective journals teacher observation and/or checklists

Associated Areas of Study/Careers:

- VCAL is a hands-on alternative to VCE, designed to prepare students for success in a range of vocational career paths. Such careers include automotive; building; media; engineering; events; floristry; furniture making; hairdressing; sport and recreation; telecommunications and many more.

VCAL Work Related Skills Senior Year 12

Contact Teacher: Scott Kirby

Prerequisites: None, but must be enrolled in Senior VCAL.

Description:

Work Related Skills (WRS) develops employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts

Employability Skills:

Employability skills contain key personal attributes and skills that are important for young people (entry level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Areas of Study:

- Research information about the career pathways, functions and layout of a specific workplace.
- Communicate ideas and information about OH&S requirements for a work environment.
- Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context.
- Develop an OH&S plan for a work environment that addresses OH&S issues.
- Work with others and in teams in a work environment in accordance with defined workplace procedures.
- Use and evaluate information and communications technology in relation to a complex work related activity.
- Use technology in accordance with OH&S guidelines in a work related context.
- Communicate ideas and information in a work environment.
- Plan, organise and manage activities in a work environment, incorporating quality assurance.
- Identify and solve problems in a work environment.

Assessment:

Assessment is on-going through class-work throughout the year. There is no examination for this subject.

Students are required to demonstrate competency through individual work and group activities.

Assessment methods include but are not restricted to:

- oral or written reports and presentations
- discussion and debates
- folios of tasks or investigations
- performing practical tasks
- self-assessment
- student logbooks and reflective jo

Associated Areas of Study/Careers

VCAL is a hands-on alternative to VCE, designed to prepare students for success in a range of vocational career paths. Such careers include automotive; building; media; engineering; events; floristry; furniture making; hairdressing; sport and recreation; telecommunications and many more.

Appendix 1 - Redemption Process VCE

Appendix 1 Redemption Process Camberwell High School VCE:
Redemption Process –
VCE Outcome Tasks

REDEMPTION

A redemption is issued when the Outcome Task:

- does not satisfy the prescribed requirements as directed by the teacher based on the VCAA Study Design
- is not submitted by the due date

Provisional N

STAGE 1

- The teacher sends an email via Compass to the parents/guardians and students, notifying them of the unsatisfactory Outcome Task
- The teacher enters an amber academic entry on Chronicle to notify Sub School

PROVISIONAL N AWARDED

Student has 48 hours from point of email notification to submit the Outcome Task to the required standard in order to redeem the S result

SUBMITTED – MEETS REQUIREMENTS	SUBMITTED – DOES NOT MEET REQUIREMENTS	NOT SUBMITTED
S	PROVISIONAL N	PROVISIONAL N

STAGE 2

The teacher will:	The House Leader will:	The student will:	The Sub School Administration Officer (SSAO) will:
• Create new red academic entry on Chronicle to notify Sub School of Provisional N	• Communicate with the subject teacher to gather further information (as required) • Conference with student regarding the Provisional N and determine process for final submission opportunity • Complete first section of the Redemption Contract and hand to SSAO for filing • Update teacher of progress by adding comment(s) under original red Chronicle entry • Update parents of progress via email	• Complete first section of Redemption Contract with House Leader • Complete required Outcome Task by due date agreed to in Redemption Contract • Submit Outcome Task to SSAO, ensuring Receipt of Submission section of Redemption Contract is completed	• Complete Receipt of Submission section of Redemption Contract • Chronicle submission as a comment under original red Chronicle entry • Staple Redemption Contract to front of Outcome Task and place task in teacher's pigeonhole

SUBMITTED – MEETS REQUIREMENTS	SUBMITTED – DOES NOT MEET REQUIREMENTS	NOT SUBMITTED
S	N	N
	Teacher notifies House Leader via comment under original red Chronicle entry	SSAO notifies House Leader via comment under original red Chronicle entry
	House Leader notifies teacher, student and parents/ guardians of N result	House Leader notifies teacher, student and parents/ guardians of N result

IMPORTANT NOTICE A second redemption being issued within a unit will result in an N for the unit

Redemption Contract

This Redemption Contract is to be used as part of Stage 2 of the VCE Redemption Process. The **Task Information** section is to be completed by the House Leader and student, and details how/when the Outcome Task will be redeemed.

The **Receipt of Submission** section is to be completed by the Sub School Administration Officer (SSAO) and student upon submission of the Outcome Task.

The entry onto Chronicle is to be completed by the SSAO upon submission. All elements of this Redemption Contract must be completed before the Outcome Task can be submitted to the teacher's pigeonhole.

Task Information

Student Name	
House Leader	
Subject	
Subject Teacher	
Outcome Task Name	
Agreed Submission Date	
Signature – Student	
Signature – House Leader	

Receipt of Submission

Date Submitted	
Signature – Student	
Signature – SSAO	
Entry on Chronicle	

REMINDER: Before delivering to teacher's pigeonhole, ensure the Redemption Contract is stapled to the front over the Outcome Task submission and a comment noting submission is placed on the teacher's red Chronicle entry.

IMPORTANT NOTICE

A second redemption being issued within a unit will result in an N for the unit

Appendix 2 - Acceleration Application

Camberwell High School Acceleration Policy and Process 2018 to 2019

Timeline

Applications open	Friday 20/07/18
Year 9 Applications close	Friday 03/08/18
SSL confirms outcomes & gives feedback to all applicants Year 9	Friday 11/08/18
Year 9 Student Led Conferences Subject Selection	Wednesday 15/08/18
Online 2018 Course Selection Due	Monday 20/08/18

Senior School
Acceleration Policy and Process

Rationale:

Camberwell High School endeavours to provide students with the opportunity to maximise their learning potential whilst at the school. All students, where it would improve their educational outcomes, may accelerate their VCE program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11. Students who have accelerated their learning in Years 10 and 11 may also include a University Enhancement Study in their Year 12 program. This acceleration allows for a more challenging and stimulating program for the students in their senior years. It also allows them to maximise their ATAR score by completing six Unit 3 and 4 sequences instead of five.

Criteria for selection:

All students are encouraged to express their interest in accelerating their VCE studies at Camberwell High School. In deciding who is approved to accelerate their VCE program the only criterion to be used is:

- Will accelerating this student improve their educational outcomes?

In answering this question the following aspects may be considered:

- General academic performance in current year (ie. Year 9)
- Academic performance in the relevant subject(s) and Learning Disposition reports
- Attendance
- Demonstration of sound organisational skills, such as completing set tasks and managing due dates
- Interest in the subject area

Note: for Units 3 and 4 approval consideration will be given to performance in the Units 1 and 2 accelerated subject.

Acceleration Application Information:

- Acceleration is available in all subjects except for Physics, Chemistry, Maths Methods and Specialist Maths, English and EAL
- LOTE acceleration is only available in some circumstances
- If you choose to accelerate English Language or Literature you will still be required to study an additional English in Year 11 and 12
- An acceleration subject should **not** be a student's best subject, but one which will be useful to them
- All students considering an acceleration subject must discuss this with the relevant subject advisor prior to submitting an application (see list of Subject Advisors)
- As preference into Year 11 subjects is given to current Year 10 students, it is essential that all Year 9 students applying for acceleration provide **2 subject preferences**
- Students seeking acceleration will be evaluated on their overall academic performance by their Student Learning Leader and also the Teaching and Learning Team Leader.

Subject Advisors

English:	Anne Morrison
English Language:	Richard Geddes
EAL:	Julie Thomas
Literature:	Anna Daish
Art:	Megan Watson
Drama:	Helen Cull
Media:	Dean James
Music:	David Hirst
Visual Communication Design:	Leanne Joyner
Accounting:	Stanly Yu
Economics:	Stanley Yu
Business Management:	Maria Balalas
Legal Studies:	Helen Koutsougeras
History:	Patrick Rogers
Classical Studies:	Tricia Radford
French:	Emilie O'Brien
Chinese:	Lily Shen
Mathematics:	Ursula Parker
Health & Human Development:	Mel Worth
Physical Education:	Drew Smith
Biology:	Ben Kozel
Chemistry:	Liz Zammit
Physics:	Renee Gordon
Psychology:	Gabrielle Harrsion
Product Design & Technology:	Martin Blake
Food Studies:	Charmaine Macdonald
Information Technology:	Eamon Stewart
Product & Systems Engineering:	Geoffrey Menon

CHS SELECTION PROCESS

Students who wish to undertake a VCE Acceleration Study whilst in Year 10 are required to complete a number of specific tasks.

Approval will be subject to the following selection process.

Each stage of the process has been established to ensure that students are fully aware of the choice(s) they make, and that the school is satisfied that the student is fully prepared to attempt and complete the selected VCE study satisfactorily.

Criteria for approval:

1. General academic performance in current year (ie. Year 9)
2. Academic performance in the relevant subject(s) and Learning Disposition reports
3. Attendance
4. Demonstration of sound organisational skills, such as completing set tasks and managing due dates
5. Interest in the subject area

Priority for allocating students to classes:

1. Units 1 & 2
   a. Students in Year 11
   b. Students in Year 10
2. Units 3 & 4
   a. Students in Year 12 who have completed Units 1 & 2
   b. Students in Year 11 who have completed Units 1 & 2
   c. Students in Year 12 who have not completed Units 1 & 2
   d. Students in Year 11 who have not completed Units 1 & 2

Acceleration for Year 10 2019 students	Acceleration for Year 11 2019 students
1. Online link sent out to students in Week 1, Term 3.	1. (Paper) Application forms are available from Course Counsellors or the Senior School Office.
2. Fill in the online form, detailing your 1st and 2nd Subject Preference for Acceleration	2. Fill in paper form, detailing your 1st and 2nd Subject Preference for Acceleration, as well as the reasons for your choices.
3. Press 'Submit', then print a copy.	3. Have your parent/guardian sign your form, then **return it to the Senior School Office no later than 1.00pm Friday 3th August.**
4. Have your parent/guardian sign your form, then **return it to the Junior School Office no later than 1.00pm Friday 3th August**.	

Process for evaluation:

Student Learning Leader/House Leader will initially review all student applications indicating their approval / disapproval based on:

i. Their knowledge of the student
ii. Academic and disposition reports as well as student progress
iii. Consultation with Subject Teachers/Teaching and Learning Team Leader

Feedback:

1. Applicants are informed of outcome by email in Week 4.
2. A copy of all successful/unsuccessful applicants will be passed on to relevant Connection teachers in preparation for Course Conferencing on Wednesday 15th August.