



# SENIOR YEARS HANDBOOK

## 2023 - 2024

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## College Promotions Policy

The Promotions Policy at Lara Secondary College recognises that students must demonstrate a strong academic foundation, in order to successfully manage the next year level. As a result, the policy aims to ensure all students reach their maximum academic ability in every subject, in order to be promoted to the next year level. Parents and students need to be aware that students in **Years 7 - 10** will need to reach above 50% as an assessment task average for each subject. Students who do not obtain above the minimum assessment task average for **at least 60%** of their semester subjects may not be promoted to the next year level.

In order to be promoted from **Year 11 into Year 12 VCE**, the College encourages all students to focus their academic results on 'quality not quantity'. For this reason students in Year 11 must achieve above 50% as a School Assessed Coursework (SAC) average and **satisfactorily complete 9 of the 12 Units** attempted over the course of Year 11, in order to automatically proceed to Year 12.

Academic Grades	
<b>HD</b>	is equivalent to a score of 90 - 100% and indicates a <b>High Distinction</b> performance on the task
<b>D</b>	is equivalent to a score of 80 - 89% and indicates a <b>Distinction</b> performance on the task
<b>HC</b>	is equivalent to a score of 70 - 79% and indicates a <b>High Credit</b> performance on the task
<b>C</b>	is equivalent to a score of 60 - 69% and indicates a <b>Credit</b> performance on the task
<b>P</b>	is equivalent to a score of 50 - 59% and indicates a <b>Pass</b> performance on the task
<b>UG</b>	is equivalent to a score of below 50% and indicates the work was of such a poor standard that it has <b>not met the minimum requirements</b> of the task
Assessment Codes	
<b>NYD</b>	<b>Not Yet Delivered</b> The teacher has not set or given the assessment task to date <b>(Used on Progress Reports ONLY)</b>
<b>NS</b>	<b>Not Submitted</b> Work was not submitted or the student was absent WITHOUT an acceptable reason
<b>NA</b>	<b>Not Assessed</b> Late enrolment into the subject
<b>ABS</b>	<b>Absent</b> The student was absent with a legitimate reason (Medical/Wellbeing) approved by the school
<b>*</b>	<b>Improved Grade</b> Scores with an asterisk (*) indicate the student has achieved an improved grade. Students will have the opportunity throughout the year to improve their initial grade for a specific topic.
<b>MOD</b>	<b>Modified</b> This Assessment Task has been modified for the student who does not have the ability to be assessed using the current task as it would be too difficult
<b>EN</b>	<b>Enhanced</b> Work is indicated as enhanced for students who have the ability to be assessed at a more challenging level using the current task

## Parent / Student Teacher Interviews

Parent Teacher Interviews are conducted in Terms One and Three and can be booked through Compass;

- Interviews are 10 minutes in duration. If you know that you will need longer to discuss something with the Pathways or subject teacher, please phone to arrange an alternative time;

- Speak to your child. Find out if there are concerns that he/she wishes you to raise with the Pathways or subject teacher;
- Students should also attend the interviews;
- Parent Teacher Interviews are a good chance to meet your student's teachers. Even if students are progressing well, it is valuable to meet with teachers and the Pathway teacher as it helps to develop a good relationship that can be built on throughout the year;
- You can get information about study designs and when major assessments are scheduled;
- Discuss ways to assist your student to make improvements to their learning;
- Privacy and confidentiality are assured;

#### Exam Policy

As exams form an integral part of assessment in Units 3 & 4, it is essential that students are adept at preparing and sitting exams to help maximise their success. Consequently, the College has a policy where students from Year 7 onwards sit exams at the end of each Semester.

#### **Year 7 & 8 Students:**

Students in Year 7 & 8 will undertake Mid-Year and Final Year Examinations in Mathematics and English. Each exam will be approximately 1 hour in duration.

#### **Year 9 Students:**

Year 9 students will undertake Mid-Year and Final Year Examinations in English, Mathematics, Humanities and Science. Each Examination will be between 1 hour and 45 minutes in duration.

#### **Year 10 – 12 students:**

Year 10 – 12 students will undertake a Mid-Year and Final Year Examination in all their subjects. Each Examination will be between 2 or 3 hours depending on the subject content requirements. Year 10 students will be expected to undertake a 2 hour English Examination and Year 11 & 12 students will be expected to undertake a 3 hour English Examination.

# Year 10 Curriculum Program

## Year 10 Curriculum

The Year 10 program consists of **CORE** subjects (compulsory for all students), and **ELECTIVE** subjects.

***CORE:***

English – 4 x 75 minute sessions per week per semester

Mathematics – 3 x 75 minute sessions per week per semester

Pathways – 1 x 75 minute session per week per semester

Science – 3 x 75 minute sessions per week per semester

Humanities – 3 x 75 minute sessions per week per semester

For both Science and Humanities, students will have one selection per semester from each area from a range of choices as listed below:

Science	Humanities
Chemistry	The World at War
Biology	Rebels, Riots & Revolutions
Environmental Science	Law & Order
Physics	The Wide World of Business/SMM
Psychology	Global Issues & Disasters
	Philosophy

### ***Electives:***

Year 10 students participate in two elective subjects per semester, with a total of 4 electives across the year completed. Electives must be chosen from either the Arts, Technology, Health and Physical Education or Indonesian curriculum areas. Any student who is participating in Indonesian must choose this as a full year course of study and will not have any further elective selections available.

**Elective 1** - 3 x 75 minute sessions per week for a semester

**Elective 2** - 3 x 75 minute sessions per week for a semester

**Elective 3** - 3 x 75 minute sessions per week for a semester

**Elective 4** - 3 x 75 minute sessions per week for a semester

Two elective subjects are to be chosen each semester from the list below:

Arts	Technology	Health and Physical Education	Indonesian
Drama	Food Studies	Physical Education	Indonesian
Studio Art	Product Design & Technology - Wood	Health	Indonesian Extension
Music	Computing	Outdoor Education	
Visual Communication Design		Rugby Union (VET) Sport and Recreation	
Media			

A more detailed overview of each subject is contained within the handbook. Please see the appropriate subject area for more information.

## VCE Access for Year 10 Students

Students who have shown that they are consistently operating at a level beyond what is expected in Year 9, in a particular area or areas, are eligible to undertake a VCE subject as part of their elective program in Year 10.

Students who have shown an outstanding ability in a practical area, may also apply to undertake a VET program in Year 10, provided they show the levels of maturity and independence to learn in an adult learning environment.

VCE Access subjects are Year 11 standard and as such require a commitment to work hard. Students who wish to do this must have an outstanding work ethic and regularly complete homework. Their Year 9 reports must consistently reflect this and indicate that they are capable students. They need to have a definite reason for wanting to do a VCE Access subject.



Parents and students should consider carefully the implications of selecting a VCE or VET subject (e.g. workload, work submission policies, satisfactory completion and tertiary entrance score). Students interested in studying VCE units in Year 10 should consult the VCE section of the handbook for unit descriptions. Places are dependent on Year 11 students' choices.

Students wishing to apply to undertake a VCE subject or VET course as part of their Year 10 program will need to complete a VCE Access application form. Students should still complete the Year 10 Course selection form, as a place in VCE or VET cannot be guaranteed.

**VCE subjects may clash with the Year 10 course and it is expected that any student undertaking a VCE access subject will keep up with their general studies in all Yr 10 subjects.**

**Process:**

- Students discuss their reasons for doing a VCE/VET as part of their program with parents/guardians and teachers.
- Fill out their course selection sheet for a normal Year 10 and indicate their intention to apply to do a VCE/VET subject.
- Complete the VCE Access Application form, providing evidence of reports.
- Course Counselling team will review all applications and provide formal approval of successful applicants in consultation with the Leader of Senior School, Key Learning Area Leader and classroom teacher of related subjects.
- If the student is approved for a VCE or VET, consultation will occur over the selection of an appropriate subject and their Year 10 program will be adjusted accordingly.

By studying a VCE subject a student is provided with the opportunity to accelerate their learning in Years 11 and 12. Studying a VCE subject at Year 10 increases the range of subjects a student can choose at Year 11. It will provide a foundation for those wishing to do Units 3 and 4 at Year 11. (Units 1 and 2 are normally studied at Year 11 and Units 3 and 4 at Year 12).

KLA:

# The Arts

Drama

Media

Music Performance

Studio Arts

Visual Communication Design

## Course Outline

In this unit, students participate in a range of drama games and activities. Through building teamwork and respect, students undertake larger classroom performances and projects.

For these classroom performances, students research, plan and rehearse multiple productions, which are performed to a live audience. Students also explore expressive and performance skills to create, develop and present characters within their production. Finally, students engage in scriptwriting tasks to enhance the quality of their scripted performances and to understand the nature of scripted performances.

No drama experience is required, although effort and commitment is key!

### Areas of Study: Topics

- Scriptwriting Tasks
- Developing and Presenting a Performance in a Professional Context
- Analysing and Evaluating Performance
- An Introduction to Non-Naturalism

### Assessment Tasks

- Group Performances
- Scriptwriting Project
- Analysis of a Professional Performance
- Semester Exam

### Related VCE Subjects

- VCE Drama Units 1-4
- VET Subjects – CERT III in Acting and other associated Creative Arts Courses

### Career Pathways

Certificates and Diplomas in: Acting – Film and Television; Live Production, Theatre and Events; Screen; Costume for Performance; Arts – Acting; Creative Industries; Theatre Arts; Professional Screenwriting – Film, TV and Digital Media.

Degrees in: Creative Arts and Culture; Drama; Teaching – Secondary/Arts; Performing Arts; Dramatic Arts.

Careers such as: Drama Teacher/Lecturer; Actor; Announcer; Casting Director; Choreographer; Costume Maker/Designer; Entertainer; Film and Television Editor; Film Critic; Film, Stage and Television Director; Writer; Theatre Critic; Stage Manager; Playwright.

## **Course Outline**

In this unit, students will be introduced to a range of media theories and technologies focusing on genre and technical theories and conventions. Students will also learn practical media skills of idea generation, planning, filming and editing a short film.

Students will be assessed on their understanding of media issues and presentations through written work, film analysis responses and digital presentations.

## **Areas of Study: Topics**

- Narrative analysis
- Understanding of varied genre conventions
- Analysing various media forms
- Camera skills
- Editing skills

## **Assessment Tasks**

- Submission of portfolios during the semester
- Digital submissions in the form of edited film sequences
- Digital presentations
- Written analysis of films studied
- Semester Exam

## **Related VCE Subjects**

- VCE Media
- VET Certificate III Screen and Media
- VCE Art Making and Exhibiting
- VCE Visual Communication Design

## **Career Pathways**

Certificates and Diplomas in: Screen and Media, Digital Media, Information Digital Media and Technology, Screenwriting.

Degrees in: Arts, Media, Communication, Interactive Media and Design, Global Media and Communication, Digital and Social Media, Creative and Interactive Media, Design (PR and Advertising), Media Production.

Careers such as: Actor, Animator, Audio-visual Technician, Camera Operator, Lighting Operator, Producer, Critic, Director, Photographer, Sound Technician, Web Designer, Writer, Set Designer, Graphic Designer.

## Course Outline

Students are required to select an instrument, including voice, for solo and ensemble performance. No previous musical experience is necessary, although it is highly recommended that students participate in instrumental music lessons at school or through private music tuition.

In this unit, students will develop their understanding of music composition techniques through the study of Popular Music Styles (i.e. Pop, Blues, Reggae, Rock, Metal, etc.) They will explore what elements make a song belong to a specific genre of music through exploring various music analysis tasks. Using this knowledge, students will compose a song based on their chosen genre and instrument. To assist with this process, students will apply the theory covered in class to support their musical compositions.

This subject provides students with an opportunity to explore music creation through solo and group compositions, whilst continuing to develop their overall development as a Musician.

## Areas of Study: Topics

- Music Performance
- Music Composition
- Portfolio Tasks

## Assessment Tasks

- Music Performance (*end of semester concert*)
- Composition Assessment
- Portfolio Tasks
- Semester Exam

## Related VCE Subjects

- VCE Music Contemporary Performance
- VCE Music Composition
- VET Music Performance
- VCE Drama

## Career Pathways

Certificates and Diplomas in: Live Production – Theatre and Events; Music Industry; Technical Production; Creative Industries; Musical Theatre; Audio Engineering and Sound Production.

Degrees in: Visual and Performing Arts; Entertainment; Music Performance; Arts/Music; Entertainment Management; Popular Music and Performance, Music Therapy.

Careers such as: Actor; Announcer; Music Teacher/Lecturer; Musical Instrument Maker; Musician; Music Therapist; Singer; Sound Technician; Composer; Entertainer; Stage Manager; Orchestra Conductor; Music Critic; DJ; Choral (Choir) Director; Musical Director; Entertainment Journalist.

## Course Outline

In this unit, students explore sources of inspiration to develop a personal style and express ideas, concepts and themes in artworks. They trial various materials, techniques and processes in a range of art forms to extend their art-making skills in preparation for creating and presenting their own artworks. Students analyse and interpret artworks of a chosen artist, discussing design elements and principles as well as discussing cultural and historical influences.

## Areas of Study: Topics

- Visual Conventions, Art History and Art Analysis
- Portraiture and Painting
- Drawing Explorations with Charcoal
- Printing Process with Linoleum

## Assessment Tasks

- Portrait Painting
- Charcoal Drawing Folio
- Linoleum Printed Art
- Semester Exam

## Related VCE Subjects

- VCE Art Making and Exhibiting
- VCE Visual Communication Design
- VCE Media
- VET (including VET Media)

## Career Pathways

Certificates and Diplomas in: Art and Design; Design Fundamentals; Visual Arts and Contemporary Craft; Printing and Graphic Arts; Arts; Arts – Photography

Degrees in: Visual Arts; Media and Communication; Professional Photography; Photojournalism; Photoimaging; Fine Art; Film and Digital Media; Photo Media

Careers such as: Illustrator, Photographer, Animator, Graphic Designer, Architecture, Fashion Designer, Artist, Art Therapist, Conservator, Visual Merchandiser, Art Curator, Set and Stage Designer, Costume Designer, Makeup Artist, Art Critic, Teacher/ University lecturer

## **Course Outline**

Visual Communication Design conveys ideas and information to an audience through visual language. Students develop conceptual and aesthetic understandings about design solutions in the world around them. Students learn about design, and the role of the visual communication designer and their contribution to society.

## **Areas of Study: Topics**

- Design elements, design principles and visual analysis
- Working to a design brief
- Designers and design styles
- Rendering with a variety of media and materials, including digital media
- Marketing design and target audiences

## **Assessment Tasks**

- Visual Analysis
- Production of a developmental folio following a design brief
- Branding and Identity
- Semester Exam

## **Related VCE Subjects**

- VCE Visual Communication Design
- VCE Art Making and Exhibiting
- VCE Media
- VET (including VET Media)

## **Career Pathways**

Certificates and Diplomas in: Design – Visual Communication, Graphic Design, Applied Fashion Design and Merchandising, Creative Product Development, Interior Design

Degrees in: Design – Visual Communication, Information and Communications Technology, Arts, Creative Media, Graphic Design, Advertising and Public Relations

Careers such as: Graphic Designer, Industrial Designer, Interior Designer, Architect, Games Designer, Teacher/University Lecturer, Web Developer, Illustrator, Photojournalist

# KLA: English

English



## Course Outline

Students will create, study and respond critically to spoken, written, and visual texts designed to appeal to a wide range of audiences and purposes. These will include novels, plays, newspapers, film and news media. Students will explore and interpret different perspectives on complex issues. They will be encouraged to develop a critical understanding of the construction and interpretation of texts. Students will develop their writing skills to demonstrate that they can create texts that meet the demands of different purposes, contexts and audiences.

## Areas of Study: Topics

- Creative writing
- Text response
- Persuasive speech
- Argument analysis

## Assessment Tasks

Assessment is based on written responses, ability to read and interpret a range of texts and the delivery of oral presentation on contemporary issues. Assessment strategies to be used include:

- Novel/film analysis
- Creative writing tasks
- Oral presentations
- Analysis and response to current issues
- Mid-year and end of year exam

## Related VCE Subjects

- English/EAL
- English Literature
- Media

## Career Pathways

Certificates and Diplomas in: Interpreting, Teaching English as a Second Language, Creative Writing, Screenwriting, Professional Writing and Editing, Creative and Indigenous Writing

Degrees in: Arts, Education, Creative Writing, Fine Arts, Advertising and Public Relations, Communication, Journalism.

Careers such as: Teacher, Lecturer, Librarian, Interpreter, Copywriter, Scriptwriter, Author, Editor, Journalist

# KLA:

# HAPE

Health and Human Development  
Outdoor Education  
Physical Education  
Rugby VET Sports and Recreation

## **Course Outline**

By undertaking this elective you will be able to extend your knowledge in the areas of health and development, mental health, personal identity, youth health and nutrition. Throughout this course you are encouraged to engage in various forms of critical thinking such as problem solving, decision making and investigation to present your ideas and learning.

## **Areas of Study: Topics**

Knowledge and skills students will gain include:

- The importance of health and development to lead an optimal lifestyle
- Physical, social and mental dimensions of health and their interrelationships
- The impact of nutrition and physical activity on youth health and development
- The functions and food sources of nutrients required for optimal health and development of youth
- The role of the government in delivering Australia's healthcare system including Medicare and Private Health Insurance

## **Assessment Tasks**

Year 10 Health and Human Development is assessed through various forms. These range from:

- Posters and brochures
- Participation in classroom activities and discussion
- Fact Files
- Responses to case studies
- Written tests
- Electronic formative assessments
- End of Semester Exam

## **Related VCE Subjects**

The Year 10 Health elective is a pathway into Units 1 and 2 Health and Human Development or alternatively a pathway through to VET Health Support Services, VET Allied Health Assistance or VET Community Service.

## **Career Pathways**

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Fitness Instructor; Personal Trainer; Health Practitioner (e.g. Massage Therapist); Recreation Officer; Sports Administrator; Sports Coach; Physical Education Teacher; Child Carer; Aged Carer; Sports Journalist; Yoga Instructor; Ambulance Officer; Dietician; Sports Psychologist.

## **Course Outline**

In this subject, students will investigate and explore various outdoor environments, both through practical field trips and theoretical classes. Students will develop an understanding of the types of natural environments found in Victoria, and will complete a case study on the Alpine National Park. Students will also develop an understanding of how to prepare for safe and sustainable outdoor recreation experiences, and investigate the impact of risk in outdoor adventure activities. Reflecting on their participation in planned field trips will enable students to make links between the theoretical content studied in class and the outdoor environment.

**Please note that this is a High Cost Subject. See below:**

**As per the Parent Payment Policy, Outdoor Education is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Outdoor Education. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Outdoor Education, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Outdoor Education course does not proceed these funds can be allocated to other levies or refunded.**

## **Areas of Study: Topics**

- Types of Outdoor Environments
- Motivations for seeking Outdoor Experiences
- Safe Participation in Outdoor Experiences
- Minimal Impact Code of Conduct
- Risk in Outdoor Environments

## **Assessment Tasks**

- Field Trip Participation
- Practical Activity Journal
- Topic Tests
- Research Assignments
- Semester Exam

## **Related VCE Subjects**

The Year 10 Outdoor Education elective is a pathway into Units 1 and 2 Outdoor Education.

## **Career Pathways**

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Fitness Instructor; Personal Trainer; Health Practitioner (e.g. Massage Therapist); Recreation Officer; Sports Administrator; Sports Coach; Physical Education Teacher; Child Carer; Aged Carer; Sports Journalist; Yoga Instructor; Ambulance Officer; Dietician; Sports Psychologist.

## **Course Outline**

In this subject, students undertake theoretical learning in basic anatomy, physiology, and body systems. Students will also investigate fundamental motor skills and training methods and then apply this theory to a coaching session and training program. Students will apply their theoretical learning in laboratory and practical lessons based on fitness assessment and community based fitness activities.

## **Areas of Study: Topics**

- Muscular and Skeletal Systems
- Fitness Components
- Fundamental Motor Skills
- Coaching Principles

## **Assessment Tasks**

Students will be assessed practically through participation, game performance, correct uniform, attitude, skill development, understanding and sportsmanship. Theory will be assessed through:

- Written tests
- Assignments
- Electronic formative assessments
- Note taking and note making
- Classroom activities
- Participation in class discussion
- End of Semester Exam

## **Related VCE Subjects**

The year 10 Physical Education elective is a pathway into Units 1 and 2 in Physical Education, VET – Sport and Recreation or an SBA – Fitness Industry.

## **Career Pathways**

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Fitness Instructor; Personal Trainer; Health Practitioner (e.g. Massage Therapist); Recreation Officer; Sports Administrator; Sports Coach; Physical Education Teacher; Child Carer; Aged Carer; Sports Journalist; Yoga Instructor; Ambulance Officer; Dietician; Sports Psychologist.

## Year 10 Rugby VET Sport and Recreation

Students in the Year 10 Rugby Academy class, will complete a full-year subject with a balance of high-level Rugby Union training, combined with a highly engaging curriculum provided by Academy Learner Education and Savile RTO.

First year of a three-year Certificate III Sport and Recreation

Theory units include:

- Sports Strapping and Taping (d3 Tape products)
- Officiating
- Provide First Aid (Full first Aid Qualification and CERT III Unit of Competency)
- Sport Injury Prevention (CERT III Unit of Competency)
- Preparation for Sports Competition (CERT III Unit of Competency)
- Goal Setting and Healthy Habits

Assessment Tasks	
Goal Setting and Healthy Habits	Completed SMART goal document
Sports Strapping and Taping (d3 Tape products)	Practical demonstration and assessment of strapping a body part
Officiating	Touch Rugby Sevens Officiating Assessment
Provide first Aid	Provide First Aid practical and theory Unit of Competency
Sport Injury Prevention	Theory and practical unit of competency assessment
Preparation for Sports Competition	Theory and practical unit of competency assessment

Students will undergo high level fitness testing, rugby skills development and game experience. The school has enlisted the expertise of Academy Movement Inc, to help develop a high-level Rugby Academy at Lara and has an official partnership with the Melbourne Rebels and Rugby Victoria. Students in the program will have access to excursions to AAMI park and interactions with professional rugby players from the Melbourne Rebels and Wallabies.

This subject is select entry full-year elective and requires students to complete an application form that can be obtained from the Senior Years Sub School.

Qualifications:

- Students in this program will gain the Rugby Australia SMART RUGBY qualification. This allows them to coach rugby at the junior level.
- First Aid Certificate
- VCE Unit 3
- Three Unit of Competencies towards Certificate III in Sport and Recreation.

#### Structure:

- Four practical rugby training sessions per fortnight
- Two theory sessions per fortnight
- Competitions; all Rugby Vic Rugby Sevens Gala Days and Rebel Shield fixtures

#### Expectations:

Students who are accepted into the Rugby Academy must maintain high standards of behaviour, organisation and contribute positively to the program. .

#### Career Pathways:

Pick this subject if you would like a career in any of the following:

- Professional Rugby Player
- Professional Sports Coach
- Strength and Conditioning Coach
- Fitness industry e.g., personal trainer, sports centre manager
- Educator/teacher
- Sports Psychologist
- Sports Management
- Sports and Exercise Science
- Police Force
- Dietitian/Nutritionist
- Physiotherapist

# KLA: Humanities

Global Issues and Disasters  
Law and Order  
Philosophy  
Rebels, Riots and Revolutions  
The Wide World of Business  
The World at War





## Course Outline

Have you ever wondered what happens during and after a natural disaster such as the devastation of floods, hurricanes, bushfires and landslides? Or have you ever considered what impact we as humans are having on the world? Are you interested in learning about the epidemics, such as HIV/AIDS that have rocked the developing world? Yes? Then this is the subject for you!

This elective offers students the opportunity to expand their knowledge of issues that affect the current and future world. The main areas students will explore include poverty in the developing world, the epidemics of the world including possible solutions and the impact and prevention of natural and man-made disasters.

## Areas of Study: Topics

- Geographies of human wellbeing
  - The HIV/AIDS & Ebola epidemics
  - Poverty in the Developing World
- Environment change and management
  - Natural & Man-Made Hazards and Disasters/ Hazard prevention

## Assessment Tasks

- Research Tasks
- Tests
- Group work
- Fieldwork
- Geographical & Spatial Studies

## Related VCE Subjects

- Geography
- 20<sup>th</sup> Century History
- History of Revolutions
- Economics
- Legal Studies

## Career Pathways

Certificates and Diplomas in: Art History, Family History

Degrees in: Arts, Geography, Politics, International Studies, History, Applied Public Health, Global Studies, Environmental Studies, Environment and Sustainability, Environmental and Conservation Science

Careers such as: Park Ranger, Tour Guide, Meteorologist, Cartographer, Geoscientist, Geologist, Geophysicist, Historian, Hydrographer, Sociologist, Anthropologist, Demographer, Ecologist, Environmental Scientist.

### **Course Outline**

Law & Order aims to acquaint students with an introduction to our Legal System with an emphasis on the rights and responsibilities of the individual. Students will understand the reasons for laws and the necessity of having a Legal System to settle conflicts in an orderly fashion when they arise. In order to understand the Criminal and Civil Justice System students will look at cases and the role of the courts as well as the procedures and participants involved in legal proceedings.

The subject further examines the structure and functions of parliament, providing an understanding of how laws are created and changed and the role individuals have in society to change Australia's laws. Students will also analyse the importance of human rights, exploring the methods employed to safeguard them and the ways in which Australia protects these rights both domestically and internationally. This area will require students to investigate cases around the world where human rights have been broken.

Through engaging with interactive discussions, case studies, and critical analysis of our legal system, students will develop a solid foundation in law and government.

### **Areas of Study: Topics**

- The Courtroom
  - Criminal law
  - Civil law
- Government and the Law
  - Structure and role of parliament
  - Creating and changing the law
- Human Rights
  - Protection of human rights in Australia and internationally
  - Human right abuse

### **Assessment Tasks**

- Research project
- Tests
- Case Study analysis

### **Related VCE Subjects**

- Legal studies
- Business Management
- Economics
- Accounting

### **Career Pathways**

Certificates and Diplomas in: Criminology, Indigenous Legal Studies, Business Administration (Legal), Real Estate Practise, Cyber Security

Degrees in: Law, Global Politics, International Studies, Criminology, Behavioural Sciences, Forensic Science, Laws and Litigation, Criminal Justice, Social Science

Careers such as: Lawyer, Barrister, Politician, Activist, Criminologist, Detective, Police Officer, Court Officer, Legal Secretary

**Course Outline**

What are the answers to life's big questions?

By undertaking this elective, students will learn about key aspects of philosophy. In doing so, students understand key debates around ideas and the ways that these debates relate to their lives. Philosophy is a subject that has links to almost all other domains of knowledge. It is theoretical and ancient while still being very practical. Students will examine real and hypothetical situations which reveal the importance of key philosophical arguments. Learning activities in this subject will involve reading, discussing and responding to key philosophical ideas. Through engaging with philosophical ideas, students will develop critical and creative thinking, and their capacity for ethical thought.

**Areas of Study: Topics**

- Ethics
- Logic
- Metaphysics
- Epistemology

**Assessment Tasks**

- Essays
- Discussion participation
- Tests
- Investigations & inquiries

**Related VCE Subjects**

- Philosophy
- History
- Psychology
- English
- Literature

**Career Pathways:**

Certificates and Diplomas in: Criminology

Degrees in: Arts, Philosophy, Politics, Economics, Education

Careers such as: Teacher, Lecturer, Advertising, Marketing, Consultant

## **Course Outline**

Have you ever wondered why people rebel? Are you interested in understanding the ideas that change the ways we think about our relationship to society?

This elective is centred upon three main questions: What is the basis for forming a society? What are civil rights? How can a country's government become revolutionised?

Students will come to understand the meaning of human rights and begin to explore what happens when human rights are jeopardised. Firstly, students will investigate the nature of society by exploring the idea of a social contract. Students will explore the Civil Rights movements in America and Australia. Students will evaluate the strength of non-violent protest as a vehicle to bring about social and political change. Next, students will explore how revolutions and rebellions are sparked. Students will study the French and American Revolutions specifically. Students will also begin to question whether revolution is ever successful. The final unit in this subject looks at the relationship between morality and the law.

This subject is multi-disciplinary as it incorporates both history, legal studies and civics content in order to prepare students well for a variety of VCE subjects.

## **Areas of Study: Topics**

- American War of Independence
- The Civil Rights Movements (Australia & America)
- Introduction to Revolutions
- Riots & Rebels of the 20<sup>th</sup> Century

## **Assessment Tasks**

- Research projects
- Investigations
- Essays
- Short-answer tests
- Analysis of Film

## **Related VCE Subjects**

- 20<sup>th</sup> Century History
- History of Revolutions
- Geography
- Legal studies
- Civics

## **Career Pathways**

Certificates and Diplomas in: Art History, Family History

Degrees in: Ancient History, Art History and Curatorship, Arts, Theology, History, Archaeology, Indigenous Knowledge History and Heritage, Pacific Studies

Careers such as: Historian, Tour Guide, Museum Curator, Journalist, Parliamentarian, Archivist, Sociologist, Teacher, Lecturer

## **Course Outline**

This elective is aimed at equipping students to be financially literate in order to make wise decisions now and in the future. In our ever changing world it is more important than ever for students to develop the mindset that it is their responsibility to become financially independent rather than relying on government assistance in the present and in retirement. Students will learn tried and true strategies of how to create wealth and more importantly how to grow wealth. In order to do this they will learn important Economic concepts such as how prices and production are determined in a market economy. They will learn the implications of living in a Consumer Society; including how to avoid the pitfalls of such a society yet take advantage of the reality in formulating plans for future business opportunities. Students will learn how to keep informative personal financial records in order to plan for the future as well as basic Accounting requirements for Small Businesses. Throughout this course students take advantage of ICT and learning tools to research, investigate, present and problem solve both individually and in groups.

## **Areas of Study: Topics**

- Economics
- Financial Literacy & Wealth Creation
- Business Management: Starting up and marketing your own business.

## **Assessment Tasks**

- Tests
- Class presentations
- Research assignments
- Case studies
- Written reports

## **Related VCE Subjects**

- Business management
- Economics
- Accounting
- Legal Studies

## **Career Pathways**

Certificates and Diplomas in: Business, Business Administration, Accounts Administration.

Degrees in: Agribusiness, Business, Applied Business, Business Management, Entertainment Management, Hotel and Resort Management, Accounting, Applied Finance.

Careers such as: Accountant, Accounts Clerk, Actuary, Administration, Banking Officer, Bursar, Business Analyst, Economist, Entrepreneur, Human Resources Officer, Real Estate Agent, Recruitment Consultant, Secretary, Stockbroker, Taxation Officer, Treasurer.

### **Course Outline**

This subject is a one-stop shop for all things WAR. Do you enjoy the study of conflict? Do you like to learn about the nitty-gritty and sometimes confronting elements of history? Yes? Then this subject is for you.

This subject will see students exploring Australia's involvement in the way, how and why wars happen with specific reference to World War Two. Students will come to understand why conflict occurs, what it involves and how someone like Adolf Hitler rose to power so quickly. They will also explore the two theatres of war; Europe and the Pacific, while researching the nature of warfare, technology, weaponry, alliances and tactics that were influential in fuelling the most deadly conflict in history. Students will also study Australia's involvement in the Vietnam War as a political crisis that involved espionage, heavy media coverage and widespread protests. Furthermore, this subject will also consider the ways in which tensions post World War Two kick started the Cold War, an almost 50 year conflict shrouded in the threat of mutually assured nuclear destruction. In preparation for VCE, students will learn to analyse sources and ask critical questions to delve deeper into our history.

### **Areas of Study: Topics**

- The Causes, Course and Consequences of World War Two
- Political Crisis: Australia's Involvement in the Vietnam War
- The Cold War

### **Assessment Tasks**

- Research projects
- Essays
- Short-answer tests

### **Related VCE Subjects**

- Modern History
- History of Revolutions
- Politics
- Geography

### **Career Pathways**

Certificates and Diplomas in: Art History, Family History

Degrees in: Ancient History, Art History and Curatorship, Arts, Theology, History, Archaeology, Indigenous Knowledge History and Heritage, Pacific Studies

Careers such as: Historian, Tour Guide, Museum Curator, Journalist, Parliamentarian, Archivist, Sociologist, Teacher, Lecturer

# KLA: Languages

Indonesian



### Course Outline

In Year 10 Indonesian and Indonesian Extension, students will further develop their Indonesian language skills and their cultural knowledge of Indonesia. This subject will dramatically increase students' global awareness and broader understanding of the Asia-Pacific region. Continuing the study of the Indonesian language, besides providing students with the ability to communicate with 250 million people in the world's fourth most populous nation, significantly increases students' job prospects in an ever-increasing and ever-changing interconnected global community, which also promotes cultural awareness and understanding of different attitudes and values beyond Australia's borders. Building on skills and knowledge acquired in previous years, studying Indonesian at Year 10 develops student's ability to engage in more complex communication skills and enrich their general knowledge. Students also cook a number of traditional Indonesian dishes in Year 10 Indonesian, which provides students with opportunities to enhance their real-world application of studying Indonesian. Indonesian language studies in school will be complemented with opportunities to attend excursions to Indonesian restaurants and the Indonesian Consulate in Melbourne to further develop students' understanding of Indonesian culture in Australia. Studying Indonesian also significantly increases students' ATAR score in Year 12 and increases their employability in all sectors in an ever-increasing global economy and workforce.

\*Indonesian and Indonesian Extension run as semester-long subjects, which provides students with the opportunity to continue their Indonesian studies without taking up 2 elective blocks.

\*Students interested in completing VCE Indonesian should consider undertaking both Indonesian (Semester 1) and Indonesian Extension (Semester 2) to enable them one full year of Indonesian language studies in preparation for VCE Indonesian.

\*Students interested in undertaking Indonesian and/or Indonesian Extension should speak with Pak Walker to confirm their eligibility.

### Areas of Study: Topics

- Intercultural Encounters
- Music, Employment, Education and Relationships
- Health and Sustainability
- Student Exchange
- City and Country Life
- Indonesian History

### Assessment Tasks

Language is assessed through the macro-skills:

- Writing
- Listening
- Speaking
- Comprehension
- Semester exams

### Related VCE Subjects

- VCE Indonesian

### Career Pathways

Certificates and Diplomas: Applied Language; Linguistics; Modern Languages; Indonesian.

Degrees: Arts; Biomedical Science; International Business; International Relations; International Studies; Commerce; Communications; Languages; Law; Science. Indonesian is available as an elective for the majority of university degrees.

Careers: Teaching; International Relations; Travel and Tourism; Business Owner; Software Development and I.T; Journalism; Media; Defence and National Security; Australian Federal Police; Community and Urban Development; Translating and Interpreting; Representing Businesses, Companies and Government in Indonesian affairs.

# KLA: Mathematics

General Mathematics  
Mathematical Methods

### **Course Outline**

Year 10 General Mathematics incorporates all three strands of the Mathematics curriculum; Number & Algebra, Statistics & Probability, and Measurement & Geometry in preparation for Unit 1 and 2 General Mathematics. Throughout Semester 1, students will cover concepts related specifically to Measurement, Linear Graphing, Quadratics and Bivariate Data. During Semester 2, students study Networks, Financial, Trigonometry and Univariate Data.

### **Areas of Study: Topics**

Students will gain the knowledge, skills and problem solving techniques to effectively use mathematics in employment, further study and in everyday life. Students will study the following topics:

- Number, Algebra, Linear Graphing, Quadratics, Financial Mathematics
- Univariate and Bivariate Data
- Geometry, Trigonometry, Measurement, Networks

### **Assessment Tasks**

Assessment will be based on;

- Tests and Exams
- Class tasks
- Observations
- Challenging problems and Projects

### **Related VCE Subjects**

Unit 1 and 2 General Maths

Unit 3 and 4 General Maths

### **Career Pathways**

Certificates and Diplomas in: Business

Degrees in: Mathematics, Mathematical Science, Accounting, Information Technology, Education

Careers such as: Accountant, Banker, Bookkeeper, Cashier Insurance Officer, Lecturer, Mathematician, Teacher.

**Course Outline**

Year 10 Mathematical Methods provides an introduction to the topics involved in higher-order mathematical studies. Students undertaking this course are doing so because they enjoy studying challenging mathematics that moves away from General Mathematics.

A large emphasis on algebra and its applications to the real world is prominent throughout this course, as is the modelling of functions to demonstrate real-world applications of mathematics.

Please note, Year 10 Mathematical Methods is a prerequisite for the related VCE subjects at the bottom of the page.

**Areas of Study: Topics**

Students will gain the knowledge, skills and problem solving techniques to effectively use mathematics in employment, further study and in everyday life. Students will study the following topics:

- Linear/Quadratic Modelling
- Polynomials
- Graphs and Functions
- Trigonometry/Circular Functions
- Probability
- Exponentials and Logarithms

**Assessment Tasks**

Assessment will be based on;

- Tests
- Exams
- Class tasks
- Observations
- Challenging problems and
- Projects

**Related VCE Subjects**

Unit 1 and 2 Mathematical Methods

Unit 3 and 4 Mathematical Methods

Unit 1 and 2 Specialist Mathematics

Unit 3 and 4 Specialist Mathematics

**Career Pathways**

Degrees in: Mathematics, Mathematical Science, Accounting, Information Technology, Engineering, Business, Commerce, Computer Science, Dental Science, Veterinary Science, Physiotherapy, Actuarial Science, Artificial Intelligence, Aviation, Finance, Games Development

Careers such as: Mathematician, Programmer, Engineer, Dentist, Accountant, Physiotherapist, Doctor, Scientist, Actuary, Pilot, Architect, Economist, Statistician

# KLA:

# Science

Biology  
Chemistry  
Environmental Science  
Physics  
Psychology

## **Course Outline**

In this subject, students will investigate the role of DNA and genes in cell division and the transmission of inheritable characteristics from one generation to the next. Through their investigations, students can look into the existence of certain genetic traits, including genetic disorders. Students will undertake practical investigations to investigate the passing down of traits. Students will apply their understanding of evidence to elaborate on the work of Charles Darwin and the theory of Evolution by Natural Selection, specifically how selection pressures caused speciation of hominins during Human evolution.

## **Areas of Study: Topics**

- Cell Structure and Function
- DNA and Inheritance
- Natural Selection and Evolution
- Ethics in science

## **Assessment Tasks**

- Practical investigations and reports
- Topic tests
- Poster-style reports
- End of Semester Exam

## **Related VCE Subjects**

- VCE Units 1 – 4 Biology

## **Career Pathways**

Certificates and Diplomas in: Science, Conservation and Land Management, Laboratory Skills

Degrees in: Applied Biology, Environmental Science, Science, Animal Science, Biomedical Science, Environmental Biology, Marine Biology

Careers such as: Health Worker, Viticulturist, Greenskeeper, Biologist, Laboratory Technician, Veterinary Nurse, Naturopath, Paramedic, Pathologist, Geneticist, Medical Practitioner.

## Course Outline

- In this subject students will investigate the structure and properties of elements and their organisation in the periodic table. Students will explore how scientific models of the atom have changed over time and how the properties of an element determine its position in the periodic table.
- Students will learn how to describe atoms in terms of their electron shells, use the electron shell configuration to explain an elements' position in the periodic table and will investigate the properties of metals and non-metals. Students will learn about covalent and ionic bonding of atoms to form compounds.
- Students will investigate the concept of conservation of mass. They will learn about the rearrangement of atoms during chemical reactions by using simple balanced chemical equations and considering the role of energy in chemical reactions.
- Students will practically explore different types of chemical reactions including combustion and the reactions of acids and be able to relate these reactions to both living and non-living systems.
- Students will explore a range of factors that can affect the rate of a chemical reaction, including catalysts, temperature and surface area.

## Areas of Study: Topics

- History of the Periodic Table and atomic structure.
- Conservation of mass and balanced chemical equations.
- Covalent and Ionic Bonding models.
- Common chemical reactions, combustion and reactions of acids.
- Speeding up and slowing down chemical reactions.

## Assessment Tasks

- Practical Investigations and reports
- Topic Tests
- End of Semester Exam

## Related VCE Subjects

- Units 1-4 Chemistry

## Career Pathways

Certificates and Diplomas in: Science, Laboratory Skills

Degrees in: Actuarial Studies, Accident Studies, Science, Advanced Science, Animal Science, Applied Biology, Biomedical Science, Medicinal Chemistry.

Careers such as: Laboratory Technician, Nurse, Anaesthetist, Biochemist, Biomedical Engineer, Botanist, Pharmacist, Dietician, Forensic Scientist, Geneticist, Geologist, Oceanographer, Pathologist.

## Course Outline

By taking Environmental Science students will learn to explore how past and current human interactions have and will affect the environment. Students will explore the Earth's systems and their function to identify how they are interrelated. In undertaking this study, students will explore how environmental actions affect, and are affected by, ethical, social and political frameworks. This is a multi-disciplinary subject and will support students in other areas of science, including Chemistry and Biology and Earth Sciences.

Students will also develop their skills in the areas of science as a human endeavour and science inquiry skills.

## Areas of Study: Topics

- An understanding of global systems including the carbon cycle and how these systems rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere
- An understanding of ecosystems and an in-depth knowledge of how energy and matter move through these systems
- An ability to analyse issues relating to the environment and communicate their views from an informed position
- Analyse natural and human induced threats to ecosystems and organisms
- Consider the different solutions-focused approaches for management of these systems and the challenges that may arise
- Understand the idea of sustainability and evaluate sustainable development proposals and their goals
- Develop critical thinking and communication skills

## Assessment Tasks

- Submission of work during the semester
- Self-assessment using assessment criteria
- A written exam at the end of the semester

## Related VCE Subjects

- VCE Environmental Science
- VCE Biology

## Career Pathways

Certificates and Diplomas in: Science, Conservation and Land Management, Laboratory Skills, Animal Studies, Veterinary Nursing, Captive Animals

Degrees in: Applied Science, Civil Engineering, Environmental Science, Conservation, Medicine, Science, Environmental Practice, Applied Public Health.

Careers such as: Farmer, Animal Attendant, Horticulturist, Landscaper, Park Ranger, Surveyor, Zoo Keeper, Scientist, Botanist, Climatologist, Meteorologist, Geologist, Toxicologist, Landscape Architect



## Course Outline

Physics is the science which explains the workings of nature and the physical universe. This is significant for understanding our place in the universe. This subject is designed to prepare students for the study of Physics at VCE level and provide them with the fundamentals to best prepare them for this study in both content knowledge and skills. Students in this subject will typically proceed on to VCE Physics, depending on results achieved.

### Areas of Study: Topics

- Motion
- Energy
- Using Electricity
- Thermodynamics

### Assessment Tasks

- Research tasks - Designed Practical Investigation
- Practical experiments
- Topic Test
- End of semester exam.

### Related VCE Subjects

- VCE Physics

### Career Pathways

Certificates and Diplomas in: Science, Laboratory Skills

Degrees in: Science, Accident Forensics, Advanced Science, Animal Science, Biomedical Science, Engineering, Medicine.

Careers such as: Technician, Electrician, Engineer, Surveyor, Meteorologist, Pilot, Architect, Medical Practitioner, Geophysicist, Industrial Designer, Nanotechnologist

## Course Outline

Year 10 Psychology covers two very interesting topics that interrelate to give a strong foundation into the very popular VCE psychology units.

## Applications of Psychology

What do psychologists do? Who can they help? How can they help? In this course you will investigate the varied roles of psychologists and you will look at specific areas of specialisation within Psychology. This unit will look at how psychologists conduct research including the responsibilities of the psychologist and ethical considerations. We will look at the specialist fields of Sports Psychology and Clinical Psychology in detail as well as investigating specific disorders such as phobias and look at why they develop and how to overcome them.

## Anti-Social & Pro-Social Behaviour

This unit provides an introduction to Psychology, which is the study of thoughts, feelings and behaviour. The unit will focus on the factors that contribute to a person displaying anti and pro social behaviour. We study and evaluate the bystander effect using the death of Kitty Genovese. Examining aggressive behaviour from a psychodynamic, biological and social learning perspective, in particular the observational learning experiment from Albert Bandura.

## Areas of Study: Topics

- Introduction to Psychology  
Roles and specialisations of Psychologists  
Sports psychology and Clinical psychology  
Mental health with a focus on phobia and anxiety
- Anti-social behaviour  
Pro-social behaviour  
Aggressive behaviour.  
Case studies – the death of Kitty Genovese & the Observational Learning experiment from Albert Bandura

## Assessment Tasks

- Practical investigations and reports
- Topic tests
- Poster-style reports
- End of Semester Exam

## Related VCE Subjects

- VCE Units 1 – 4 Psychology, Health and Human Development, English

## Career Pathways:

**Certificates and Diplomas in:** Psychology, Community Services, Health Administration, Early Childhood Education and Care, Mental Health, Youth Services, Alcohol and Other

# KLA: Technology

Digital Technologies  
Food Studies  
Product, Design and Technology: Wood

## **Course Outline**

By undertaking this elective, students will develop a deeper knowledge and understanding of the processes associated with creating digital solutions. They will develop their skills in programming while they create a video game, learn coding syntax and algorithm design with the introduction of Python language. They will learn how to design a basic database to store and manipulate data for real-life purposes as well as analyse and develop data visualisations. Students will focus on the problem solving methodology to design, develop and evaluate digital solutions to cater for real world situations. This subject will be helpful in bridging student's knowledge for understanding various concepts required for programming and data analysis at a VCE level or VET Information Technology.

## **Areas of Study: Topics**

- Interact with digital systems, for e.g. voice activation programs, or smart devices to automate tasks
- Identifying trends by analysing and visualising data such as marketing and sales
- Investigate real world problems to identify future technology requirements
- Use a programming language to design a video game.

## **Assessment Tasks**

- Digital system design- setting up a network
- Portfolio - analysis of market trend
- Video game design process
- End of semester Examination

## **Related VCE Subjects**

- Applied Computing
- Data Analytics
- Software Development
- Mathematics
- VET Information Digital Technology

## **Career Pathways**

Certificates and Diplomas in: Business, Information Technology, Cyber Security, Screen and Media, Information Digital Technology, Network Security

Degrees in: Business, Information Technology, Commerce, Engineering, Science, Business Management, Computer Science, Robotics, Artificial Intelligence

Careers such as: Programmer, Data Analyst, App Designer, Video game developer, Coder, IT Support, Technician, Analyst, Engineer, Security Analyst, Database Administrator.

## Course Outline

In Year 10 Food Studies, students will explore and develop their practical skills and use their theoretical ideas related to food preparation, healthy eating and nutrition. Students will continue their food voyage by developing their understanding of safe work practices. They will apply their cooking skills and techniques by producing pastry, jam, and other complex tasks. Students will explore the world of food science to discover the impact of ingredients on the foods they produce.

Students will use their creative juices to solve design challenges that range from being able to use seasonal ingredients to discovering the extensive variety of ingredients that the world food basket has to offer. Students will use their creative skills to design a food label and unpack the nutritional impact of the food choices that they make.

This course combines the relationship between foods and food preparation techniques. Additionally, it provides a good foundation to progress into VCE Food Studies.

**Please note: Lara Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. As per the parent payment policy document, year 10 food studies is considered a high cost subject, the contribution helps provide but is not limited to various meat cuts, fruit & vegetables, packaging etc. Payment can be made through Compass or the main office, If this course does not proceed these funds can be allocated to other levies or refunded.**

## Areas of Study: Topics

- Hygiene and Safety
- Functional foods – the science of food
- Recipe modification – alter recipes to better meet your tastes
- Food labelling – being able to read labels and design your own
- Improving healthy eating through commercial food comparisons
- Design Process recipe development

## Assessment Tasks

- Application of Hygiene and Safety requirements – Why food goes off
- Recipe development and modification tasks – Risotto and Boost Juice
- Food labelling – Jam Fancy biscuits
- Design Process research and product development tasks – Around the World
- Practical assessments
- End of Semester exam

## Related VCE Subjects

- Food Studies
- Health & Human Development
- Chemistry
- VCE Art Making and Exhibiting
- VET Hospitality
- VET Kitchen Operations

## Career Pathways

Certificates and Diplomas in: Event Management, Hospitality

Degrees in: Applied Science, Health Sciences, Arts, Business, Hospitality Management, Food and Nutrition, Food Technology, Communications

Careers such as: Food Stylist, Food Studies Teacher, Nutritionist, Dietician, Chef/Cook, Food Blogger, Product Developer, Farmer, Researcher, Food Scientist, Baker, Author, Entrepreneur.

## Course Outline

By undertaking this elective, you will be able to extend your knowledge and skill development in Product Design and its production (Both ICT design and manual skills together with hand and power tool competencies will be implemented). Throughout this course you are encouraged to engage in various forms of critical thinking such as; problem solving, decision making and investigation to present information. Through the completion of this subject you will keep developing your skills and knowledge gained from year 9 to complete a large product based on the new competencies and knowledge you are introduced to. Your Medium Level Power Tools competency levels will be extended and you will continue to gain further experience in the use of these tools. This subject will provide a stepping stone for you to undertake either Product Design and Technology at Year 11 Units 1 and 2 or a VET Building and Construction in a VCE VM specific program.

**Please note: Lara Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. As per the parent payment policy document, year 10 wood work is considered a high cost subject, the contribution helps provide but is not limited costs for construction of a student's individual choice of three projects (design own car, small shelves and a chopping board) wood, nails, glue, masking tape etc. Payment can be made through Compass or the main office, If this course does not proceed these funds can be allocated to other levies or refunded.**

## Areas of Study: Topics

- The importance of health and safety within the Product Design and Technology classroom
- The successful completion of a Design Brief using real world experiences
- The basic principles of Product Design
- An understanding of the properties and different uses of a range of materials
- Sustainable Design
- Production - including more complex Hand and Medium Level Power tool use
- Technical Drawing – Isometric and Orthographic Elevation

## Assessment Tasks

- Written Design Briefs
- Research and Design Folio including Technical Drawings
- Evaluation Reports
- Completion of self-designed Product
- End of semester Examination

## Related VCE Subjects

- Product Design and Technology
- Visual Communication and Design
- Visual Arts
- Business Management
- ICT

## Career Pathways

Certificates and Diplomas in: Building and Construction, Bricklaying, Civil Construction, Joinery, Plumbing, Horticulture, Agriculture

Degrees in: Construction, Surveying, Architecture, Engineering, Interior Design, Urban and Regional Planning

Careers such as: Concreter, Labourer, Crane Operator, Rigger, Scaffolder, Painter, Plasterer, Surveyor, Engineer, Tiler, Architect, Urban Planner, Plumber

# VCE/VM Curriculum Program

## Attendance

Students are required to attend all scheduled classes in order to maximize the teaching/learning process and to satisfy the Outcomes. Attendance below 90% has a very significant impact on student learning and may put VCE/VM students at risk of an unsuccessful result as it is necessary that each teacher can authenticate the work of each student in their subject.

The Victorian Curriculum and Assessment Authority (VCAA) have published strict guidelines regarding student attendance and authentication and provide schools with the option of failing a student in one or more Units if absences are unapproved.

The following conditions relating to student absences are essential to note:

- Students whose attendance falls below 90% in any subject can be deemed to have failed that subject. Absences explained with medical certificates will not be included in the calculation. Consequently, a medical certificate must be provided for all absences no later than two days after their return to the College.
- Students who are absent from classes must produce a medical certificate to be presented to the attendance officer on return to school.
- Any absence on the day an assessment (e.g. GAT/SAC/SAT) is held/due must be covered by a medical certificate or the work will not be accepted. A note from parents will not suffice.
- It is the College's prerogative to determine the legitimacy of any explanation. Absence not supported by the appropriate documentation will be treated as an 'unapproved absence'. **Family holidays are not regarded as approved absences. Requests for exemption should be made well in advance and will only be granted in extreme circumstances.** Students are also strongly advised to make any appointments, including medical and dental, outside school hours where possible.
- Students may be required to make up any time lost as a result of 'unapproved absences'.
- Where a student has provided medical certificates to cover absences, however actual attendance is low, this student can remain at risk of failing where authentication of student work is not possible.

## Outcome completion

- If a student misses a SAC through illness or has been offered the opportunity to re-do a SAC to get an 'S' for an outcome, they will be placed in an outcome completion session. They will NOT be able to re-do a SAC during class or lunch time. Where a student has been required to 'redeem' their result and obtain an 'S', the original score must stand and this will provide supporting evidence of the competency of the student for the purposes of a successful completion of the required outcomes.
- These are supervised classes that run on **Thursday** after school from **3:15pm – 4:15pm** as part of the **Outcome Completion Sessions**.
- If a student is placed in one of these classes, they **MUST** attend it. They will have two weeks to attend this class and redeem their result. The only exceptions are if they have a medical certificate. If they do not attend, and do not have an approved excuse, they run the risk of failing this outcome and therefore the unit.

## Intervention/Help sessions

- Students can also access help for Mathematics and English on Thursday from 3:15pm – 4:15pm from teachers allocated to these sessions.



- Students not making satisfactory progress in their subjects may also be directed to attend these sessions as an Intervention method.

## VCE Units 1 & 2

### Assessment

Students attempting any Unit 1 or 2 subjects will be assessed in two formats.

1. **OUTCOMES** - Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as 'S' if the student has demonstrated an understanding or 'N' if the student has not demonstrated an understanding.
2. **GRADED ASSESSMENTS** - Performance on each task will be indicated by a letter grade from HD to P, with UG representing a result below 50%, and NA indicating that the work was not assessed.

Students will be advised by classroom teachers of due dates well in advance.

- Students must successfully complete at least 9 units of Year 11 VCE in order to automatically progress to Year 12

### Changing Subjects

It may be possible for students in Year 11 to change subjects at the end of Semester One. This can only occur with the approval of the classroom teacher, parents, Careers Advisor, Head of Senior School and Senior Years Assistant Principal. Students seeking a change to their program must complete a 'Change of Enrolment' form, which is available from the Year 11 Program Leader. No changes will be made to student programs after the first two weeks of the start of each semester.

### Homework/Home Study

Students in Year 11 can expect homework in all of the Units they are attempting. The Study Designs published each year by the Victorian Curriculum and Assessment Authority (VCAA) emphasizes that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with a minimum of approximately 20 minutes of homework per night which equates to 1 - 2 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different from homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that they develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

### LSC Homework expectations for each subject in Year 11:

*1.5 hours per subject per week PLUS 1.5 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks*

## Assessment

Students attempting any Unit 3 or 4 subjects will be assessed in three formats.

1. **SCHOOL ASSESSED COURSEWORK** - School Assessed Coursework is used to differentiate between students' abilities and helps, in conjunction with exams, to determine the ATAR which is the score used for entrance into University or TAFE. Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as 'S' if the student has demonstrated an understanding or 'N' if the student has not demonstrated an understanding.
2. **SCHOOL ASSESSED TASKS** – Performance on each task will be indicated by a numerical grade with UG representing a fail, and NA indicating that the work was not assessed. Students are expected to complete all set work.
3. **EXAMINATIONS** – School based examinations will be held at the end of semester 2 for all Unit 3 subjects. Completion of these exams is essential for all students to provide an additional piece of evidence in the achievement of outcomes in each subject, and the awarding of an 'S' result. External VCAA examinations are held for all studies at the end of Unit 4.

Students will be advised by classroom teachers of all due dates well in advance.

## Changing Subjects

In order to successfully complete the VCE, a student must pass 16 Units including:

- (i) At least three Units of English/Literature
- (ii) At least three sequences of Unit 3 & 4 studies other than English

Students in Year 12 are advised not to change subjects because of criteria (ii) above and must consult with the Year 12 Coordinator if they are concerned with their program.

## Homework/home Study

Students in Year 12 can expect homework in all Units they are attempting. The study designs published each year by the Victorian Curriculum and Assessment Authority emphasize that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with a minimum of approximately 30 minutes of homework per night which equates to 2.5 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different from homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that students develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

### LSC Homework expectations for each subject in Year 12:

*2 – 2.5 hours per subject per week **PLUS** 2.5 - 3 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks*

## Rules for School-Assessed Coursework and School-Assessed Tasks

The VCAA sets down seven rules which a student must observe when preparing work for assessment.

These rules apply to School-assessed Coursework, they are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
  - Text, websites and source material
  - The name/s and status of any person/s that provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
  - Acceptable levels of assistance include:
    - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
    - Prompting and general advice from another person or source which leads to refinements and/or self-correction
  - Unacceptable forms of assistance include:
    - Use of, or copying of, another person's work or other resources without acknowledgment
    - Corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

A student who uses a computer to produce school-assessed work is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability,
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements, and
- Each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.

Here are some possible units, along with either English or Literature that are available to consider for some **VCE** Pathways. These are suggested subjects only.

<b>PATHWAY</b>	<b>Suggested SUBJECTS</b>				
<b>Arts</b>	Studio Art	Visual Communication & Design	Product Design either Wood or Fabrics/ Drama/Music/Media VET – Photography or Multimedia		
<b>Performing Arts</b>	Drama	Music	VET – Photography, Music or Multimedia	Media	Own Choice
<b>Business</b>	Mathematics	Business Management	Accounting	Legal Studies	Computing
<b>Health</b>	Mathematics	Health & Human Development	Biology	Food Studies	Own Choice
<b>Technology and Design</b>	Mathematics	Product Design	VET	Visual Communication & Design/ Media	Own Choice
<b>Physical</b>	Physical Education	Outdoor & Environmental Education	Health & Human Development/ Biology	VET – Community Recreation/ Child Care	Own Choice
<b>Maths/ Science</b>	General Mathematics	Mathematical Methods	Chemistry/Physics/Biology/Psychology		
<b>Humanities</b>	Literature	History	Sociology/Global Politics Business Management/Legal Studies		
<b>ICT</b>	Mathematics	Computing	VET	Media	Own Choice

Some subjects may require the signature of a teacher who can verify that you are aware of the level/type of work required and that you have the commitment to undertake these subjects. The selection of the following subjects may require a signature from:

- Mathematics – current maths teacher and Director of Mathematics
- Chemistry – current science teacher
- Physics – current science teacher
- Biology – current science teacher
- Literature – current English teacher and Director of English
- Physical Education – current sports teacher
- Indonesian – Pak Walker with Indonesian in Years 9 or 10 as prerequisite to this subject
- Food Technology - current foods teacher
- Studio Arts – current art teacher
- Music – Music Leader (It is strongly recommended students should have approx three years' experience prior to Year 11 on a music instrument or in voice. It is also highly recommended students complete a semester of Music in Year 10 before undertaking Units 1&2. Students will be required to sit a music theory and practical performance test)

## Victorian Certificate of Education Vocational Major

As explained by VCAA, the VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. The VCE VM prepares students for apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

### Year 10 Students selecting VCE VM for Year 11

The Victorian Certificate of Education Vocational Major is now closely aligned with the completion of the traditional VCE, and as such to be eligible to successfully complete the VCE VM, students must satisfactorily complete a minimum of 16 units, including;

- 3 VCE VM Literacy OR VCE English units (including a Unit 3-4 sequence)
- 2 VCE VM Foundation Maths (previously Numeracy) OR VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET Credits at Certificate II level or above (180 nominal hours)

*Students must complete a minimum of four Unit 3-4 sequences as part of their program, with English/Literacy a compulsory unit for both VCE and VCE VM.* Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to meet the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition. Most VCE VM students will complete between 16 – 20 units over the two years.

Students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks. Unlike other VCE studies, there are no external assessments of VCE VM Unit 3-4 sequences and VCE VM studies do not receive a study score. However, ALL students undertaking a Unit 3 and 4 sequence, and students completing the VCE VM are required to sit the General Achievement Test (GAT). The VCE VM studies do not contribute to the ATAR. Students who successfully complete the VCE VM will receive an enhanced statement of results including their GAT results.

### Students should:

- identify their interests, abilities and strengths and link these to appropriate work/career choices. This will help select VET options for the Industry Specific Skills Strand and their PDS selection
- complete the VCE VM application form and subject selection sheet.

## **Supporting Students through their Final Years of Secondary Schooling**

The final Senior Years of a student's education are important and also very exciting because students have usually realised what their future pathway choice is and know exactly what they need to achieve in order to attain their pathway goal. Together, students and parents can be a very powerful team in ensuring the student reaches their full learning potential in the Senior Years.

What can parents do to help?

- Keep the year in perspective;
- Try to be realistic with expectations;
- Encourage self-belief and give lots of positive encouraging feedback;
- Be available to listen and talk through things when they need to;
- Have realistic expectations about the amount of household chores that are expected;
- Try not to compare them or their marks to others;
- Keep an eye on both their physical and emotional health and seek help if needed;
- Encourage them to get lots of sleep;
- Encourage them to start the day with a healthy breakfast to provide energy for the brain and make concentration and learning easier;
- Provide a suitable place for study that is quiet and free from distractions;
- Encourage uninterrupted homework/study time by offering to answer the phone and take messages during this time, or ensuring their phone is distanced from them to minimise the distractions of social media;
- Discuss what sort of help is needed from you. For example, whether it would be beneficial for you to read the texts to assist with informal discussion.
- Encourage students to take advantage of the Maths help and English support after school programs
- Avoid planning family holidays during scheduled class time to maximise face-to-face teaching time, and to help ensure attendance requirements are met.

## **Juggling Part-Time Work and School**

It can often be difficult to decide whether to undertake part time work during the final years of school. Parents/carers are often concerned that too much time will be taken away from study. On the other hand, students often appreciate the break and the extra money. As with most things during these years of schooling it is about balance. More than 10 hours a week may become unmanageable. It is also useful if the employer is understanding and willing to reduce work time during busy times at school and at exam time.

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:20am	English	Subject 5	Subject 3	Subject 4	Subject 5
10:20am – 10:45am	Recess				
10:45am – 12:00 noon	Subject 2	Pathways	Subject 4	Subject 6	Subject 6
12:05pm – 1:20pm	Subject 3	Subject 6	Subject 2	Subject 5	English
1:20pm – 1:50pm	Lunch				
1:50pm – 3:15pm	Subject 4	English	Subject 3	English	Subject 2

Each subject gets 3 x 75 minute sessions every week except English, which has 4 x 75 minute sessions. Pathways will run for one 75-minute session per week. Each student at Years 10 and 11 will do six subjects each semester. Year 12 students will do five subjects and have a one-time block as a study session.

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:20am	No scheduled VCE VM classes on this day due to either VET or work placement	PDS	No scheduled VCE VM classes on this day due to either VET or work placement	Literacy	Pathways/WRS
10:20am – 10:45am		Recess		Recess	
10:45am – 12:00 noon		Pathways/WRS		Foundation Maths	Literacy
12:05pm – 1:20pm		Foundation Maths		PDS	Foundation Maths
1:20pm – 1:50pm		Lunch		Lunch	
1:50pm – 3:15pm		Literacy		PDS	Literacy

**\*\*Scheduling of the VCE VM is yet to be confirmed and may be different to the sample timetable provided, and will change significantly for those students who opt to undertake a VCE subject as part of their VCE VM program**



VET is Vocational Education and Training. VET provides an opportunity for students to learn from experience in training institutions and actual workplaces and to gain a nationally recognised qualification. VET courses are programs that have been designed by industries to train people for that particular industry. VET courses skill people in specific areas that directly relate to requirements of that workplace. Because they are designed by industry, VET courses increase the chances of employability of the student in that particular industry. However, success in VET requires a high level of commitment.

## VET as part of VCE

### VCE VET courses:

Many VET courses are also accredited as VCE units. This allows the student to train in a particular industry and complete VCE units in the same course. This is known as VCE VET. These 3 & 4 units may contribute to a student's ATAR, some via Scored Assessment similar to that of a VCE subject. Please refer to individual course details from the appropriate VET provider for more information.

### Other VET courses:

Other VET courses can also count towards VCE based on the number of nominal hours for the course. Certificate II courses can count towards VCE at Unit 1 & 2 level and Certificate III courses can count towards Unit 3 & 4 level.

This means that you will get training in a specific vocational area, for instance hospitality, information technology, music production or child care. This training will contribute towards satisfactory completion of your VCE, may contribute towards your VCE score (ATAR) and it will give you a nationally recognised vocational qualification. This will provide you with access to further training, and improve your chances of getting work or an apprenticeship when you leave the college.

- Choose the VET certificate that best suits you. This takes the place of one (1) VCE subject. To ensure this is in line with your program, meet with our Careers Advisor
- Choose 5 VCE subjects of which one (1) must be English
- Fill out the application form with assistance from our VET Coordinator, your parents/guardians, and provide the 50% deposit.
- Have an interview with the Careers Advisor
- Complete a Regional Application Form.

A 'Vet in the VCE' year 11 program may look like this: (Sample only)

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
VCE English or Literature Units 1&2	VET Certificate III Community Services: Children's Services	VCE Maths General Units 1&2	VCE Psychology Units 1&2	VCE Health and Human Development Units 1&2	Biology Units 1 & 2

You may want to have your VCE subjects "matching" your VET certificate or you may choose "non-matching" VCE subjects.

## VET as part of VCE VM

Students studying for their VCE VM certificate must undertake a VET certificate. These students will complete their course with a VCE VM certificate and a VET certificate. Any accredited VET course at Certificate I, II or III level can make up part of a VCE VM program.

### **A VET pathway has many advantages for students as it:**

- Provides a more vocational focus that can include work placement.
- Develops skills and workplace competencies that are valued by employers and so improves job opportunities.
- Offers completion of two certificates: a VET certificate along with either VCE or VCE VM.

Access to VET will be offered through Geelong Industry Trade Training Centre (GITTC) and at the Gordon TAFE, both are Registered Training Organisation delivering a range of VET Certificates. Students may wish to study a course at another institution; however transport is not provided to all institutions, with students having to make their own way there.

At the time of completion of the Handbook, first year VET programs throughout Geelong are run on Wednesday afternoons, second year usually Monday afternoons, and both extend beyond the normal school finishing hours. Confirmation of VET days for 2024 are currently waiting to be confirmed.

Students receive an ‘S’ for a unit of competence or module when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Satisfactory completion of VET units is calculated automatically as students satisfactorily complete the units of competence required for the certificate being studied.

### **VET is suited to students who:**

- are thinking of obtaining an apprenticeship or traineeship after school
- are already skilled in an industry area and can gain excellent study scores for university entry
- would like to gain an industry qualification, as well as their VCE or VCE VM
- enjoy a more “hands on” learning environment
- want to keep their options open after completing Year 12
- want to obtain part-time work in an industry

**All Year 11 VCE VM students MUST choose a VET course.**

Possible VET Courses for LSC Students	Locations
Certificate II in Animal Care	Gordon TAFE (East Geelong)
Beauty Services Certificate III first year (partial completion)	North Geelong Secondary College
Beauty Services Certificate III second year (partial completion)	North Geelong Secondary College
Dance Certificate II First year	Geelong High School
Certificate III in Community Services	The Gordon
Certificate III in Design Fundamentals (Design Basics)	The Gordon
Certificate III in Design Fundamentals (Graphic Design)	The Gordon
Equine Studies Cert III - Second year	Belmont High School
Certificate III in Emerging Technologies	The Gordon
Applied Fashion Design Certificate II (Year 1)	Surf Coast Secondary College
Applied Fashion Design Certificate II (Year 2)	Surf Coast Secondary College
Certificate III in Information Technologies	The Gordon
Certificate III in Laboratory Skills	The Gordon
Certificate III in Make-Up	The Studio Hair + Beauty (Gordon TAFE City)
Certificate III Music Industry (Sound Production)	Geelong High School
Certificate III Music Industry (Sound Production)	Geelong High School
Certificate III in Music (Performance) (Year 1)	Belmont High School
Certificate III in Music (Performance) (Year 2)	Belmont High School

Certificate III Music Industry (Performance) (Year 1)	Bellarine Secondary College
Certificate III Music Industry (Performance) (Year 2)	Bellarine Secondary College
Certificate IV Music (Sweethearts)	Matthew Flinders Girls Secondary College
Certificate II Outdoor Recreation	Belmont High School
Certificate III in Screen and Media	The Gordon
Certificate III in Screen and Media (3D Game Design)	The Gordon
Certificate III Sport, Aquatics and Recreation (Must have completed Cert II Outdoor Rec at BHS)	Belmont High School
Sport and Recreation Certificate II	North Geelong Secondary College
Certificate I in Transition Education	The Gordon
<b>GEELONG Industry TRADE TRAINING CENTRE (GITTC)</b>	
Automotive Vocational Preparation Certificate II (Year 1 and 2)	
Building & Construction (Carpentry) Certificate II (Year 1 and 2)	
Building & Construction (Bricklaying) Certificate II (Year 1 and 2)	
Engineering Studies Certificate II (Automotive Program) (Year 1 and 2)	
Engineering Studies Certificate II (Year 1 and 2)	
Certificate II in Electrotechnology (Pre-vocational)	
Certificate II in Future Making Pathways	
Cookery Certificate II (Year 1 and 2)	
Certificate II in Hospitality	
Certificate II in Plumbing (Pre-apprenticeship)	
Salon Assistant Certificate II (Year 1 only)	
Retail Cosmetics Cert II	
<b>PARTNER SCHOOLS/ORGANISATIONS OFFERING VET IN SCHOOL PROGRAMS 2024</b>	

<b>COVENANT COLLEGE</b>	
Agriculture Certificate II Year 1	
Agriculture Certificate II Year 2	
Horticulture Certificate II Year 1	
Horticulture Certificate II Year 2	
Animal Studies Certificate II Year 1	
Animal Studies Certificate II Year 2	
<b>VFA LEARNING</b>	
Certificate III in Fitness (Year 1) - VETDSS	
Certificate III in Fitness (Year 2) - VETDSS	
Certificate III in Early Childhood Education & Care (Year 1) - VETDSS	
Certificate III in Early Childhood Education & Care (Year 2) - VETDSS	
<b>OXYGEN COLLEGE</b>	
Certificate III in Visual Arts qualification - VETDSS (Year 1)	

It is recommended that students read the relevant VET brochure for information about each course.

\*\* Please note this VET Studies list is not a definitive list and is subject to change based on the selections of students and offerings from institutions. Where a VET is offered at multiple locations, the offering as provided by a government school is listed above, and the same course may also be found through an alternative provider such as Gordon TAFE.

Further information can be found via the following link. [VET delivered to Secondary Schools Courses | The Gordon TAFE](#)

You can commence an apprenticeship or traineeship while you are at school and receive credit towards your VCE or VCE VM. Apprenticeships and traineeships give you the opportunity to combine part-time employment with your VET qualification. Apprenticeships and traineeships combine practical hands-on experience in the workplace with training and assessment from a Registered Training Organisation.

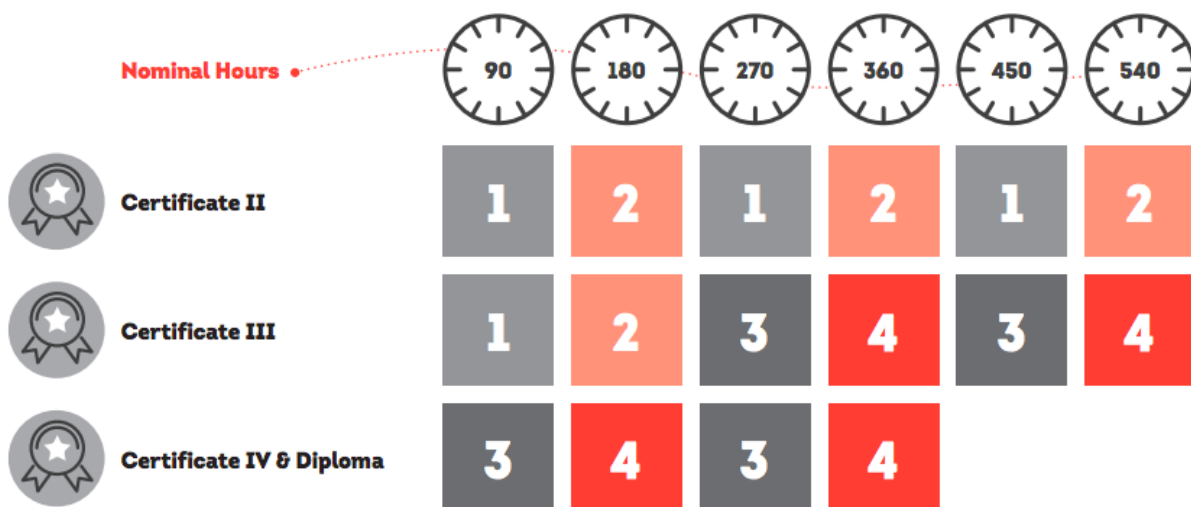
## What is a School-based Apprenticeship or Traineeship?

A school-based apprenticeship or traineeship is when you are released from school for a minimum of one day per week to undertake the apprenticeship or traineeship. You will need to complete six hours of training and seven hours of work per week.

## Credit Towards the VCE or VCE VM

All apprenticeships and traineeships can provide credit towards your VCE or VCE VM. For every 90 hours of training completed, you will receive one unit towards your VCE or VCE VM. VCE credit will be determined by the certificate.

Most apprenticeships or traineeships in VCE VET program areas provide credit for VCE Units 1 to 4. Some certificate II qualifications only provide credit towards the VCE at Units 1 and 2. Qualifications at certificate II and above provide credit towards all VCE VM levels.



When you receive a Units 3 and 4 sequence towards your VCE from an apprenticeship or traineeship, they may contribute towards the calculation of your ATAR by VTAC. Check with the VET coordinator at your school.

## **Qualification**

You will receive a certificate or statement of attainment from your Registered Training Organisation for the VET training you have completed as part of your apprenticeship or traineeship.

## **Currently Available SbATs\***

Certificate III in Allied Health Assistance	Certificate II and III in Food Processing
Certificate III in Aquatics and Community Recreation	Certificate II and III in Horticulture
Certificate II in Baking Assistance	Certificate III in Hospitality
Certificate III in Business	Certificate III in Individual Support
Certificate III in Community Services	Certificate III in Retail Operations
Certificate III in Early Childhood Education and Care	Certificate III in Screen and Media
Certificate III in Education Support	Certificate III in Sport Coaching (Equine)
Certificate III in Fitness	Certificate II in Warehousing

\* The offering and availability of SbATs are subject to change based on numbers and other factors.

## **Application and Acceptance Process**

Students are encouraged to access as much information as they can about SbATs in general, as well as the specific certificate they are interested in.

Once they are certain that this is the right program for them, students will complete and submit an application via the Careers Office.

Relevant organisations will then contact you directly to let you know the result of your application. This will most likely include inviting students to an interview.

Once students have been formally offered an SbAT, they will sign a contract with an Australian Apprenticeship Centre and they will sign a training plan with the relevant Registered Training Organisation, their employer and the school.

# VCE

# Subjects

Unit 1 and 2  
Unit 3 and 4

The Arts  
English  
Health and Physical Education  
Humanities  
Indonesian  
Mathematics  
Science  
Technology



**Course Outline**

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

**Unit 1 - Introducing Performance Styles**

In this unit, students explore and study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. It focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

**Outcome 1** - On completion of this unit the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories.

**Outcome 2** - On completion of this unit the student should be able to perform devised drama works to an audience.

**Outcome 3** - On completion of this unit the student should be able to analyse the development, and the performance to an audience, of their devised work.

**Outcome 4** - On completion of this unit the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

**Unit 2 – Australian Identity**

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

**Outcome 1** - On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.

**Outcome 2** - On completion of this unit the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

**Outcome 3** - On completion of this unit the student should be able to analyse the development, and performance to an audience, of their devised work.

**Outcome 4** - On completion of this unit the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners.

**Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

### Course Outline

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

### Unit 3 - Devised Ensemble Performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbols. Students devise and shape their work to communicate meaning or to have a specific impact on their audience.

**Outcome 1** - On completion of this unit the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.

**Outcome 2** - On completion of this unit the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.

**Outcome 3** - On completion of this unit the student should be able to analyse and evaluate a professional drama performance.

### Unit 4 – Devised Solo Performance

In this unit, students focus on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbols and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbols and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

**Outcome 1** - On completion of this unit the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.

**Outcome 2** - On completion of this unit the student should be able to create, develop and perform a solo performance in response to a prescribed structure.

**Outcome 3** - On completion of this unit the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit a school-based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and products. This greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students in media examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

### Unit 1: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They work in a range of media forms to develop and demonstrate an understanding of them and how they contribute to communicating meaning.

**Outcome 1:** On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

**Outcome 2:** On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specific audiences in a range of media forms.

**Outcome 3:** On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

### Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

**Outcome 1** – On completion of this unit the student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.

**Outcome 2** - On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

**Outcome 3:** On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

### Course Outline

Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in reflecting, contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their own media representations, narratives and products.

### Unit 3: Media narratives, contexts and pre-production

In this unit students explore stories that circulate in society through a close analysis of a media narrative. They consider the use of media codes and conventions to structure meaning, and social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support the development of their own works. Students use the pre-production stage of the media process to design the production of a media product for a specified audience.

**Outcome 1** - On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationships between media narratives and the contexts in which they are produced.

**Outcome 2** - On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

**Outcome 3** - On completion of this unit students should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

### Unit 4: Media production and issues in the media

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

**Outcome 1** - On completion of this unit the student should be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

**Outcome 2** - On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit an examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.



## Course Outline

VCE Music is based on the individual performer working towards a solo and group setlist on an instrument or digital music source of choice. It also covers all aspects of music including performance, theory, analysis and composition. Students develop and refine musicianship skills and critical awareness of their relationships with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

## Unit 1: Organisation of music

In this unit, students explore and develop their understanding of how music is organised by performing, creating, analysing and responding to music works. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding, becoming familiar with how music creators treat elements of music and concepts.

**Outcome 1** - On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organization.

**Outcome 2** - On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.

**Outcome 3** - On completion of this unit the student should be able to describe how music is organized in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organized, and identifying, recreating and documenting music language concepts presented in context and in isolation.

## Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding, as well as analyse and respond to a wide range of music that extends their music language.

**Outcome 1** - On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

**Outcome 2** - On completion of this unit the students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

**Outcome 3** - On completion of this unit the student should be able identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 1 and 2**

All students will sit a written and practical examination at the end of both Semester One and Two.

## Course Outline

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

### Unit 3: Influence in music

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music that will lead to their project in Unit 4. Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences. Students also analyse music from a range of sources across time and place, comparing their music characteristics.

**Outcome 1** - On completion of this unit the student should be able to perform a short work in the style of a selected work/creator from Area of Study 2, explain how their performance relates to the selected music style and/or creator, and create and/or arrange music and demonstrate the connection to the selected music style and/or creator.

**Outcome 2** - On completion of this unit the student should be able to analyse and describe the treatment of music elements, concepts and compositional devices in two works, discussing how one work has influenced the other, and formulating and presenting a proposal for an Area of Investigation for Unit 4.

**Outcome 3** - On completion of this unit the student should be able to listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences.

### Unit 4: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting to applying new understandings of influence in their own music making. Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain. Students continue to develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics.

**Outcome 1** - On completion of this unit the student should be able to perform/create/arrange works and explain how their performance/composition/arrangement has been influenced by their selected music style and/or creator studied in Area of Study 2.

**Outcome 2** - On completion of this unit the student should be able to analyse and describe the treatment of music elements, concepts and compositional devices in two works from their Area of Investigation, and reflect on how these works have influenced their own music making.

**Outcome 3** - On completion of this unit the student should be able to identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit a school based written and practical examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

VCE Music Contemporary Performance is based on the individual performer working towards a setlist with an instrument of their choice. It also covers all aspects of music, including performing, theory, analysis and composition. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

## Unit 3: Contemporary performance

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

**Outcome 1** - On completion of this unit the student should be able to perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the program.

**Outcome 2** - On completion of this unit the student should be able to demonstrate and discuss performance development techniques and approaches relevant to the performance of selected works and an intended approach to a reimagined existing work.

**Outcome 3** - On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented, both in context and in isolation.

## Unit 4: Music Performance (Group)

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a range of recorded music and study music language concepts that relate to contemporary music.

**Outcome 1** - On completion of this unit the student should be able to perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention.

**Outcome 2** - On completion of this unit the student should be able to demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.

**Outcome 3** - On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation..

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit a school based written and practical examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

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

### Unit 1 – Explore, expand and investigate

In this unit, students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

**Outcome 1** – On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

**Outcome 2** - On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.

**Outcome 3** - On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

### Unit 2 - Understand, develop and resolve

In this unit, students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

**Outcome 1** - On completion of this unit the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.

**Outcome 2** - On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

**Outcome 3** - On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Course Outline

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Across both units students:

- Create their own music in recorded and/or notated form, in both short exercise and extended composition formats.
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work.
- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses.

## Unit 3: Organisation of music

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

**Outcome 1** - On completion of this unit the student should be able to develop creative responses to works studied and document the creative process.



**Outcome 2** - On completion of this unit the student should be able to analyse the use of the elements of music, concepts and compositional devices in music works, explain how musical material is developed within the works, and formulate a Folio design brief.

**Outcome 3** - On completion of this unit the student should be able to aurally analyse music from a range of styles and make critical responses to music.

#### **Unit 4: Effect in music**

In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

**Outcome 1** - On completion of this unit the student should be able to create and evaluate an original work, or group of short works.

**Outcome 2** - On completion of this unit the student should be able to describe and discuss their creative process and approach to creating a coherent work, and produce an analysis of their original music work(s) that explains their use of music elements, concepts of music and compositional devices.

**Outcome 3** - On completion of this unit the student should be able to aurally analyse music and make critical responses to music.

#### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

#### **Examinations**

#### **Units 3 and 4**

All students will sit a written and practical examination at the end of both Semester One and Two.

## Course Outline

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art making and Exhibiting.

### Unit 3 – Collect, extend and connect

In this unit, students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space.

**Outcome 1** – On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

**Outcome 2** - On completion of this unit the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

**Outcome 3** - On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.

### Unit 4 – Consolidate, present and conserve

In this unit, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Art journal. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

**Outcome 1** - On completion of this unit the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

**Outcome 2** - On completion of this unit the student should be able to plan and display at least one finished artwork in a specific art form, and present a critique.

**Outcome 3** – On completion of this unit the student should be able to understand the preservation, conservation and care of artworks including the conservation and care of their artworks.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions.

### Unit 1: Introduction to visual communication design

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

**Outcome 1** – On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

**Outcome 2** – On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

**Outcome 3** – On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

### Unit 2: Applications of visual communication within design fields

In this unit, students focus on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

**Outcome 1** – On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

**Outcome 2** – On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

**Outcome 3** – On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Course Outline

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions.

### Unit 3: Visual communication design practices

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

**Outcome 1** - On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

**Outcome 2** - On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

**Outcome 3** - On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

### Unit 4: Visual communication design development, evaluation and presentation

In this unit, the focus is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

**Outcome 1** - On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief

**Outcome 2** - On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

VCE English and English as an Additional Language (EAL) focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types including media texts, for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

## Unit 1

In this unit, students read, view and respond to texts analytically and creatively, with a focus on personal connections to texts. Students develop their skills in creating and reflecting on the process of crafting texts.

**Outcome 1** – On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

**Outcome 2** – On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose

## Unit 2

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

**Outcome 1** – On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

**Outcome 2** – On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue; and to construct a point of view text for oral presentation.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

# VCE English/English as an Additional Language

## Units 3 & 4

### Course Outline

VCE English and English as an Additional Language (EAL) focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

### Unit 3

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts as inspiration for creating their own texts.

**Outcome 1 –** On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

**Outcome 2 –** On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

### Unit 4

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue, and create a point of view text for oral presentation.

**Outcome 1 –** On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

**Outcome 2 –** On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, and develop and present a point of view text.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes. Examinations Units 3 and 4 All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Examinations

## **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

The study of Literature is about developing knowledge and enjoyment of a wide range of literary texts and extending the writing and analytical skills of students. Students will study contemporary texts and texts from a variety of historical periods and different cultural settings to further their understanding of the conventions associated with different forms of text, for example poetry, prose, drama and non- print texts. They will develop the capacity to present analytical, critical and creative responses to texts orally and in writing.

### Unit 1: Reading Practices, and Literary Genre

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. Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

**Outcome 1** – On completion of this unit the student should be able to respond to a range of texts through close analysis.

**Outcome 2** – On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement of genre.

### Unit 2: Context and Connections

In this unit students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonization and its ongoing consequences, and issues of reconciliation and reclamation.

**Outcome 1** – On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

**Outcome 2** – On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.



### Course Outline

The study of Literature is a means of exploring and making sense of the human experience. Students will read and analyse a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

### Unit 3: Transformation and Interpretation

In this unit students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

**Outcome 1** – On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

**Outcome 2** – On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

### Unit 4: Creation and Close Analysis

In this unit students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text.

**Outcome 1** - On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

**Outcome 2** - On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

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.

### Unit 1: Understanding Health & Wellbeing

In this unit, students look 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.

**Outcome 1** - Students explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

**Outcome 2** - Students interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

**Outcome 3** - Students apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

### Unit 2: Managing Health & Development

In this unit, students investigate 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.

**Outcome 1** - Students explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

**Outcome 2** - Students describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

# VCE Health and Human Development

## Unit 3 & 4

### Course Outline

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.

### Unit 3: Australia's Health in a Globalised World

In this unit, students look 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.

**Outcome 1** - Students explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

**Outcome 2** - Students explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

### Unit 4: Health & Human Development in a Global Context

In this unit, students examine 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.

**Outcome 1** - Students analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

**Outcome 2** - Students analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise.

**Please note that this is a High Cost Subject. See below:**

**As per the Parent Payment Policy, Outdoor Education is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Outdoor Education. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Outdoor Education, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Outdoor Education course does not proceed these funds can be allocated to other levies or refunded.**

## Unit 1: Exploring Outdoor Experiences

In this unit, students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

**Outcome 1** - Students analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.

**Outcome 2** - Students explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.

## Unit 2: Discovering Outdoor Environments

In this unit, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments.

**Outcome 1** - Students describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.

**Outcome 2** - Students evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

# VCE Outdoor & Environmental Education

Unit 3 & 4

## Course Outline

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise.

**Please note that this is a High Cost Subject. See below:**

**As per the Parent Payment Policy, Outdoor Education is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Outdoor Education. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Outdoor Education, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Outdoor Education course does not proceed these funds can be allocated to other levies or refunded.**

## Unit 3: Relationships with Outdoor Environments

In this unit, students focus on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

**Outcome 1** – Students explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

**Outcome 2** – Students analyse and evaluate the factors influencing societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.

## Unit 4: Sustainable Outdoor Relationships

In this unit, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

**Outcome 1** – Students evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

**Outcome 2** – Students analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Physical Education examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

### 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. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement.

**Outcome 1** – Students collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

**Outcome 2** – Students collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

### Unit 2: Physical Activity, Sport and Society

In this unit, students develop an 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.

**Outcome 1** – Students collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

**Outcome 2** – Students apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.



### Course Outline

Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

### Unit 3: Movement Skills & Energy or Physical Activity

In this unit, students explore the biomechanical and skill acquisition principles in human movement and energy production from a physiological perspective. Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

**Outcome 1** – Students collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

**Outcome 2** – Students use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

### Unit 4: Training to Improve Performance

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity.

Students also 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 and evaluate the chronic adaptations to training.

**Outcome 1** – On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

**Outcome 2** – On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.



## Course Outline

In this subject, students consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students will develop accounting skills through modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

## Unit 1: Role of Accounting in Business

In this unit, students explore the establishment of a business and the role of accounting in the determination of business success or failure.

**Outcome 1** - On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

**Outcome 2** – On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

## Unit 2: Accounting and decision making for a Trading Business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

**Outcome 1** – On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions

**Outcome 2** - On completion of this unit the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

**Outcome 3** – On completion of this unit the student should be able to record and report for non-current assets and depreciation

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Course outline

Throughout units 3 and 4, students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

### Unit 3: Financial accounting for a Trading Business

In this unit, students focus on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

**Outcome 1** – On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

**Outcome 2** – On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business

### Unit 4: Recording, reporting, budgeting and decision making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

**Outcome 1** – On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

**Outcome 2** – On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

In contemporary Australian society, there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

## Unit 1: Planning a business

In this unit, students explore how businesses of all sizes are major contributors to the economic and social well being of a nation. Students will look at how entrepreneurs take a new business idea and plan how to make it a reality.

**Outcome 1** - On completion of this unit the student should be able to describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing

**Outcome 2** - On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning .

**Outcome 3** On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

## Unit 2: Establishing a business

In this unit, students focus on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

**Outcome 1** - On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

**Outcome 2** - On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

**Outcome 3** - On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

# VCE Business Management

## Unit 3 & 4

### Course outline

In Units 3 and 4 students consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

### Unit 3: Managing a business

In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives.

**Outcome 1** - On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

**Outcome 2** - On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

**Outcome 3** - On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

### Unit 4: Transforming a business

In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

**Outcome 1** - On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

**Outcome 2** - On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.



## Course outline

In this course, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.

## Unit 1: Economic decision-making

In this unit, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society.

**Outcome 1-** On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers, businesses and government in the economy and analyse the factors that affect economic decision-making.

**Outcome 2-** On completion of this unit the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.

**Outcome 3** – On completion of this unit the student should be able to explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

## Unit 2: Economic issues and living standards

In this unit, students will explore the principle of economics and focus on maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

**Outcome 1-** On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity of living standards using alternative measures.

**Outcome 2** - On completion of this unit the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues at a local, national and international level and evaluate actions to address the issues.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Course outline

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

### Unit 3: Australia's living standards

In this unit, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measure of efficiency and how market systems might result in efficient outcomes. Students also develop an understanding of the macroeconomy and investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

**Outcome 1-** On completion of this unit the student should be able to analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.

**Outcome 2-** On completion of this unit the student should be able to analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.

**Outcome 3-** On completion of this unit the student should be able to analyse factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

### Unit 4: Managing the economy

In this unit, students focus on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

**Outcome 1-** On completion of this unit the student should be able to discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.

**Outcome 2-** On completion of this unit the student should be able to discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.



## Course Outline

In this subject, the study of geography will allow students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

VCE Geography enables students to examine natural and human induced phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

### Unit 1: Hazards and disasters

In this unit, students will investigate how people have responded to specific types of hazards and disasters. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

**Outcome 1-** On completion of this unit the student should be able to analyse hazards and the impacts of hazard events at a range of scales.

**Outcome 2-** On completion of this unit the student should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

### Unit 2: Tourism: issues and challenges

In this unit, students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations, and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world.

**Outcome 1-** On completion of this unit the student should be able to analyse the nature of tourism at a range of scales.

**Outcome 2-** On completion of this unit the student should be able to analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Course Outline

In this subject, students develop their understanding of the key events of the 20th century. Students explore the continuities and changes associated with the inter-war period between 1918-1939 that lead to the Second World War. Students also develop an understanding for the events of the later part of the century from 1945-2000 exploring the Cold War era and the emergence of modern terrorism.

## Unit 1: Change and conflict

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. Modern history provides students with an opportunity to explore the significant events, ideas, individuals and developments that have defined the modern world.

**Outcome 1:** On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20<sup>th</sup> century and analyse how these contributed to the causes of World War Two.

**Outcome 2:** On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

## Unit 2: The changing world order

In this unit, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

**Outcome 1:** On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

**Outcome 2:** On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Course Outline

In Units 3 and 4 History: Revolutions students investigate the causes and consequences of two political revolutions – Russia and China. In these units students develop an understanding of the multiple complex causes and consequences of each respective revolution. Students construct arguments using primary and secondary sources, and evaluate the extent to which change was brought to the lives of people living in each revolutionary setting. Students analyse the different perspectives of the revolution, and how these perspectives provide a deeper insight into the levels of continuity and change experienced by those who lived through each revolutionary movement. Students evaluate different historical interpretations of the causes and consequences of revolution, and the effects of change that were instigated by the new government and political system.

### Units 3: Revolutions

In this unit, students focus on the Russian Revolution. Students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements, and assess how these factors either directly or indirectly influenced social, political, economic and cultural conditions. Students then analyse the consequences of the revolution and evaluate the extent to which it brought change to society. Revolutions are not inevitably successful, therefore, students are required to analyse the significant challenges that confronted the new regime after the initial outbreak of revolution.

**Outcome 1:** On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

**Outcome 2:** On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

### Units 4: Revolutions

In this unit, students focus on the Chinese Revolution. They complete the same outcomes as unit 3, and consolidate their historical and historiographical skills. Students consolidate their ability to compare, evaluate and analyse the historical context and nature of revolutions.

**Outcome 1:** On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

**Outcome 2:** On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

VCE Legal Studies is designed to provide students with a comprehensive understanding of the legal system and its role in society. This course introduces students to fundamental legal concepts, principles, and institutions, enabling them to develop critical thinking skills, legal reasoning abilities, and an appreciation for the rule of law. Through a combination of theoretical study and practical applications, students will explore various aspects of the Australian legal system, including the structure of the legal system, the role of key legal actors, the development and interpretation of laws, and the resolution of disputes.

### Unit 1: The Presumption of innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

**Outcome 1: Legal Foundations** - On completion of this unit the student should be able to describe the main sources and types of law, and evaluate the effectiveness of laws

**Outcome 2: Proving guilt** - On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

**Outcome 3: Sanctions** - On completion of this unit the student should be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

### Unit 2: Wrongs and rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate contemporary human rights issues in Australia.

**Outcome 1: Civil liability** - On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

**Outcome 2: Remedies** - On completion of this unit the student should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.

**Outcome 3: Human rights** - On completion of this unit the student should be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

**Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

**Examinations**

All students will sit an examination at the end of both Semester One and Two.

### Course Outline

VCE Legal Studies Units 3 & 4 offer an in-depth exploration of the Australian legal system and its application in various areas of law. This course builds upon the foundational knowledge gained in Units 1 & 2, delving into complex legal concepts, case studies, and contemporary legal issues. Units 3 & 4 provide students with an opportunity to develop analytical, research, and communication skills, enabling them to critically evaluate legal principles, examine legal reasoning, and engage in ethical discussions. Through the study of criminal law, civil law, and the legal process, students will gain a comprehensive understanding of the complexities of the legal system and its impact on individuals and society.

### Unit 3: Rights and justice

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

**Outcome 1: The Victorian criminal justice system** - On completion of this unit the student should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

**Outcome 2: The Victorian civil justice system** - On completion of this unit the student should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

### Unit 4: The people, the law and reform

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

**Outcome 1: The people and the law-makers** - On completion of this unit the student should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

**Outcome 2: The people and reform** - On completion of this unit the student should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to

change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

**Assessment**

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

**Examinations**

All students will sit an examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

VCE Philosophy explores foundational ideas and enduring questions related to diverse fields including the humanities, sciences and the arts. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. Studying VCE Philosophy involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview.

### Unit 1: Existence Knowledge and Reasoning

In this unit, students engage with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others.

**Outcome 1** - On completion of this unit the student should be able to analyse metaphysical problems and evaluate viewpoints and arguments arising from these, and identify metaphysical problems in relevant contemporary debates.

**Outcome 2** - On completion of this unit the student should be able to analyse epistemological problems and evaluate viewpoints and arguments arising from these, and analyse epistemological problems in the context of relevant contemporary debates.

**Outcome 3** - On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

### Unit 2: Questions of Value

In this unit, students explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates

**Outcome 1** - On completion of this unit the student should be able to analyse problems in ethics and moral theory and related contemporary debates, and evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

**Outcome 2** - On completion of this unit the student should be able to analyse selected problems in value theory and evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

**Outcome 3** - On completion of this unit students develop their abilities to analyse and evaluate philosophical viewpoints and arguments. They examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion. Students develop their capacity for metacognition through consideration of reflective equilibrium.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.



## **Examinations**

### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

## Course Outline

In Year 11 and 12 Indonesian, students acquire Indonesian communication skills which enables them to communicate with a range of Indonesian language speakers, including native speakers. Students studying Year 11 and 12 Indonesian will be able to examine the influences of their perspectives and society, and to consider issues important for effective personal, social and international communication. Continuing Indonesian language studies at VCE broadens students' horizons on personal, social, cultural and employment opportunities in an increasingly interconnected, multicultural Australian society and an interdependent global stage. The interdependence of countries and communities requires people to discuss in many languages; a bilingual or multilingual capability is the norm in most parts of the world, including Indonesia. Students who complete VCE Indonesian drastically increase their likelihood of achieving their desired ATAR scores, and drastically improve their employability skills.

### Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics. They focus on analysing cultural products or practices including visual, spoken or written texts.

**Outcome 1** - On completion of this unit the student should be able to exchange meaning in a spoken interaction in Indonesian.

**Outcome 2** - On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Indonesian and respond in writing in Indonesian and in English.

**Outcome 3** - On completion of this unit the student should be able to present information, concepts and ideas in writing in Indonesian on the selected subtopic and for a specific audience and purpose.

### Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills.

**Outcome 1** - On completion of this unit the student should be able to respond in writing in Indonesian to spoken, written or visual texts presented in Indonesian.

**Outcome 2** - On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Indonesian.

**Outcome 3** - On completion of this unit the student should be able to explain information, ideas and concepts orally in Indonesian to a specific audience about an aspect of culture within communities where Indonesian is spoken.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

## **Examinations**

### **Units 1 and 2**

All students will sit a school based examination at the end of both Semester One and Two.

### Course Outline

In Year 11 and 12 Indonesian, students acquire Indonesian communication skills which enables them to communicate with a range of Indonesian language speakers, including native speakers. Students studying Year 11 and 12 Indonesian will be able to examine the influences of their perspectives and society, and to consider issues important for effective personal, social and international communication. Continuing Indonesian language studies at VCE broadens students' horizons on personal, social, cultural and employment opportunities in an increasingly interconnected, multicultural Australian society and an interdependent global stage. The interdependence of countries and communities requires people to discuss in many languages; a bilingual or multilingual capability is the norm in most parts of the world, including Indonesia. Students who complete VCE Indonesian drastically increase their likelihood of achieving their desired ATAR scores, and drastically improve their employability skills.

### Unit 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills.

**Outcome 1** - On completion of this unit the student should be able to participate in a spoken exchange in Indonesian to resolve a personal issue.

**Outcome 2** - On completion of this unit the student should be able to interpret information from texts and write responses in Indonesian.

**Outcome 3** - On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Indonesian.

### Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

**Outcome 1** - On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Indonesian.

**Outcome 2** - On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Indonesian.

**Outcome 3-** On completion of this unit students should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Indonesian.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

### Unit 1

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

**Outcome 1** - Apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

**Outcome 2** – Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Unit 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

**Outcome 1** - Apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

**Outcome 2** – Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

## **Units 1 and 2**

All students will sit school based examinations at the end of both Semester One and Two.

# VCE Foundation Mathematics

## Unit 3 & 4

### Course Outline

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

### Unit 1

Unit 3 comprises 'Algebra, number and structure', 'Data analysis, probability and statistics'.

**Outcome 1** - Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

**Outcome 2** – Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Unit 2

Unit 4 comprises 'Discrete mathematics' and 'Space and measurement'.

**Outcome 1** - Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

**Outcome 2** – Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.



## Course Outline

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete mathematics' and 'Space and measurement'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

### Unit 1

Unit 1 follows the path of Univariate Data, Recursion & Financial Mathematics, Linear Modelling, Matrices.

**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 with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

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

### Unit 2

Unit 2 follows the path of Bivariate Data, Networks, Linear & Non-Linear Relations, Measurement & Trigonometry.

**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 with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit school based examinations at the end of both Semester One and Two.

# VCE General Mathematics

## Unit 3 and 4

### Course Outline

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of two areas of study; 'Data analysis, probability and statistics' and 'Discrete mathematics.'

### Unit 3

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*. Students organise, display and analyse data and calculate and evaluate a variety of financial situations including, reducing balance loans, depreciation and investments.

**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 with some open-ended aspects requiring investigative, modelling or problem solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Unit 4

Unit 4 comprises *Matrices* and *Networks and decision mathematics*. Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Students represent different kinds of undirected and directed graphs, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

**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 with some open-ended aspects requiring investigative, modelling or problem solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

This content is designed to create a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

## Unit 1

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and Graphs', 'Algebra', 'Calculus' and 'Probability and Statistics'. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology.

**Outcome 1** - Define and explain key concepts and apply related mathematical techniques and models in routine contexts.

**Outcome 2** – Apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.

**Outcome 3** - Select and appropriately 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.

## Unit 2

In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study.

**Outcome 1** - Define and explain key concepts and apply related mathematical techniques and models in routine contexts.

**Outcome 2** – Apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.

**Outcome 3** - Select and appropriately 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.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

## **Units 1 and 2**

All students will sit a school based examination at the end of both Semester One and Two.

# VCE Mathematical Methods

## Unit 3 & 4

### Course Outline

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

### Unit 3

For Unit 3, content includes the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

**Outcome 1** - On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2** – On completion of each unit the student should be able to 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** - On completion of each unit the student should be able to select and appropriately 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.

### Unit 4

For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. Included in Unit 4 is the study of Probability and Statistics as related to Calculus.

**Outcome 1** - On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2** – On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

**Outcome 3** - On completion of each unit the student should be able to select and appropriately 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.

**Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

**Examinations****Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. . The areas of study for Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

### Unit 1

The focus of Unit 1 is the study of 'Algebra, number and structure' and 'Discrete mathematics'. Specifically; Proof and number, Graph theory, Logic and algorithms, Sequences and series, Combinatorics and Matrices.

**Outcome 1** - Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

**Outcome 2** – Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Unit 2

In Unit 2, students will study the following areas: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

**Outcome 1** - Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

**Outcome 2** – Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.



# VCE Specialist Mathematics

## Unit 3 & 4

### Course Outline

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, equations, graphs, differentiation, anti-differentiation and integration with and without the use of technology.

### Unit 3

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study.

**Outcome 1** - Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

**Outcome 2** – Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Unit 4

In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

**Outcome 1** - Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

**Outcome 2** – Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

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

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment.

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

In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs.

**Outcome 1:** Students investigate and explain how cellular structures and systems function to sustain life.

**Outcome 2:** Students explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.

**Outcome 3:** Students design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

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

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms.

**Outcome 1** - Students compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

**Outcome 2** - Students apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance

**Outcome 3:** Students investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

**Course Outline**

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

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

In this unit, Biology is the study of living things, from large complex multicellular organisms to the tiniest single celled microorganisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

**Outcome 1** - Students explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

**Outcome 2** - Students apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species.

**Outcome 1** - Students analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

**Outcome 2** - Students describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society

**Outcome 3** - Students design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

**Assessment**

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

**Examinations****Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

**Course Outline**

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and

development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

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

In this unit, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

**Outcome 1** – On completion of this unit the student should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

**Outcome 2** – On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences of human health and the environment of the production of organic materials and polymers.

**Outcome 3** - On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

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

In this unit, students explore the substance Water as it is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

**Outcome 1** - On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

**Outcome 2** - On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

**Outcome 3** - On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

# Chemistry

## Unit 3 & 4

### Course Outline

The global demand for energy and materials is increasing with world population growth. In Chemistry students investigate the chemical production of energy and materials. They explore

how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In Chemistry students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. Students study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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

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

**Outcome 1** - On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

**Outcome 2** - On completion of this unit the student should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

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

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

**Outcome 1** - On completion of this unit the student should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.



**Outcome 2** - On completion of this unit the student should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

**Outcome 3** - On completion of this unit the student should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

Environmental Science  
Unit 1 & 2

### **Course Outline**

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

#### **Unit 1 How are Earth's dynamic systems interconnected to support life?**

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

**Outcome 1** – How are Earth's systems organized and connected? Students look at the movement of energy and nutrients across Earth's four systems, and analyse interactions within systems that contribute to supporting life and sustaining ecological integrity.

**Outcome 2** – How do Earth's systems change over time? Students analyse how changes over time influence Earth's characteristics and systems. They assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of an environmental challenge.

**Outcome 3** – How do scientific investigations develop understanding of how Earth's systems support life? Students will design and investigate ecosystem components, monitoring and/or change affecting Earth's systems.

## **Unit 2 : What affects Earth's capacity to sustain life?**

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

**Outcome 1** – How can we manage pollution to sustain Earth's systems? Students will look at how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution

**Outcome 2** – How can we manage food and water security to sustain Earth's systems? Students will compare the advantages and limitations of different agricultural systems for achieving regional and global food security; they will evaluate, recommend and justify a range of options for improving food and/or water security for a nominated region.

**Outcome 3** – How do scientific endeavours contribute to minimising human impacts on Earth's systems? Students investigate the impacts of natural and human activities in the context of the management of a selected pollutant, maintenance of food or water security.

## **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

# Environmental Science

Unit 3 or 4

## **Course Outline**

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

### **Unit 3 – How can biodiversity and development be sustained?**

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

**Outcome 1** - Why is maintaining biodiversity worth a sustained effort? Students will explain the importance of Earth's biodiversity and how it has changed over time, they will analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

**Outcome 2** – When is development sustainable? Students explore variations in definitions of sustainability and consider how these may be interpreted and applied in addressing a selected environmental science case study.

### **Unit 4 - How can climate change and the impacts of human energy use be managed?**

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

**Outcome 1** – How can we respond to climate change? Students analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.

**Outcome 2** – What might be a more sustainable mix of energy sources? Students will compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.

**Outcome 3** – How is scientific inquiry used to investigate contemporary environmental challenges? Students design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use and present it in a scientific poster.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### **Course Outline**

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments; physicists gain a better understanding of the underlying laws of nature.

## **Unit 1: How is energy useful to society?**

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

**Outcome 1** - Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

**Outcome 2** - Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.

**Outcome 3** - Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

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

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

**Outcome 1** - investigate, analyse, mathematically model and apply force, energy and motion.

**Outcome 2** - Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.

**Outcome 3** - draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

## **Assessment**

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

# Physics

## Unit 3 & 4

### **Course Outline**

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments; physicists gain a better understanding of the underlying laws of nature.

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

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields –

gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

**Outcome 1** – investigate motion and related energy transformations experimentally, and analyse motion using Newton’s laws of motion in one and two dimensions.

**Outcome 2** – analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

**Outcome 3** – analyse and evaluate an electricity generation and distribution system.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

**Outcome 1** – analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

**Outcome 2** – design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

#### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

#### **Examinations**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

Psychology  
Unit 1 & 2

#### **Course Outline**

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

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

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



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

**Outcome 1** – On completion of this unit the student should be able to discuss the complexity of psychological development over the lifespan, and evaluate ways of understanding and representing psychological development.

**Outcome 2** - On completion of this unit the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

**Outcome 3** - On completion of this unit the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

**Outcome 1** - On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

**Outcome 2** - On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

**Outcome 3** - On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

## **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

# Psychology

## Unit 3 & 4

### **Course Outline**

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

### **Unit 3 - How does the nervous system enable psychological functioning?**

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators

have on brain activity. The interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour is also explored. Students evaluate the ways in which stress can affect mental wellbeing, by considering stress as a psychobiological process. They compare the explanatory power of different models that explain stress as well as exploring strategies for coping with stress and improving mental wellbeing.

**Outcome 1** - Students explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning

**Outcome 2** - Students apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information

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

In this unit students study consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

**Outcome 1** - Students explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

**Outcome 2** - Students explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

**Outcome 3** - Students design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

#### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

#### **Examinations**

##### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Course Outline

In this unit, there is a focus on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop

an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

## Unit 1

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

**Outcome 1** – Students interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.

**Outcome 2** – Students interpret teacher-provided solution requirements to design, develop and evaluate a software solution using a programming language.

## Unit 2

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

**Outcome 1** – students analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system in collaboration with other students.

**Outcome 2** – students respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

# VCE Computing: Data Analytics

Unit 3 & 4

## Unit 3

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

**Outcome 1** – Students respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.

**Outcome 2** - Students propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations. The Outcome 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4.

## **Unit 4**

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

**Outcome 1** – Students develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress.

**Outcome 2** – Students respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

## **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examination will occur in accordance with the VCAA requirements.

# Food Studies

## Unit 1 & 2

## **Course Outline**

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

### **Please note:**

**Lara Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. As per the parent payment policy document, year 11 food studies is considered a high cost subject, the contribution helps provide but is not limited to various meat cuts, fruit & vegetables, packaging etc. Payment can be made through Compass or the main office, If this course does not proceed these funds can be allocated to other levies or refunded.**

## **Unit 1 – Food Origins**

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

**Outcome 1** - Students identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.

**Outcome 2** - Students describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

## **Unit 2 – Food Makers**

In this unit, students investigate food systems in contemporary Australia. The unit focuses on commercial food production industries, and 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.

**Outcome 1** - Students describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

**Outcome 2** - Students compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

## **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## **Examinations**

### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

### Course Outline

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

**Please note: Lara Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. As per the parent payment policy document, year 12 food studies is considered a high cost subject, the contribution helps provide but is not limited to various meat cuts, fruit & vegetables, packaging etc. Payment can be made through Compass or the main office, If this course does not proceed these funds can be allocated to other levies or refunded.**

### Unit 3 – Food in daily life

In this unit, students investigate the many roles and everyday influences of food. The unit explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. 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.

**Outcome 1** - Students explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.

**Outcome 2** - Students explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

### Unit 4 – Food issues, challenges and futures

In this unit, students examine debates about global and Australian food systems. There is a focus 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.

**Outcome 1** - Students explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.



**Outcome 2** - Students explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### **Course Outline**

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

#### **Please note:**

**Lara Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. As per the parent payment policy document, year 11 woodwork is considered a high cost subject, the contribution helps provide but is not limited to costs for construction of a student's individual choice of detailed project, wood, nails, glue, masking tape etc. Payment can be made through Compass or the main office, If this course does not proceed these funds can be allocated to other levies or refunded.**

### **Unit 1 – Sustainable product redevelopment**

In this unit, students focus on the analysis, modification and improvement of a product design with consideration of sustainability. They consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. Students consider how a redeveloped product should attempt to solve a problem related to the original product.

**Outcome 1** - Students design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.

**Outcome 2** - Students select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

### **Unit 2 – Collaborative design**

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

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

**Outcome 1** – Students design and plan a product or range of products collaboratively in response to a design brief.

**Outcome 2** - Students justify, manage and use appropriate production processes to make a product safely 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/s against the design brief.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

# Product Design & Technology: Wood

## Unit 3 & 4

### **Unit 3 – Applying the product design process**

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centered design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

**Please note: Lara Secondary College offers a range of items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides in order to deliver the Curriculum. These are provided on a user-pays basis. As per the parent payment policy document, year 12 woodwork is considered a high cost subject, the contribution helps provide but is not limited to costs for construction of a student's individual choice of detailed project, wood, nails, glue, masking tape etc. Payment can be made through Compass or the main office, If this course does not proceed these funds can be allocated to other levies or refunded.**

**Outcome 1** - Students investigate and define a design problem, and discuss how the design process leads to product design development.

**Outcome 2** - Students explain and analyse influences on the design, development and manufacture of products within industrial settings.

**Outcome 3** - Students document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

## Unit 4 - Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

**Outcome 1** - Students compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

**Outcome 2** - Students apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

**Outcome 3** - Students evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

VCE Software Development  
Unit 3 & 4

### Unit 3

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

**Outcome 1** – Students interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

**Outcome 2** - Students analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

### Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

**Outcome 1** – Students develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

**Outcome 2** – Students respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examination will occur in accordance with the VCAA requirements.

## **Glossary of Terms**

- **1 & 2 Units** – Units within a VCE study designed to cater for learning at the Year 11 level of competency.

- **3 & 4 Units** – Units within a VCE study designed to cater for learning at the Year 12 level of competency.
- **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)** The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Unlike the study score, the ATAR is a means of comparing students across studies, rather than within them.
- **AUTHENTICATION** – This is the procedure observed by both teachers and students in order to attest that work undertaken is genuinely that of the student. The Victorian Curriculum and Assessment Authority (VCAA) has produced detailed guidelines outlining how this is to be achieved and includes the teacher citing drafts of the students' work at various stages and students attending all classes.
- **CONSIDERATION OF DISADVANTAGE** – Where illness or other factors affect performance, students may seek special consideration. The Victorian Curriculum and Assessment Authority (VCAA) publishes guidelines in relation to Consideration of Disadvantage. Consult with the Senior Years Leader if you feel your situation warrants consideration of disadvantage.
- **GAT** – The General Achievement Test is a test undertaken by any student enrolled in a Unit 3 and 4 Study. The test, usually conducted in the June exam period, is made up of a writing task and a set of multiple choice questions on general knowledge. While the GAT doesn't form part of the graduation requirements of the VCE, it is a mechanism employed by the VCAA to ensure that schools are marking School Assessed Tasks to the same standard. If a student's GA/SAT results disagree with GAT results by a large margin, then the VCAA will review the school's assessment of tasks in that study and the student's grades may be altered.
- **GRADED ASSESSMENT (GA)** - All VCE studies have three Graded Assessments for each Units 3 and 4 sequences, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework (SAC), and some have School-assessed Tasks (SAT).
- **OUTCOMES** - Teachers will set tasks that will measure whether a student has satisfied a particular outcome in a subject. All students must meet each Outcome in every subject if they are to gain a pass in that study.
- **PATHWAYS** – Different vocational directions and options which VCE/VCE VM students may take as they move through the broad area of education and training.
- **PREREQUISITES** – Are Units that must be passed and included in a student's ATAR for entry into certain TAFE and Tertiary courses.

# Glossary of Terms

- **SbATs** – School Based Apprenticeship and Traineeship. The scheme allows students to undertake a secondary school certificate while being in paid part time employment and completing a nationally recognised Vocational Education and Training (VET) qualification.
- **SCHOOL ASSESSED COURSEWORK – (SACs)** - A set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
- **SCHOOL ASSESSED TASKS – (SATs)** – Assessment Tasks undertaken by students at school and which are set by VCAA and graded by teachers. The marks obtained count towards a student's overall Study Score.
- **SEQUENCE OF UNITS** – Most studies are designed as a sequence of four Units to be taken each Semester over the two years. Units 1 & 2 are normally attempted in Year 11 and can be undertaken as single Units. Units 3 & 4 of a particular study are normally attempted in year 12 and must be taken as a sequence.
- **STUDY** – A sequence of half year Units in a particular curriculum area, for example English, Mathematics, Economics.
- **STUDY DESIGN** – The Study Design describes the Units available within the study and prescribes the objectives, topics, work requirements and assessment tasks. Full description of study designs can be found on the VCAA website.
- **STUDY SCORE** – The Study Score is the numeric score out of 50 that a student receives for each of their Unit 3 & 4 studies (subjects) in the VCE. The GA/SAT grades received for each study as well as exam results determine the Study Score.
- **TAFE** – Technical and Further Education.
- **TERTIARY INSTITUTIONS** – Generally Universities.
- **UNIT** – A Semester length component of a study (subject) representing approximately 100 hours of work, of which about 50-60 hours is class time.
- **VCAA** – The Victorian Curriculum and Assessment Authority: responsible for curriculum, assessment certification and administration of the VCE and VCE VM at Years 11 and 12 in Victoria.
- **VCE** – Victorian Certificate of Education.
- **VCE VM** – Victorian Certificate of Applied Learning.
- **VELS** – Victorian Education Learning Standards
- **VTAC** – Victorian Tertiary Admissions Centre

## CAMPS & EXCURSIONS POLICY

**\*\* Addendum: Staff Information for organising camps and excursions**

### IMPLEMENTATION FOR EXCURSIONS

The Principal Team, who is ultimately responsible for the conduct of all excursions, is required to ensure that full records are maintained and that adequate pre-excursion preparation takes place and follow department guidelines.

For the conduct of excursions at Lara Secondary College a Principal Team member must be consulted at all stages of the planning for any excursion, camps and tours.

The Principal, teachers, school counselors and others involved in school excursions, campus and adventure activities must anticipate the possibility of litigation following an incident or injury. They must be prepared for a detailed examination of all their actions, their planning and the curriculum role of the particular activity.

**A risk assessment MUST be completed.**

The School Council requires notification of such excursions approximately **6 weeks in advance**. For practical purposes this means that a program of excursions should be presented at the start of each semester.

All excursions, camps and tours which require special precautions also require College Council approval and notification to the Department's Office of Emergency Management via the School Activity Locator (SAL). Sufficient time must be allowed for this process.

### PROCEDURES FOR EXCURSIONS

- a) Prior to proposed excursion the following must be assembled – projected time(s), itinerary, bus company or train quotes, purpose of excursion, students to be involved, information letters to parents, a cost breakdown for the event as well as the total cost of the excursion per student and the number of extras created. Complete the appropriate proforma on Compass.
- b) These details should then be submitted for approval to the College Advisory Team.
- c) The final allocation of teachers to conduct the excursion shall be made by the Daily Organisation Group (DOG) in consultation with the organiser.
- d) All excursions must be self-sufficient financially including allowance for a replacement teacher. Costings for excursions should be based on 80% participation to ensure there is no shortfall in expenses which may have implications on the relevant KLA budget. Any costs must be recouped prior to the commencement of the activity. If sufficient funds are not collected a determination about the continuation of the activity should be decided one week prior to the activity.
- e) Parents must receive notification in writing at least **THREE WEEKS** prior to the excursion to allow consent and payment to be completed by the deadline as stated on compass.



- f) All money must be paid directly via Compass or to the office at least one week in advance of the date for the excursion. Excursions with an associated cost must be paid in full a week prior to the excursion.
- g) Permission forms must be completed by parents and handed in to the Office or completed on compass at least one week prior to the excursion taking place to ensure student inclusion.
- h) Prior to the excursion the organiser must ensure Compass is updated with the list of students involved, departure and arrival details, all students have submitted consent forms and any relevant material has been forwarded to the Office. **A copy of the event handbook MUST be taken on the excursion. In the event of a camp, a copy of the event handbook must also be provided to a Principal class officer.**
- i) One week prior to the excursion, the teacher involved should distribute a list of names of the students and the staff via email.
- j) The organiser must also assume responsibility for any assemblies, boarding of buses, and allocation of staff to buses. The expectations of the college in respect to student behaviour on buses and at the destination should be emphasised.
- k) Should any emergency situation develop during the course of the excursion the Principal Team should be notified as soon as possible and kept fully informed during the emergency. Staff should be aware of extreme weather/total fire bans. (Refer to the relevant Safety Procedures document).
- l) The organising teacher, together with the Principal Team will determine whether school uniform is to be worn.
- m) On return to school during any session, students should be supervised by the teacher in charge until the end of that session, NOT dismissed or sent to class.
- n) For local excursions (within walking distance of the school) check with the office that all students have local excursion consent. DOG and families must be informed in writing TWO weeks prior to the event indicating where and when the event will take place.
- o) Planning for Connections excursions must be completed in preceding terms with appropriate communication with Principal class and Junior Sub School before dissemination to parents and students.

## IMPLEMENTATION FOR CAMPS

The Camps program will be developed sequentially throughout the school.

The School Council will ensure that all school camps are maintained at a reasonable and affordable cost, and comply with all DET requirements.

Lara Secondary College will continue to provide the opportunity for teaching staff to update their first aid skills and will provide a Level 2 First Aid teaching staff member on each camp.

Staffing for camps will be determined by the Organising teacher in consultation with the Daily Organisation Group (DOG).

## PROCEDURES FOR EXCURSIONS

- a) All camps will be budgeted for at the beginning of the year with detailed and accurate costing presented to a principal and business manager.
- b) The cost of replacing teaching staff (CRT) who are involved in camps should be incorporated into camp costs.
- c) The designated camp organiser of each camp will ensure that all camps, bus arrangements and camp activities comply with DET guidelines. The "Notification of School Activity" via SAL will be completed and forwarded to the DET weeks prior to the excursion/camp departure date. All students will be required to provide written permission of consent via Compass from their parents to attend the camp. All camps require School Council approval. This approval is sought at a scheduled meeting at least eight weeks prior to the departure date. Information presented to the School Council will include:
  1. The educational aims and objectives of the camp.
  2. The names of all adults attending and their expertise and experience.
  3. Travel arrangements and costs.
  4. Venue details and an itinerary of events.
  5. Procedures followed to ensure the safety of the children.
  6. Completed Risk Assessment

The above information will be provided to the Principal at least a week before the School Council meeting date.

- d) Parents will be notified of the exact costs and other relevant details of individual camps **at least six weeks** prior.
- e) Parents experiencing financial difficulty, who wish for their children to attend camp, will be required to discuss their individual situation with the Principal or Business Manager as early as possible before the commencement of the camp. Decisions relating to alternative payment arrangements will be made by the Principal or Business Manager on a case-by-case basis. A Principal class member or Business Manager will notify the Camp Organiser as they become aware of families experiencing financial difficulties.
- f) Financial information from the camp organiser should also be relayed to a Principal or Business Manager.
- g) All families will be given sufficient time to make payments for individual camps. Parents will be sent reminder notices four weeks before the camp departure date reminding them of the need to finalise payment. Students whose payments have not been finalised at least three weeks before the departure date will not be allowed to attend unless alternative payment arrangements have been organised with a Principal or Business Manager, other than in exceptional circumstances as determined by the Principal.
- h) Office staff will be responsible for managing and monitoring the payments made by parents and will provide camp organisers with detailed records at weeks four, three and one prior to the camp.
- i) Between the three week cut off date and a week prior to the camp the **camp organiser** will contact parents who have not arranged payment that have indicated their child's attendance on the camp. The camp organiser will give these parents the final opportunity to make payment with the cut off being a week prior to the camp.
- j) Any family who has not met the required payment for a previous camp will be unable to participate in the camping program until this payment is finalised.
- k) Only children who have displayed our college values at school will be invited to participate in the camping program. Parents will be notified if a child is in danger of losing their invitation to participate in a camping experience due to poor behaviour at school. The decision to exclude a student will be made by a principal, in consultation with the Year Level Coordinator/Head of Sub School.
- l) Parents will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable. The teacher in charge, in consultation with a Principal, will

make this decision. Costs incurred for example in relation to transportation will be the responsibility of the parent. No refunds will be provided.

- m) A senior staff member will be in attendance at school whilst the children are returning from camp. The camp organiser will communicate with this person in regards to the anticipated return time.

## CAMPS AND EXCURSIONS POLICY - Students

### PURPOSE

To explain to our school community the processes and procedures Lara Secondary College will use when planning and conducting camps, excursions and adventure activities for students.

### SCOPE

This policy applies to all camps and excursions organised by Lara Secondary College. This policy also applies to adventure activities organised by Lara Secondary College, regardless of whether or not they take place on or off school grounds, or as school sleep-overs.

This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Lara Secondary College will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

This policy does not apply to student workplace learning or intercampus travel.

### DEFINITIONS

#### **Excursions:**

For the purpose of this policy, excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;
- Attend school 'sleep-overs' on school grounds

**Camps** are excursions involving at least one night's accommodation (including school sleep-overs).

**Local excursions** are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

**Adventure activities** are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's Policy and Advisory Library, at the following link:

<https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

Note: workplace learning activities (such as work experience) and intercampus travel are not considered school excursions.

### POLICY

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom.

For all camps and excursions, including adventure activities, our school will follow the Department's Policy and Advisory Library: Excursions.

## **Planning process for camps and excursions**

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Lara Secondary College's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire activity in the excursion location. In the event of a Code Red Day being announced, excursions or camp activities in affected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Lara Secondary College is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

## **Supervision**

Lara Secondary College follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

## **Parent Volunteers**

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. Parent volunteers will not be expected to pay for accommodation or meals. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. When deciding which parents/carers will attend, the Organising Teacher will take into account; any valuable skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students. Parent volunteers must have a current Working with Children's Check.

## **External provider checks**

Lara Secondary College requires all external providers working directly with our students to have a current Working with Children Check card. [For more information about when a WWCC is required, see Volunteers page on the School Policy Templates Portal.]

### **Parent/carers consent**

For all camps and excursions, other than local excursions, Lara Secondary College will provide parents/carers with a specific consent form outlining the details of the proposed activity. Lara Secondary College uses Compass to inform parents about camps and excursions and to seek their consent. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Lara Secondary College will provide parents and carers with an annual Local Excursions consent form at the start of each school year as part of the enrolment/re-enrolment process or upon enrolment if students enrol during the school year. Lara Secondary College will also provide advance notice to parents/carers of an upcoming local excursion through email communication/Compass notification. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Lara Secondary College will notify parents once only prior to the commencement of the recurring event.

### **Cost of camps and excursions, refunds and support**

The cost of all camps and excursions are to be paid by parents/carers unless alternative arrangements have been agreed to by the Principal prior to the excursion. All families will be given sufficient time to make payments for all activities. Consent forms will have clearly stated payment amounts and payment finalisation dates.

Students who have not finalized payment or made appropriate payment plans by the required date will not be allowed to attend unless the Principal determines exceptional circumstances apply.

Lara Secondary College will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Business Manager or Bursar. The Business Manager/Bursar can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

### **Student health**

Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. To meet the

school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions.

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

## **Behaviour expectations**

Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.

Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Engagement Policy*. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.

If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Engagement Policy*.

## **Electronic Devices**

Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the Principal. The Principal will only approve students bringing electronic devices to a camp or excursion in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

## **Food**

Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the Organising Teacher, or included as an item on the clothing and equipment list for that camp or excursion to ensure the health and wellbeing of students with food allergies is prioritised.

## **Accident and Ambulance Cover**

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated, Lara Secondary College and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover



and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.

## FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following Department policies and guidelines:

- Excursions
- Camps, Sports and Excursions Fund

The following school policies are also relevant to this Camps and Excursions Policy:

- Student Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Parent Payment Policy
- Inclusion and Diversity Policy
- First Aid Policy

## REVIEW CYCLE

This policy was last updated on 20/07/2023 and is scheduled for review in 2024.

## COMMUNICATION POLICY

### PURPOSE

This policy explains how Lara Secondary College proposes to manage common enquiries from parents and carers.

### SCOPE

This policy applies to school staff, and all parents and carers in our community.

### POLICY

Lara Secondary College understands the importance of providing helpful and timely responses to common enquiries from parents and carers. To ensure that members of our school community are directed to the most appropriate person to assist them, the information below outlines key contacts for common queries:

- to contact the school phone 52828988
- to report a student absence, input the information on compass or ring and make the appropriate selection
- to discuss any issues relating to a student, ring the College administration and make the appropriate selection in order to contact a member of the Junior or Senior Sub Schools
- for enquiries regarding camps, excursions or any financial matters, contact the front office

If you have any ongoing concerns please contact;

Principal Luke Skewes, [luke.skewes@education.vic.gov.au](mailto:luke.skewes@education.vic.gov.au),

Assistant Principal Pierre Gryzbek, [Pierre.Gryzbek@education.vic.gov.au](mailto:Pierre.Gryzbek@education.vic.gov.au)

Please also refer to our Complaints policy, available:  
<https://www.larasc.vic.edu.au/>

Additional contact information:

- To report a potential hazard or incident on the school site, please contact one of the Principals or Business Manager on Ph. 5282 8988.
- For parent payments, please contact Neve O'Brien at [Neve.O'Brien@education.vic.gov.au](mailto:Neve.O'Brien@education.vic.gov.au) or on Ph. 5282 8988 or
- For all other enquiries, please contact our Office on Ph. 5282 8988 or [lara.sc@education.vic.gov.au](mailto:lara.sc@education.vic.gov.au)

School staff will do our best to respond to general queries as soon as possible and ask that you allow us [2 – 3 working days] to provide you with a detailed response. We will endeavour to respond to urgent matters within 24 hours where possible.

## SCHEDULED COMMUNICATIONS

Annual Report – Updated annually on website at commencement of term 2

Annual Implementation Plan - Updated annually on website at commencement of term 2

Student Achievement Reporting to Parents: Five weekly progress reports via Compass including the End of Semester report

College Times – Each term in Weeks 1, 5 & 9.

Student Engagement Policy – Updated annually on website at commencement of term 4.

## REVIEW CYCLE

This policy was last updated on 20/07/2023 and is scheduled for review in 2024.

## EXTERNAL PROVIDERS POLICY

## RATIONALE

Lara Secondary College offers programs to enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. All students have the right to feel and be safe in the framework of educational programs offered by external providers, whether on site at Lara Secondary College or off-site at the venue of the external provider.

## AIMS

- To provide breadth of curriculum and to meet the needs of students through the provision of additional programs by external providers to enhance learning and wellbeing
- To create and maintain a learning environment that facilitates development of the whole person and to promote a healthy, supportive and secure environment for all students
- To provide guidelines required for the engagement of external providers, to ensure that child safety regulations are adhered to for all externally sourced programs and related activities

## IMPLEMENTATION

The school may access outside services to provide for students and staff which may include;

- Psychologists



- Counsellors
- Teachers
- Mentors
- TAFE providers
- Private Registered Training Organisations (RTOs)
- Registered schools including both government and non-government, including RTOs

## GUIDELINES

- Targeted short-term providers must provide programs which complement and remain school and teacher driven within the context of the Victorian Curriculum Standards
- The selection of any external provider should include an examination of the providers' policy, ensuring it is aligned with government policy, school policy and the needs of the school
- Providers must meet all OHS standards and provide a Risk Register
- The school must have a contract or Memorandum of Understanding (MOU) with each organisation providing education and training services on its behalf. These contracts/MOU's will include reference to arrangements such as; refund, confidentiality and privacy, dispute resolution, termination, severability and costs and Working with Children Check requirements
- External partnerships must be developed in accordance with the Department of Education (DET) Partnership Policy

<https://www2.education.vic.gov.au/pal/partnerships/policy>

- Specific guidelines from DET must be followed for partnership arrangements with an external provider for the purpose of helping to deliver the Victorian Certification of Education (VCE), the Victorian Certificate of Applied Learning (VCE VM) and Vocational Education and Training (VET) in Schools programs

## RELATED LEGISLATION AND POLICIES

Ministerial Order No. 870

Child Safety Policy

School Purchasing Goods or Services

## REVIEW CYCLE

This policy was last updated on 20/07/2023 and is scheduled for review in 2024, or if there are any changes to regulations or circumstances.

## PLAGIARISM POLICY

## RATIONALE

Lara Secondary College is committed to creating and sustaining a learning community where personal growth and learning opportunities are maximised. To support this, we expect our students

to take responsibility for their learning growth and, to sustain this, it is important to develop honest and ethical lifelong learning practices.

## **PLAGIARISM**

Plagiarism, according to the Oxford Dictionary, is defined as “presenting someone else’s work or ideas as your own without their consent, by incorporating it into your work without full acknowledgement.” As such, Lara Secondary College considers plagiarism to be a form of intellectual theft, for which there are serious consequences both at school and within the community. Ensuring the work submitted is the students own is a crucial requirement and as such Lara Secondary College works to ensure all students from Yr 7 – 12 understand their responsibility as learners in ensuring their work is genuinely their own.

*“Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.” VCAA Handbook 2019*

<b>The following are considered to be plagiarism;</b>	<b>Strategies to avoid plagiarism:</b>
<ul style="list-style-type: none"><li>• Copying out part/s of a document or image and presenting it as your own</li><li>• Copying text or images straight from the internet or another source</li><li>• Summarising somebody else’s work without acknowledgement of the source</li><li>• Submitting a group assignment or another students’ work as your own</li><li>• Sharing information on a test, homework, project or other assessment pieces</li><li>• Passing or receiving answers in assessment tasks</li><li>• Letting someone else complete the work for you</li><li>• Knowingly allowing others to copy your work</li><li>• Submitting the same piece of work for assessment in more than one study, or more than once within a study</li><li>• Receiving undue assistance from another person in the preparation and submission of work</li></ul>	<ul style="list-style-type: none"><li>• Acknowledging your sources: statistics, facts &amp; expert opinions strengthen your research but they must be referenced</li><li>• Having a clear understanding of referencing conventions</li><li>• Developing efficient and effective note taking strategies and practicing this technique in your interactive notebook in all classes</li><li>• Making sure you are organised with good time management skills in order to have enough time for referencing and proofreading</li><li>• Ensure you understand the task, by clarifying exactly what is required with your teacher and how to appropriately research your response</li></ul>

In considering if a student’s work is their own, teachers should consider if the work:

- Is atypical of other work produced by the student
- Is inconsistent with the teacher's knowledge of the students' ability
- Contains unacknowledged material
- Has not been sighted and monitored by the teacher during its development.

## **REPORTING ALLEGED BREACHES OF RULES**

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.

Allegations will be handled sensitively and may need to be kept confidential.

Reported allegations should be directed to the Head of Sub School or Principal Class Officer. On receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

## **INVESTIGATION**

On receipt of an allegation, the person responsible for investigating alleged breaches of rules should assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation which may require further, more rigorous investigation. Detailed records would be kept and may be used in any later decision-making. Where the alleged breach occurs in either VCE or VCE VM, the school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the decision-maker.

The investigator will consider any allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some of all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded; this evidence should not be discounted.

Relevant evidence includes;

- any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- if an allegation relates to the use of unauthorised notes or cheating or copying from other student, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- samples of other work by the student for comparison
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

If the investigation suggests there is any substance to any allegation, the student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the

allegation. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf. If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parents or guardians will be advised of the nature of the allegations.

If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements, particularly when related to VCE and VCE VM assessment tasks.

The decision maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed and, if so, what penalty is appropriate. Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule (VCE and VCE VM)
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the unit of work
- refusal to accept any part of the work, awarding an N for the outcome

After a decision has been made, the student will be informed in writing of the findings in relation to the allegation against the student, the reasons for the decision on each allegation and the supporting evidence, any penalty that will be imposed and of the student's right to appeal to the VCAA including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school. If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted.

## **PARENTS AND GUARDIANS**

As parents and guardians, you can help by;

- Reinforcing the policy and ensuring your child understands its importance and the potential consequences of plagiarism
- Support your child with their work without completing the work for them

## **REVIEW CYCLE**

This policy was approved by the school council on 20/07/2023 will be reviewed every three years and is due for review in 2024.

# Lara Secondary College

Specialist classrooms: Foods,

300

Science

Art

Wood

Assembly Point 2  
Soccer Oval

Assembly Point 1  
External Oval