



Craigieburn Secondary College

SENIOR SCHOOL — Years 11 and 12 College Handbook 2022 VCE/VCAL Course Outlines

Principal
Ms K Morphy

Assistant Principals
Mr J Connors
Mr M Fowles
Mr J McGavisk
Ms C Mountney



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Principal's Message

Your education makes a difference to your life — both now and in the future. The information provided in this handbook will help you as you make important choices about your final years of schooling, whether you choose to pursue your VCE or VCAL. Making informed choices is an important part of being an adult, and this handbook can give you some of the information you need to make the best choices for your future.

In Years 9 and 10 you will have worked on setting goals for your future. Education is an important part of achieving those goals. As you work towards your goals, remember that you can broaden your choices by taking advantage of all the opportunities on offer to you. Whether your goal is to achieve your VCE and move on to tertiary education, or perhaps complete VCAL and find a job, this College believes that education is vital. Good results, and an assessment that shows you did your best with the skills and knowledge you have, and made the most of the expertise of your teachers, will assist you in pursuing tertiary education, obtaining employment and beginning your life after schooling.

I encourage you to maintain a balance between school and other activities. You are now young adults and, as such, need to make decisions about how you spend your time. Managing time, maintaining positive relationships with your family and friends and keeping academic, sport and other commitments is a learning experience in itself. The College can support you in these endeavours.

Remember that there is more to school than just what happens inside the classroom. By being involved in activities such as the SRC, College sporting teams or musical productions, you will be developing skills in problem solving, co-operation, decision making and flexibility — skills that are highly valued in our society.

The School Council and staff of the College take pride in the achievements of our students. I hope that you also take pride in your own achievements in 2022 and appreciate the achievements of your fellow students.

Kate Morphy

Kate Morphy
Principal

OUR VISION

Craigieburn Secondary College believes that education makes a difference to the life opportunities of its students.

The College vision is to be an environment in which every student achieves his or her highest potential.

OUR VALUES

Craigieburn Secondary College RESPECTS RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY.

General Information

<i>School Address</i>	102 Hothlyn Drive Craigieburn Victoria 3064
<i>Phone</i>	+ 613 9308 1144
<i>Fax</i>	+ 613 9308 1279
<i>Email</i>	craigieburn.sc@education.vic.gov.au
<i>LMS</i>	lms.craigieburnsc.vic.edu.au/
<i>College Website</i>	www.craigieburnsc.vic.edu.au
<i>Office Hours</i>	8:00am–5:00pm

Transport

The College is close to public transport with a bus stop at the front gate, and is only a short walk from the Craigieburn railway station.

Enrolments

Students who wish to enrol are interviewed with their parents/guardians in order to establish eligibility and to assist with course selection. To enrol, phone the College on 9308 1144 and request an interview with the relevant Assistant Principal.

People You Might Need to contact

<i>Principal</i>	Ms Kate Morphy
<i>Assistant Principals</i>	Mr Julian Connors Mr Michael Fowles Mr James McGavisk Ms Carla Mountney
<i>Junior Years Leader</i>	Ms Haley Kerr
<i>Senior Years Leader</i>	Ms Keri Brown
<i>Pathways Leader</i>	Ms Genevieve Bongrain
<i>Sub School Manager</i>	Mr Matthew Milburn
<i>Learning Partner</i>	Mr Ben Weissenfeld (Senior School)

Guiding Principles of the College

The College adopts an informed and evidence based approach to teaching and learning. This approach is supported by a restorative and tiered approach as outlined by the School Wide Positive Behaviour Support Framework (SWPBS).

To achieve its primary purpose of providing young people with an excellent and balanced education, which develops their talents and capabilities, the College provides:

- a learning environment that is safe, supportive and encourages purposeful work;
- equal access to, and the opportunity to achieve success in, a challenging and comprehensive curriculum at Years 7 to 10 in each of the Learning Areas as specified in the Victorian Curriculum Foundation-10;
- a timetable of comprehensive VCE studies and courses in an environment that will maximise access to further education and career pathways;
- opportunities for developing leadership and citizenship skills, self-esteem and confidence.

Craigieburn Secondary College expects its students to:

- work to the best of their ability;
- respect the rights of all others, including their person, space and property through self-discipline;
- strive for excellence and take pride in their work and their school.

Staged Response to Student Behaviour

The College outlines and promotes the community’s expected behaviours through the Student Behaviour Matrix. In line with SWPBS, the College’s Staged Response to Student Behaviour adopts a restorative and corrective approach to addressing student behaviours that are not consistent with the Student Behaviour Matrix (a snapshot can be viewed below).



Craigieburn Secondary College School Values

Student Behaviour Matrix

At Craigieburn Secondary College we model our school values by...

Area	Respect	Responsibility	Achievement	Community
IN THE PHYSICAL SPACE <i>At school, in the classroom, in the yard, on excursions, travelling to and from school, when you represent the College.</i>	<ul style="list-style-type: none"> - Listening and speaking politely to all. - Following staff instructions. - Considering and accepting the contributions, values and ideas from others. - Being considerate of others’ feelings and their personal space. - Looking after the environment around me and using it appropriately. - Minimising waste and eliminating litter and pollution. 	<ul style="list-style-type: none"> - Arriving on time and being organised. - Bringing all required equipment. - Using class time effectively. - Allowing everyone the right to learn - Behaving in a way that allows others to feel safe. - Seeking support from staff before and when issues occur. - Wearing the correct uniform at all times. - Attending all classes. - Actively seeking out and catching up on missed work in a timely manner. - Being honest. - Acting safely in the appropriate areas. 	<ul style="list-style-type: none"> - Accepting challenges by having a growth mindset. - Making every day count. - Participating and completing all set work to the best of our ability. - Seeking assistance and feedback. - Giving and responding to feedback. - Setting goals and planning for success. - Revising the work completed in class. - Sharing strengths and skills with others. 	<ul style="list-style-type: none"> - Being an active bystander by taking steps to make a difference. - Encouraging others to do their best. - Participating in extra-curricular activities. - Acknowledging and celebrating talent and success. - Allowing opportunities for everyone to participate. - Being active in improving the College. - Involving our families and carers in our learning.
As well as the above, the College values are modelled in Digital Spaces by...				
IN THE DIGITAL SPACE <i>(Includes: Social media, email, LMS, Compass, Websites)</i>	<ul style="list-style-type: none"> - Using technology appropriately. - Acknowledging others’ contributions and other sources by referencing appropriately. - Maintaining confidentiality and reporting misuse, abuse and inappropriate material. 	<ul style="list-style-type: none"> - Only using your own account. - Protecting your password at all times. - Accessing sites that are related to your work. - Ensuring all devices are ready for use. - Saving and backing up drafts of your digital work regularly. - Using your College email to communicate with teachers. - Keeping your phone in your lockers. 	<ul style="list-style-type: none"> - Using a range of appropriate resources and sites for research. - Using technology to extend your skills and knowledge. - Using technology to support creativity. 	<ul style="list-style-type: none"> - Adhering to all relevant policies and legislation for ICT use. - Reporting unacceptable behaviour to relevant digital platforms.

The Staged Response comprehensively outlines the measures and responses taken to correct behaviour; usually this is conducted by a member a Year Level Coordinator or a member of the Sub School Team. Generally these actions are restorative and supportive to help students make more positive and conscious decisions reflective of the College's values of respect, responsibility, achievement and community. In addition to the Staged Response, the College also has a Bullying and Harassment Policy to address more serious and ongoing behaviours.

We have documented the Staged Response to Student Behaviour and the Student Behaviour Matrix for both staff, families and students, and this information is available on the College website.

The College Annual Implementation Plan outlines in detail the school's educational priorities and goals in relation to curriculum, facilities and management for the next three years.

21st Century Skills in Our Learning Community

Our students are preparing for a future in a world where the goalposts continually shift. To realise their aspirations, our CSC learners need to be given opportunities to develop the skills and attributes to successfully navigate challenges presented in their lives as 21st century citizens and the future world of work. Research indicates that in an increasingly globalised and interconnected world, Generation Y and Z workers will have between 10 to 15 different jobs in their lifetimes, placing increased emphasis on skills which will position our learners to be able to adapt and be flexible in the workplaces of the future.

In our curriculum as CSC, we have approached the 21st skills as two layers of skills, with the overarching skills of critical thinking, creative thinking and self-awareness underpinned by a focus on language and literacy, technology and numeracy. This hierarchy has been mapped to the Victorian Curriculum F-10.

Due to the additional impact of the COVID-19 pandemic on economies and industries, we will be reviewing our approach to 21st century skills in our learning community through consultation with our students, families and teachers and in consideration of the latest research and recommendations.

College Administration

The Craigieburn Education Complex, Craigieburn Secondary College and Craigieburn South Primary School, has one School Council which has responsibility for the policies and overall development of the College. The fundamental focus of decisions made by Council is the learning needs of the students. The Council oversees development of policy in the following areas: Curriculum, Welfare and Discipline, Professional Development, Assessment and Reporting, School Camps and Excursions, Computers and Technology, Homework, Uniform, Equal Opportunity, Integration, Work Education, Vocational Education and Training, Canteen and Health and Human Relations.

Parents/Guardians and students are represented on School Council as elected members and by co-option. Nominations are called for in March of each year via the College newsletter.

Facilities

The College has excellent facilities that are shared with a variety of local community groups. In the surrounds of landscaped native flora, the College's facilities include a weight training centre in the gymnasium, a specialised science building, a textiles room, a home economics rooms, and engineering and woodwork rooms. Our campus also features a new Science building, with engaging learning spaces and a new Performing Arts Centre.

The College has a two storey middle years building, comprising of a modern library, science room and state of the art classrooms. This building is shared with Craigieburn South Primary School. It also has a new science building.

A twenty-two passenger mini-bus owned by the College enhances the excursions and camp program.

A three-room sickbay, which is run by a qualified nurse, is located in the College. Students who become ill at school are able to rest here until a parent/guardian can arrange for them to be taken home.

College Organisation

At Craigieburn Secondary College we have arranged the teaching program in three sections.

Junior School — Years 7 and 8

Courses of study and a number of special programs for these year levels are outlined in the Junior School Handbook.

Middle School — Years 9 and 10

Courses of study including a wide range of electives are outlined in the Middle School Handbook.

Senior School — Years 11 and 12

Students in Years 11 and 12 who are undertaking post compulsory education. Courses of study for the VCE and VCAL are outlined in this Handbook.

These handbooks are available from the school, on the LMS, or on the College website.

Student Representative Council

The Student Representative Council (SRC) is a student run body that focuses upon student and community issues within Craigieburn Secondary College. The SRC consists of elected representatives from each year level who work in cooperation with the College leaders to ensure that the school is a vibrant and harmonious place.

During formal SRC meetings, student issues and concerns are discussed and action is taken to address them. The primary purpose of our SRC is to voice the view of our student body in order to improve the school environment for all members. This is done through leading a range of forums on issues concerning students or the College as a whole.

Term Dates for 2022

	Commences	Finishes
Term 1	Tuesday 1st February (Years 7, 11 and 12) Wednesday 2nd February (Years 8, 9 and 10)	Friday 8th April
Term 2	Monday 26th April	Friday 24th June
Term 3	Monday 11th July	Friday 16th September
Term 4	Monday 3rd October	Tuesday 20th December

Session Times

Period	Times
Staff Briefing	8.50am – 8.55am
Warning Bell	8.55am
Form Assembly	9.00am – 9.09am
Period 1	9.10am – 10.22am
Change Over	Two minute change over
Period 2	10.24am – 11.36am
Recess (45 minutes)	11.36am – 12.21pm
Period 3	12.21pm – 1.33pm
Lunch (25 minutes)	1.33pm – 1.58pm
Period 4	1.58pm – 3.10pm

Student Organisation

Absence Notes

Parents/guardians are advised that a note is required explaining all absences from school. This is a legal requirement and we seek your assistance in this matter. If a student is to be absent from school for a prolonged period (three or more days), parents/guardians are requested to contact the College. The school can provide work if this is appropriate.

Attendance

It is a legal requirement that all students attend school until 17 years of age. College policy is that students attend all classes. Each morning, rolls are marked by the Form Teacher during Form Assembly. In all classes teachers mark an attendance roll. Notification of student absence is sent daily via Compass. Contact is made with the family of any student who does not attend school or misses classes without approval. It is College policy to involve the family in maintaining consistent effort and attendance and therefore it is very important that family contact details are updated regularly via the General Office.

VCE and VCAL students must have a minimum attendance rate of 90% in order for their work to be authenticated. Students who attend class at a rate below 90% may not be awarded credit towards their VCE/VCAL certificate.

Awards

At the end of each year the College holds awards ceremonies for all Year 7 to 11 students. Year 12 students receive awards at their end of year graduation.

The following awards are given:

- Effort in each form group for each subject.
- Achievement in each form group for each subject.
- An overall excellence award for each subject at each year level.

There are also many special awards for sport, community service, and participation in various competitions and programs taking place during the school year. An invitation is extended to all members of the school community to attend on this day to celebrate the achievements and efforts of our students throughout the year.

Bike Compound

Students who ride bicycles or scooters to school are to park them in the secondary bike compound near Langdon Crescent. Bike helmets must be worn. Bikes and scooters are to be walked on school grounds and are to be taken into and out of the compound via the gates. Loitering in the bike compound is unacceptable. Students must have a strong lock to lock their bike or scooter in the compound.

Canteen

The school Canteen for the P–12 Complex is managed by Bocca Foods. It is open five days a week and provides a comprehensive service to students, including breakfast. At the Canteen, students are to stand in line in designated areas to be served and are to put all rubbish in bins.

Contacting Students

During the school day, students are in the care of the school. Parents/guardians who need to contact their child should phone the College or come to the General Office. People who are not the child’s parent/guardian are not permitted access to students unless authorized. The office staff will not take telephone messages from friends of students.

Excursions

At various times during the year educational excursions are arranged for students to visit places of interest and may be of half day or full day duration. Parents/guardians will be advised of full details as the occasions arise. Students not in full uniform or not giving full co-operation to all teachers at all times will forfeit privileges.

Home Studies

All students will have homework, which must be completed by the set date. Details of the homework are to be entered by students into their school diary. Parents/guardians are asked to check the diary, make comments where necessary, and sign. Students are also expected to complete set assignment/project work as part of their homework routine. Students, especially those in the more senior years, will also need to revise and study any schoolwork as part of a regular home study program. Parents/guardians wishing to know their child’s home study responsibilities are encouraged to contact their child’s Year Level Coordinator for details. The suggested number of hours to be dedicated to homework each week are listed in the table below.

Year Level	No. Hours per Week	Year Level	No. Hours per Week
Year 7	5–7 hours	Year 10	10–12 hours
Year 8	5–7 hours	Year 11	12–15 hours
Year 9	7–10 hours	Year 12	15–18 hours

Sport

In addition to regular Physical Education classes, involvement by students in inter-house competitions as either participants or supporters is expected. There are four sports Houses — Aitken (Red), Ridley (Green), Bridgewater (Blue) and Hume (Gold). Each student belongs to a House and during the year students compete in the inter-house competitions, swimming, athletics, and cross country.

Regular interschool sport is also planned for all year levels. A range of interschool sports are offered throughout each term. This includes weekly training and a competitive tournament against other schools in the same division.

Students with medical difficulties may be exempt from participating in sporting activities. In such circumstances, parents/guardians are requested to provide a note explaining why the student is unable to participate.

Lateness

Lateness, like any absence, should be explained by either Compass, SMS, phone contact via the College's Absence Line on 8339 4224, or a note in the Student Diary. Students arriving late should go to the Sub School Office to enter details in the 'Sign in Book'. It is important that students take this step, otherwise a demerit may be issued and parents/guardians will be contacted.

Leaving Early

If parents/guardians need their child to leave school early, the student is required to take a note to the Sub School Office on the day so that an 'Early Leave Pass' will be issued.

Lockers and Valuables

Lockers are provided for students to store their bags and belongings. Lockers are rented from the College by paying a fee upon enrolment. Students must obtain a combination lock, as lockers must be locked at all time. The College is not responsible for the care and safekeeping of the personal possessions of students. Students are not to bring valuable items to school. Sports equipment not used in PE classes (such as skateboards) must not be brought to school.

Medical Certificate

At Craigieburn Secondary College we acknowledge that students get the best out of their educational opportunities by being at school. Students that are in the classroom, receiving face-to-face tuition are able to gain a better understanding of the curriculum.

Every Day Counts at Craigieburn Secondary, therefore students must attend each day or have a valid reason for non-attendance (such as illness, with a medical certificate, dentist, bereavement, religious/cultural observations, approved extended absence plan for a family holiday, welfare matters, certificate or Principal Approval).

If the student's overall school attendance rate falls below 90%, without a valid medical certificate/certification/Principal Approval, they are considered to be at risk and require attendance intervention and support. Students may not be promoted to the next year level as per the College Promotions Policy.

Other reasons for absences such as participation in sports, camps, or other school based activities will not be counted as part of the five days. Extenuating circumstances, such as prolonged illness or family issues will be dealt with on an individual basis in conjunction with the relevant coordinator.

Mobile Phones

Mobile phones/electronic devices are brought to the College at the owner's risk. The College does not take responsibility for any loss or damage to such devices. Mobile phones/electronic devices should be switched off and not visible in class. Inappropriate use of these devices will not be tolerated.

School Camping Program

All students will have the opportunity of attending camps, at selected venues, during their time at the College. Attendance at a camp is viewed as a privilege, not a right, and will only be granted to students who have been fully co-operative at school.

School Injuries and Insurance

Parents and guardians are generally responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or health insurance fund, you may also be able to claim transport or other expenses from the fund.

The Department of Education and Training does not hold accident insurance for school students. Other insurance is available for parents/guardians to take out individually.

The Department is aware of two insurers, JUA Underwriting Agency Pty Ltd and Willis Australia Ltd, that provide accident insurance policies for students. These policies provide specific benefits for students who are injured in accidents for a reasonably low cost. Other insurers may also do so.

Special Clothing

Special protective clothing, such as an apron, is essential for practical subjects including Art, Food Studies and Technology. Hair must be tied back whenever a student is working with, or near, machinery. Students wearing runners, T-bar school shoes or jewellery will not be admitted into a technology workshop, as these items are safety hazards. It is stressed that the technology workshops must satisfy strict industrial requirements in matters concerning occupational health and safety. Students are required to bring safety glasses and ear muffs to technology classes, and they may also need their safety glasses in practical science classes.

Student Extended Absence Plan

Students and parents/guardians need to apply to the College for approval for an extended absence from the school. The application form is available by contacting the Sub School Office. Parents/guardians will need to explain the reason for the extended absence and the relevant Sub School Manager needs to give approval. Students are then required to complete a work plan for the absence. Applications need to be made well in advance of the planned extended absence.

Student Reports

Year 11 students receive full subject reports at the end of Terms 2 and 4. Year 12 students receive a full subject report at the end of Term 2.

Grade Point Average (GPA)

GPA provides parents/guardians and students with regular feedback on how students are progressing in every subject in the following areas;

- Standard of work
- Organisational skills
- Completions of work
- Behaviour/Cooperation
- Effort

Parents/guardians are able to login to Compass via the 'Community Portal' button located on the school website using their existing login details used for Parent Teacher interviews. When a new cycle of GPA has been completed, parents/guardians will receive an email alert encouraging them to log on to Compass to review their child's most recent progress data.

Study Hall

The College offers students the opportunity to attend Study Hall during the school year. It is a chance to catch up on work in a relaxed and friendly atmosphere. These sessions are held on Mondays in the Library, where students are able to access resources that can help them with their studies.

Uniform

All students enrolled at this College are required to wear school uniform. This includes school sports uniform during Physical Education and Sport.

If a student is unable to wear their uniform on a particular day, the student must bring a note which provides a reason and is signed by their parent/guardian. In circumstances where parents/guardians find it difficult to meet the expense of any items of school uniform, they should contact the Learning Partner or Assistant Principal.

Please read the following information carefully.

<i>Logo</i>	A school logo is required on all upper garments.
<i>Jewellery</i>	The only items of jewellery permitted are wristwatches and sleepers or studs in the ears. Jewellery is not permitted during Physical Education.
<i>Hair</i>	Shoulder length hair is to be tied back during practical subjects. Extreme hair colours or hairstyles are not permitted.
<i>Bag</i>	To be kept in locker and not to be carried during school day.
<i>Hats, Caps</i>	Only navy blue hats or caps with the school logo are to be worn at school. Hats are not to be worn during class time, unless for safety reasons in practical classes.
<i>Scarves</i>	Optional. Only short, navy scarves are to be worn.

Uniform — Boys

Summer and Winter Uniform

<i>Shorts</i>	CSC navy blue.
<i>Windcheater</i>	CSC navy blue - with logo.
<i>Jumper</i>	CSC navy blue - woolen with logo. Optional item.
<i>Shirts</i>	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. Shirt to be worn with the CSC tie.
<i>Trousers</i>	CSC tailored - navy blue.
<i>Tie</i>	CSC tie to be worn with the white unisex cotton shirt. Optional item.
<i>Socks</i>	Plain white when wearing shorts. Plain white with one or two navy stripes (no logos) when wearing shorts. Plain black or grey when wearing trousers.
<i>Shoes</i>	Black leather lace up school shoes. Black leather runners are permitted but they must be completely black. Shoes must not have any decoration or logo visible on them.
<i>Jacket (winter)</i>	CSC navy blue College jacket with logo.

Uniform — Girls

Summer Uniform

<i>Summer Dress</i>	CSC school dress - no higher than 5cm above the knee. To be worn in Terms 1 and 4 – wear with turned down anklet or knee high white socks.
<i>Shorts</i>	CSC navy blue (no higher than 5cm above the knee).
<i>Windcheater</i>	CSC navy blue, with logo.
<i>Jumper</i>	CSC navy blue - woolen with logo. Optional item.
<i>Shirts</i>	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. Shirt to be worn with CSC tie. CSC white tailored cotton shirt – shirt not to be worn with the CSC tie.
<i>Tie</i>	CSC tie to be worn with the white unisex cotton shirt. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year). Optional item.
<i>Trousers</i>	CSC tailored - navy blue.
<i>Socks</i>	Plain white - turned down anklet or knee high when worn with summer dress. Plain white, grey, or black when worn with trousers.
<i>Shoes</i>	Black leather lace up school shoes or black leather T-bar school shoes. Black leather runners are permitted but they must be completely black. Shoes must not have any decoration or logo visible on them.

Winter Uniform

<i>Winter Skirt</i>	CSC school skirt - no higher than 5cm above the knee. To be worn in Terms 2 and 3, with navy tights.
<i>Tie</i>	College tie to be worn with white unisex cotton shirt. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year). Optional item.
<i>Navy Tights</i>	To be worn with the winter skirt.
<i>Windcheater</i>	CSC navy blue - with logo.
<i>Jumper</i>	CSC navy blue - woolen with logo. Optional item.
<i>Shirts</i>	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. To be worn with the CSC tie. CSC white girls tailored cotton shirt. Not to be worn with the CSC tie.
<i>Trousers</i>	CSC tailored - navy blue.
<i>Socks</i>	Plain white, grey or black to be worn with trousers.
<i>Shoes</i>	Black leather lace up school shoes or black leather T-bar school shoes. Black leather runners are permitted but must be completely black. Shoes must not have any decoration or logo visible on them.
<i>Jacket</i>	CSC navy blue College jacket - with logo.

Uniform Details — Sports

To be worn for Physical Education and Sports classes and for Inter-school sport.

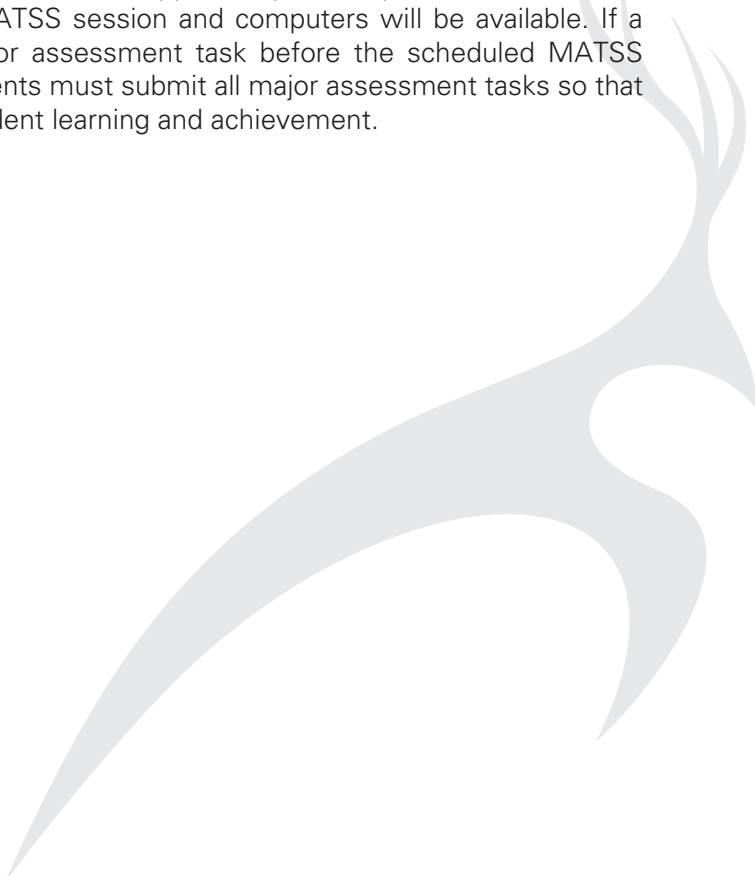
<i>Track pants</i>	CSC navy blue track pants.
<i>Shorts</i>	CSC school sports shorts.
<i>Skirt</i>	Navy blue netball skirt and navy blue sports briefs.
<i>Windcheater</i>	Navy blue windcheater - with logo.
<i>Shirt</i>	Navy blue polo - with striped collar and logo.
<i>Socks</i>	White socks — plain or with one or two navy stripes.
<i>Shoes</i>	Sports shoes - white sole recommended.

Major Assessment Task Submittal Support (MATSS)

MATSS sessions take place on a Monday or Thursday afternoon from 3:15pm. MATSS sessions are given when a student has not completed a major assessment task by the due date.

These sessions are valuable opportunities in the Senior School to demonstrate key knowledge and skills and achieve an S for an Outcome.

Teachers will set due dates for major assessment tasks and inform students of these due dates. Teachers will monitor the progress of the work and inform parents/guardians when students are behind. If a student does not submit their major assessment task by the due date they will be given a MATSS session to give them an opportunity to complete and submit the work. Teachers will be present at the MATSS session and computers will be available. If a student completes and submits the major assessment task before the scheduled MATSS session, they do not need to attend. Students must submit all major assessment tasks so that teachers can make judgements about student learning and achievement.



Student Services

Library and Information Services

Craigieburn Education Complex Library is the information and resource centre of the school. It provides learning resources to all students and teachers in the form of books, magazines, and Internet access. A wide range of fiction ensures that every student has the chance to find a book they will enjoy reading. All students learn how to locate information in the library, and are expected to develop their information skills until they become independent and efficient researchers. Members of the library staff are always available to help.

The library is open to students at lunchtime. During class time students may use the library to study, research, and use the computers. At lunchtime students enjoy reading, playing board games, using computers, and relaxing.

Students may borrow books for two weeks. It is important that all books are returned on time so that our resources are shared fairly. Items borrowed from the library are able to be returned at any time by using the returns chute.

Textbooks and Second Hand Texts

Towards the end of the year, a booklist is sent home with students. This provides parents/guardians with a list of texts, stationery and subject requirements for each year level. The date when the booklist needs to be returned to the school, and when items can be collected, is included.

Second hand books and uniforms can be bought and sold through the Sustainable School Shop website. The text and uniform items students need are already uploaded to the site. The College provides this service, so there is no cost to families. Each family that registers on the Sustainable School Shop will be given an annual subscription.

Pathways

Craigieburn Secondary College offers comprehensive and individualised career pathways programs for students in Years 11 and 12.

All students in Years 11 and 12 have individual counselling sessions with a pathways or careers adviser before selecting their subjects or tertiary courses.

All Year 12 students have individual meetings with the Pathways Co-ordinator during Term 1 in which they explore career options and courses based on their individual subjects and interests. In Term 3 they have a follow up individual interview in order to finalise their tertiary applications or future options.

Year 11 students have individual meetings in Term 2 and throughout the year they have many opportunities to engage in tertiary workshops and visits.

Special Programs

Mediation

The school encourages the use of mediation in disputes between students. Sub schools run mediation sessions. Learning Partners in each sub school are able to be involved (as the student advocate) if requested by either the student or the sub school team member.

Student Support Services

Referrals to Student Support Services can be made by the Allied Health Team for any student requiring professional counselling or other support services. The College also has a Chaplain available to support all students and families in the school community in times of need.

Allied Health Program

The College provides an Allied Health team that includes a Mental Health Practitioner, School Counsellors, School Nurse, EAL Community Engagement Leader, Speech Pathologist, School Chaplain and DET Adolescent Health Nurse. The Allied Health team provides a proactive approach to wellbeing that promotes pro-social behaviours across the College community.

Throughout the year, programs are implemented across all year levels to promote student wellbeing, inclusiveness and accessibility to all areas of the school curriculum. The programs support social connectedness and engagement to create a safe, inclusive, and happy environment in which to learn. Many of the programs offered are run collaboratively by the Allied Health Team and sub schools, or with the support of outside agencies and support staff. The College also engages the services of an Educational Psychologist.

Outside agencies that support the Allied Health Team at the College include:

- Youth Projects
- Breakthru
- Child First
- Foundation House
- Salvation Army Re-connect Program
- Orygen Youth Health
- Headspace
- Royal Children's Hospital CAMHS
- Department of Health & Human Services
- Craigieburn Youth Centre
- Anglicare
- Uniting ReGen
- Connections Craigieburn
- Shine Bright Psychology
- ACT for kids
- CASA House
- Arabic Welfare Inc.
- Centre for Multicultural Youth (CMY)

If there are any wellbeing concerns, relating to a student and/or family at the College, please contact the Allied Health Team Leaders on 9308 1144 or please contact your relevant Sub School Manager.

Other helpful contact numbers include:

- Kids Helpline 1800 55 1800
- Parentline 13 22 89
- Department of Human Services 1300 369 536
- Dianella Community Health 9308 1222
- Anglicare Craigieburn 9301 5200
- Craigieburn Health Service 8338 3001
- Connections @ Craigieburn 9483 2401
- Craigieburn Headspace 8338 0919
- CAMHS Royal Children's Hospital 1300 721 927
- Youth Law 9611 2412

Policies

Bullying/Harassment

All students have the right to respect and safety, and we are all responsible for making it happen. If bullying occurs in the school, a teacher, the Year Level Coordinator, or the Student Wellbeing Coordinator will speak to all parties. After all students involved in the incident understand why it was considered bullying, and why it was unacceptable, the sub school will determine if consequences are to be issued, in line with College processes and Department guidelines. A letter will be sent home explaining the event and the school rules about bullying.

Curriculum

The College places emphasis on students achieving academic excellence through the delivery of a comprehensive Years 7–10 curriculum, pursuant to the Victorian Curriculum F-10, which covers the Arts, English, Languages, Mathematics, Personal Development, Science, Humanities, Technology, the Capabilities, and the Cross-Curriculum Priorities. Programs are developed as a continuum of learning from Years 7 to 10. Elective subjects are offered at Years 9 and 10. From Year 10, students may also select from a range of VET courses which provide pathways to careers and further training.

The VCE at the College is structured so that students can achieve excellent results in a variety of courses. They can study subjects which provide for entry into university and those which provide the student with excellent opportunities to learn skills in a variety of areas. Subjects such as Accounting, Art, Biology, Chemistry, English, Health and Human Development, Legal Studies, Materials Technology, Mathematics, Media, Music, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

Online Tools and Platforms

Information and Communication Technologies (ICT) and eLearning

The College uses a range of online tools and platforms to:

- Facilitate eLearning
- Conduct assessment
- Provide feedback
- Report on student progress
- Communicate with students/ parents/carers and guardians

The two main platforms used across the College are the Compass and LMS platforms.

Compass

Compass is a modular, web-based school management platform that has enabled the College to streamline communication with students and families. The College uses Compass for a number of functions, including attendance and roll marking, semester reports and progress reporting, booking Parent Teacher Interviews, calendar and news item updates, and communicating with families as per our Staged Response processes. The College is able to receive feedback from parents/guardians via the 'Insights' module. Compass works on all modern browsers on any device and parents/guardians are encouraged to download the Compass app.

Learning Management System (LMS)

The Learning Management System (LMS) allows teachers to create powerful, flexible, and engaging online learning experiences in a blended learning environment. The LMS provides web pages that can be explored by students in any order. The LMS has a number of features that can be used by teachers to facilitate an active online learning environment. It also provides a space for students to upload and share their files. Students are able use the LMS as a cloud server to access their important files anywhere and anytime, download calendars with key dates to keep themselves organised, and access information through mobile devices with an internet connection.

The Victorian Certificate of Education (VCE)

The purpose of the following information is to help students to choose their program in the VCE. The following factors need to be kept in mind when choosing studies:

- People have different ambitions, interests, and abilities.
- Tertiary selection criteria and career questions must be discussed with the Pathways Leader.

Entry Requirements for Years 11 and 12

Entry into Year 11

Students who wish to enter Year 11 are expected to pass 12 of the 16 Semester subjects in Year 10, two of which must be English.

Year 10 students receive their Semester 1 reports in July. Parents/guardians who are concerned about their child's progress are encouraged to contact the College. Students who do not achieve the requirements for Year 11 will need to be consulted about their available pathway options. Subject selection interviews are held early in Term 3, following our Subject Tasters program. These activities ensure that our students make informed decisions about their senior schooling.

Entry into Year 12

For students to automatically progress from Year 11 into Year 12, they need to satisfactorily complete at least nine units, including at least one unit of English. Students who do not meet this requirement will be required to attend an interview with their parents/guardians to discuss a suitable program and ensure that they are engaged with appropriate educational options.

How the VCE Works

Studies and Units

It is important to understand the difference between a study and a unit. A study is a sequence of half year units in a particular curriculum area such as English, History, or Mathematics. Most of the studies will be comprised of four parts or units.

Each unit will be for a Semester. Typically, Units 1 and 2 are studied in Year 11 and Units 3 and 4 in Year 12. Units 3 and 4 must be taken as a sequence.

Achieving the VCE

Over the two years of study, a student must satisfactorily complete a total of at least 16 units. Most students will attempt 12 units in Year 11, and 10 units in Year 12.

A student must:

- Complete at least three units from the English group, including a Unit 3-4 sequence;
- Complete at least three other sequences of Unit 3-4 studies, which can include further sequences from the English group;
- Maintain an attendance rate of 90% or more in each subject.

Assessment

There are two ways in which VCE units will be assessed: by satisfactory completion of the outcomes for a unit and by levels of performance on an assessment task.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the Unit. Achievement of these outcomes is based on the teacher's assessment of the student's performance on assessment tasks and authenticatable coursework for the Unit.

Satisfactory completion of units is determined by the school, in accordance with the requirements of the Victorian Curriculum and Assessment Authority (VCAA).

Assessment Tasks

Assessment tasks assess the ability to demonstrate the requisite Key Knowledge and Key Skills of the Study Design. Assessment tasks assess the Outcomes for the Unit. Depending upon the Unit, an assessment task can take a range of forms (such as a research report, test or case study).

For Units 1 and 2, Craigieburn Secondary College will issue percentage marks (based upon a raw score) for each Assessment Task. These will appear on your school report, but not on your official VCAA Statement of Results. A Satisfactory (S) or Not Satisfactory (N) will appear on your Statement of Results for these units.

For Units 3 and 4, school based assessment is comprised of assessment tasks as specified by the relevant VCAA Study Design. These assessment tasks are used to assess the Unit learning outcomes. All marks that are given to students are provisional and are subject to statistical moderation. Unit 3 and 4 sequences will also be assessed by VCAA administered examinations. These results are used to produce a Study Score for each sequence that has been satisfactorily completed. A student who is unable to demonstrate sufficient evidence of learning may be issued with a grade of Ungraded (UG).

Late Completion of Work and Meeting Deadlines

Deadlines - Work towards achievement of most Outcomes will be completed during class time. However, some work will need to be completed outside of class time and submitted by a due date. Students must adhere to these deadlines or else they risk achieving a 'Not Satisfactory' for the Unit.

Extensions - If your work has not been completed on time or is 'Not Satisfactory', the teacher will determine if the student has completed enough authenticatable coursework to a 'Satisfactory' standard in order for the student to receive an 'S'. If the student has not demonstrated an 'S' standard, the teacher will complete the indicative N process using Compass. The student will receive an opportunity to redeem this result in accordance with a strict deadline.

Disadvantage - If a student fails to complete the work due to medical or other extenuating circumstances, the student may apply for special provisions. This should be done by contacting the Senior School Learning Partner and sub-school to ensure that the required documentation is completed.

Fair and Independent Assessment – Units 3 and 4

External examinations are set, administered and assessed by the VCAA. All students who complete Units 3 and 4 are required to complete the General Achievement Test (GAT) as well as the mandated VCAA external examination. Completing the VCAA examination is compulsory for all scored VCE students at Craigieburn Secondary College. Students receive an examination timetable prior to their scheduled examination and this is also published on the VCAA website. Students will complete school assessed coursework throughout the year. The coursework will indicate students' understanding of Unit Outcomes. The result submitted by the teacher will be subject to statistical moderation, with reference to the examination and GAT.

The authentication process ensures that work submitted by students is genuinely their own. Teachers and students can be required to sign authenticity forms for the VCAA. Students must keep all copies of their work.

Organisation

Students must plan ahead, be well organised, and effectively manage their time. Students must use a calendar to record important dates, a diary to record tasks, and a timetable to plan their study and revision.

VCE Attendance Policy

Students need to attend sufficient class time to undertake the work required to complete the Unit Outcomes and the coursework. Work completed in class time is important to ensure that authentication requirements are able to be met. Students who are absent without the permission of the school for more than 10 per cent of scheduled class time for a Unit may be recorded by the school on VASS as 'Not Satisfactory'.

The 90% attendance applies to each Unit separately.

Absence without the permission of the school does not include approved excursions, fieldwork or absences covered by a medical certificate. It is the student's responsibility to ensure that the teacher is informed of these absences. The medical certificate must be provided to the sub-school.

If students arrive late, or leave early, they must advise the sub-school, otherwise the student will be marked as absent. This could lead to attendance problems in regard to VCAA regulations and Centrelink payments.

Calculators

There are specific rules set by the VCAA regarding the type of calculators that can be used in examinations. Subject teachers will inform the students of the required calculator and this is included on our College VCE Booklist.

Craigieburn High Achievers Club (CHAC)

CHAC is a successful program which provides students with support to achieve their very best, regardless of their academic performance. When students join CHAC, they:

- Commit to attending weekly CHAC sessions, which can include a range of special activities
- Set goals and evaluate those goals throughout the year, with the support of their teacher
- Learn techniques to improve their study habits
- Work collaboratively with fellow classmates
- Learn to manage stress

CHAC is held at the College after school each Thursday in the Senior School. Refreshments are provided.

Vocational Educations and Training (VET) in Schools Program

VET enables students to gain both their VCE and a basic certificate from a TAFE College.

When completing VET, students study both their standard VCE subjects and they also complete some TAFE vocational training subjects. These TAFE subjects count towards the 16 VCE Units which students must satisfactorily complete in order to pass their VCE. If the student undertakes a scored VET, it will contribute to their ATAR.

The aim of VET is to allow students to gain some formal vocational training in a specific industry whilst completing their VCE.

There are two main ways that VET programs can be offered:

- By completing it at school (depending upon the facilities available)
- By completing it partly at school and partly at a TAFE College.

Students who begin the program in Year 10 or Year 11 will be able to complete the second year of the program the following year. The programs will also be offered in Year 11 for other students who which to begin at that level. It is possible to gain credit for two VET programs within the VCE.

Accounting

If you like learning about: *financial mathematics, budgeting and money tracking.*

If you enjoy: *recording and analysing information to create reports.*

In this study you will develop skills in: *recording, reporting and analysing financial information in order to make recommendations to small businesses on how to improve their operations.*

Career pathways include: *Accounting, Banking, Financial Services, Entrepreneur and Small Business Consultants.*

Units 1 and 2

Areas of Study

Unit 1 The role of accounting in business

Unit 2 Accounting and decision-making for a trading business

Description

In these units, you will develop an understanding of the importance of Accounting for the operation of Small Business. You will use financial information to record and report on business transaction through the use of both manual records and ICT programs. You will also provide advice on ways to improve the operations of a business and make recommendations on ethical considerations.

Assessment

Assessment tasks in this subject may include folio tasks, tests, ICT tasks, reports and presentations.

Units 3 and 4

Areas of Study

Unit 3 Financial accounting for a trading business

Unit 4 Record, reporting, budgeting and decision-making.

Description

In these units you will use the double entry system to record and report on financial data and information using the accrual basis of accounting and perpetual method of inventory recording. Students will be able to build upon their understanding of the content from Units 1 and 2 to record and report on balance-day adjustments, budgeting, evaluation and decision-making.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Applied Computing

If you like learning about: *how to become a data scientist and programmer, this is where you start.*

If you enjoy: *collecting, analysing and manipulating data to derive an attractive website solution or using programming skills to create executable files.*

In this study you will develop skills in: *database management, website development, programming, networking, IT project management and data visualisations.*

Career pathways include: *business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.*

Units 1 and 2

Areas of Study

Unit 1	Applied Computing
Unit 2	Applied Computing

Description

In these units you will

- Interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.
- Use a programming language to create a working software solution in response to teacher-provided solution requirements.
- Apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.
- Examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology; and propose strategies to protect the security of data and information.

Assessment

Assessment tasks in this subject may include a folio of exercises or software solutions and a written report or presentation.

Units 3 and 4

Areas of Study

Unit 3	Data Analytics
Unit 4	Data Analytics

Description

In these units you will 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.

- 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.

- 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.
- 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

- The student's level of achievement in Unit 3, Outcome 2, and Unit 4, Outcome 1, will be assessed through a School-assessed Task. The School-assessed Task contributes 30 per cent to the study score.
- School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Units 3 and 4

Areas of Study

Unit 3	Software Development
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Unit 4	Software Development
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Description

In these units:

- You will 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.
- 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.
- Develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan in monitoring progress.
- Respond to a teacher-provided case study to examine the current software development 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

In these units:

- The student's level of achievement in Unit 3, Outcome 2, and Unit 4, Outcome 1, will be assessed through a School-assessed Task. The School-assessed Task contributes 30 per cent to the study score.
- School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Biology

If you like learning about: *the nature of life, evolution, and the collective biodiversity of Earth.*

If you enjoy: *laboratory experimentation, investigating and evaluating issues, and critical and creative thinking.*

In this study you will develop skills in: *scientific reasoning and investigation, analysing and evaluating data, practical reporting, laboratory experimentation, microscopy, and critically assessing the strengths and limitations of science.*

Career pathways include: *botany, genetics, immunology, microbiology, physiotherapy, veterinary science, zoology, medical and health care, education, food science, nursing, horticulture, optometry, pharmacology, biotechnology, bioengineering, developmental biology, dentistry, marine biology, medical research and sports science.*

Units 1 and 2

Areas of Study

Unit 1	How do living things stay alive?
Unit 2	How is continuity of life maintained?

Description

In these units, you will examine the cell as the structural and functional unit of life, from single celled to multicellular organisms. You will analyse types of adaptations that enhance an organism's survival and investigate how different organisms form a living, interconnected community. You will also study cell reproduction and how biological information is passed from generation to generation, including the inheritance of characteristics.

Assessment

Assessment tasks in this subject may include: a report of a fieldwork activity, media response, data analysis, a reflective journal/blog related to selected activities or in response to an issue, a test comprising multiple choice, short answer and/or extended response, a report of an investigation in a format such as scientific poster, practical report, digital presentation, oral communication or written report.

Units 3 and 4

Areas of Study

Unit 3	How do cells maintain life?
Unit 4	How does life change and respond to challenges over time?

Description

In these units you will study the cell as a dynamic system of interacting molecules that define life. You will investigate the importance of the plasma membrane, key molecules in cellular processes such as nucleic acids and proteins, as well as how cells communicate. You will study the immune system and how the body fights disease. You will also consider the relatedness between species and the impact of various events on a population's gene pool. You will examine the interrelationships between human biological and cultural evolution, as well as the biological and ethical implications of manipulating DNA via biotechnologies.

Assessment

- Unit 3 school-assessed coursework will contribute 16 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 24 per cent to the study score.
- The end-of-year externally assessed examination will contribute 60 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Business Management

If you like learning about: *the world of business.*

If you enjoy: *exploring how businesses make money in the highly competitive local and global economy. Perhaps you dream of starting your own business or being part of an international organisation. If you are excited by a close look inside what makes companies 'tick', Business Management is for you.*

In this study you will develop skills in: *planning a business, meeting the legal requirements that you need to consider, and managing staff. You will gain the ability to identify, analyse and recommend strategies that lead to business success.*

Career pathways include: *working for yourself as a sole trader, working in administration, working in finance or as a manager of any service or manufacturing organisation.*

Units 1 and 2

Areas of Study

Unit 1	Planning a Business
Unit 2	Establishing a Business

Description

In these units, you will learn how businesses are formed, taking a business idea and planning how to make it a reality. You will explore the factors affecting business ideas and environments within which they operate, with an emphasis on the small business sector. Unit 1 focuses on the establishment phase of a business's life and Unit 2 investigates the essential features of effective marketing, staffing and financial record keeping.

Assessment

Assessment tasks in this subject may include developing your own business plan, case studies and short answer tests. Students analyse various small business management practices and apply this knowledge to contemporary business case studies.

Units 3 and 4

Areas of Study

Unit 3 Managing a Business

Unit 4 Transforming a Business

Description

In Unit 3, you will explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives, with an emphasis on large corporations. You will examine corporate culture, management styles, skills to manage both staff and business operations to meet objectives. You develop an understanding of the complexity and challenge of managing businesses.

Unit 4 focuses on change management. Businesses are under constant pressure to adapt and change to maintain competitiveness. You will explore a theoretical model to undertake change, strategies to manage change in the most efficient and effective way to improve business performance and the importance of leadership in change management.

Assessment

- Assessment focuses on contemporary business case studies, comparing theoretical perspectives with current practice and evaluating business practices.
- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Chemistry

If you like learning about: *the composition of materials, chemical reactions and why they occur, and chemical formulae.*

If you enjoy: *doing experiments, observing explosive and/or fascinating chemical reactions and learning about chemistry from the early days to now, and into the future, then choose this subject.*

In this study you will develop skills in: *observing, predicting and conducting investigations, doing calculations and presenting science reports.*

Career pathways include: *medicine, chemical analyst, education, medical and food technology, engineering, chemical companies.*

Units 1 and 2

Areas of Study

Unit 1	How can the diversity of materials be explained?
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Unit 2	What makes water such a unique chemical?
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Description

In these units, you will study the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. You will explore the relationship between properties, structure and bonding between particles of various sizes. Unit 2 involves a study of the role of water, its physical and chemical properties, behaviour with other substances, the reactions that occur in water and various methods of water analysis.

Assessment

Assessment tasks in this subject may include a range of the following: Practical work, written reports, modelling, tests and exams.

Units 3 and 4

Areas of Study

Unit 3	How can chemical processes be designed to optimise efficiency?
Unit 4	How are organic compounds categorised, analysed and used?

Description

In these units you will explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life.

You will also investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

It is highly recommended that students undertaking Units 3 and 4 have successfully completed Units 1 and 2.

Assessment

- Unit 3 school-assessed coursework will contribute 20% per cent to the study score.
- Unit 4 school-assessed coursework will contribute 20% per cent to the study score.
- The end-of-year externally assessed examination will contribute 60% per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

It is highly recommended that students undertaking Units 3 and 4 have successfully completed Units 1 and 2.

English as an Additional Language

If you like learning about: *how ideas and issues are communicated through literature in the areas of identity, control, sustainability, inequality and hardship, you will find this subject interesting.*

If you enjoy: *challenging what the world presents to you and being critical of literature and the media, EAL will provide you with the skills to do so.*

In this study you will develop skills in: *reading, writing, speaking and listening.*

Career pathways include: *endless opportunities because English as an Additional Language is a mandatory VCE subject and a requirement for most university courses.*

Units 1 and 2

Areas of Study

Unit 1

1. Reading and Creating Texts
2. Analysing and Presenting Argument

Unit 2

1. Reading and Comparing Texts
2. Analysing and Presenting Argument

Description

In these units, you will produce analytical and creative responses to texts. You will focus on the ways authors use language to impact an audience and apply your knowledge of language to create your own point of view.

Assessment

Assessment tasks in this subject may include:

- A text response essay about a novel
- A creative response to a novel
- A language analysis essay about a current issue
- A listening test
- A comparative text response essay
- A comparative language analysis essay
- A written and spoken point of view about an issue

Units 3 and 4

Areas of Study

Unit 3

1. Reading and Creating Texts
2. Analysing Argument
3. Listening to Texts

Unit 4

1. Reading and Comparing Texts
2. Presenting Argument

Description

In these units you will read, listen to and analyse a variety texts. You will focus on the ways authors use language to impact an audience and apply your knowledge of language to create your own point of view. You will comprehend a spoken text through short answer questions and note form summaries.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Bridging English as an Additional Language

If you enjoy learning about: *Analytical and creative skills that will better equip you not only for VCE and VCAL subjects but also for the workforce and beyond*

If you like: *learning English skills with a different perspective in order to participate effectively in Australian life.*

In this study you will develop skills in: *analysing and creating literature, everyday texts and media content; communicating effectively in social, academic and professional environments; and becoming an independent and active global citizen.*

Career Pathways include: *everything you can do with Units 1 and 2 English or EAL.*

After Bridging English, you may choose to:

- move on to either Units 1 and 2 in EAL or English (as part of a 3 year VCE)
- move on to Units 3 and 4 in EAL or English
- use this as credit for Literacy in Foundation and Intermediate VCAL. Each successfully completed unit is worth one credit point.

Units 1 and 2	
Areas of Study	
Unit 1	English for everyday and academic purposes
Unit 2	English for self-expression
Description	
In Bridging English, you will learn how to read, understand and analyse information from a new perspective. You will learn essential skills for communicating in the workforce and real life, as well as developing your academic English skills for school and further education.	
Assessment	
Assessment tasks may include; written essays, analytical essays, short answer tests, creative responses, role plays and form filling.	

English

If you like learning about: *the written, spoken, and multimodal forms of communication in order to enhance understanding, enjoyment and appreciation of the English language.*

If you enjoy: *critical and creative thinking, and analysis.*

In this study you will develop skills in: *planning, creating, reviewing and editing texts for precision and clarity, tone and stylistic effect.*

Career pathways include: *Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist, Publishing editor, Secondary school teacher, Talent agent, Web content manager, Writer.*

Aside from the aforementioned pathways, the study of English invites students to actively participate in a democratic society and the global community.

Units 1 and 2	
Areas of Study	
Unit 1	Reading and Creating Texts
Unit 2	Analysing and Presenting Arguments

Description

In these units, you will develop the ability to respond to texts in written and spoken and/or multimodal forms. Also, you will develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. You will use planning and drafting to test and clarify ideas, and edit for clear and coherent expression. Furthermore, you will read a range of texts that attempt to position audiences in a variety of ways. Thereby, you will explore the use of language for persuasive effect and the structure and presentation of argument. And finally, you will consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Assessment

Assessment tasks in this subject may include analytical, comparative and creative written responses to fictional texts; written language analyses of persuasive texts; as well as, presentations of a reasoned point-of-view.

Units 3 and 4

Areas of Study

Unit 3 Reading and Creating Texts

Unit 4 Reading and Comparing Texts

Description

In these units, you will identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. You will prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. Furthermore, you will present sustained creative responses to selected texts, demonstrating your understanding of the world of the texts and how texts construct meaning. Additionally, you will explore the meaningful connections between two texts. You will analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, you will gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Food Studies

If you like learning about: *the origin and history of food, cultural foods, food science, food and the media and food labelling.*

If you enjoy: *investigating the reason why Australia has a varied and abundant food supply, and reasons why we make certain food choices. This study will build your capacities to make informed food choices. You will develop your understanding of food while acquiring skills that enable you to take greater ownership of your food decisions and eating patterns.*

In this study you will develop skills in: *exploring various aspects 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.*

Career pathways include: *baker, caterer, food processing technician, food critic, health promotion officer, dietitian, food technologist, consumer scientist.*

Units 1 and 2	
Areas of Study	
Unit 1	Food Origins
Unit 2	Food Makers

Description
<p>In these units, you will study food from historical and cultural perspectives. You will explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. You will also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. You will investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. You will consider the influence of technology and globalisation on food patterns.</p> <p>You will investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. You will 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.</p>

Assessment
<p>Assessment tasks in this subject may include structured questions, short written report, sensory analysis, product analysis, media analysis and case study analysis.</p>

Units 3 and 4

Areas of Study

Unit 3 Food In Daily Life

Unit 4 Food Issues, Challenges and Futures

Description

In these units, you will investigate the many roles and everyday influences of food. You will explore the science of food and investigate the functional properties of food. By analysing the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, you will develop your understanding of diverse nutrient requirements. You will investigate the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

You will examine debates about global and Australian food systems. The focus on issues that relate to the environment, ecology, ethics, farming practices, will increase your understanding of the challenges of food security, food safety, and food wastage. You will also investigate individual responses to food information and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Assessment

- Unit 3 school-assessed coursework will contribute 30 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 30 per cent to the study score.
- The end-of-year externally assessed examination will contribute 40 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Health and Human Development

If you like learning about: *adolescent health, improving Australia's health status, global health, nutrition, promoting healthy eating, growth and development throughout the life span and global aid.*

If you enjoy:

- Examining health and wellbeing, and human development as well as factors that can be modified to achieve health.
- Investigating variations in health status between populations and nations.
- Looking at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes.
- Evaluating the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.
- This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan.

In this study you will develop skills in the understanding of health and wellbeing that reach far beyond the individual. You will learn how important health and wellbeing is to yourself and to families, communities, nations and global society. You will explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for you to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. You will develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Career pathways include: health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Units 1 and 2

Areas of Study

Unit 1	Understanding health and wellbeing
Unit 2	Managing health and development

Description

In these units, you will cover the following:

Unit 1: This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. For the purposes of this study, you should consider wellbeing to be an implicit element of health. In this unit you will identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. You will look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, you will consider your own health as individuals and as a cohort. You will build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: In this unit you will investigate transitions in health and wellbeing, and development, from a lifespan and societal perspectives. You will 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. You will carry out an inquiry into the Australian healthcare system and extend your capacity to access and analyse health information. You will also investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care knowledge, skills and habits to empower consumers to make discerning food choices.

Assessment

Assessment tasks in this subject may include short written report, structured questions, media analysis, case study analysis, oral presentation and research inquiry

Units 3 and 4

Areas of Study

Unit 3	Australia's health in a globalised world
Unit 4	Health and human development in a global context

Description

In these units you will:

Unit 3: This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. You will begin to explore health and wellbeing as a global concept. You will consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. You will look at the fundamental conditions required for health improvement, as stated by the World Health Organization. In Area of Study 2 you will focus on health promotion and improvements in population health over time. You will look at various public health approaches and the interdependence of different models.

Unit 4: This unit examines health and wellbeing, and human development in a global context. You will 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. You will build your 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. You will consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

In Area of Study 2 you will look at global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals and the work of the World Health Organization. You will also investigate the role of non-government organisations and Australia's overseas aid program and evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment

- Unit 3 school-assessed coursework will contribute 25% per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25% per cent to the study score.
- The end-of-year externally assessed examination will contribute 50% per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

History

If you like learning about: *people, groups, events, ideas and movements of the past and present.*

If you enjoy: *independent thinking, reading, independent research and developing critical thinking.*

In this study you will develop skills in: *questioning, determining significance, understanding cause and effect, understanding perspectives, explaining continuity and change, analysing evidence and empathy.*

Career pathways include: *museum guide, private investigator, library technician, anthropologist, archaeologist, author, journalist, politician, teacher or sociologist.*

Units 1 and 2

Areas of Study

Unit 1	Twentieth century history 1918-1939
Unit 2	Twentieth century history 1945-2000

Description

In these units, you will explore the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two alongside the factors which influenced changes to social life and culture, in the inter-war years. This is followed by the development and impact of the Cold War on nations and people finally the causes and nature of challenge and change in the late twentieth century.

Assessment

Assessment tasks in this subject may include historical inquiries, analysis of primary sources, analysis of historical interpretations or essays.

Units 3 and 4

Areas of Study

Unit 3	Australian History - Transformations: Colonial society to nation
Unit 4	Australian History - Transformations: Old certainties and new visions

Description

In these units you will analyse the nature of change in the Port Phillip District/Victoria in the period 1834-1860, analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that results from participation in World War One. Additionally, you will analyse the social, economic and political consequences of a crisis on the nation and then evaluate key social, economic and political changes in the late twentieth century Australia.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Italian

If you like learning about: *languages, intercultural communication, Italian language, culture and society, history, contemporary issues.*

If you enjoy: *developing your communication skills and finding out about other cultures.*

In this study you will develop skills in: *a range of areas including communication skills, literacy, cognitive development, intercultural ability, speaking and thinking in a different language and general knowledge.*

Career pathways include: *healthcare, aged care, hospitality, tourism, the arts, marketing, teaching, translating, interpreting, linguistics and academia.*

Units 1 and 2

Areas of Study

Unit 1	The Individual
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Unit 2	The World Around Us
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Description

In these units, you will explore routines, physical and mental wellbeing, and be able to talk about hobbies and personal interests. You will learn how to communicate your aspirations and future pathways. You will be able to compare the roles of men and women in society, your relationship with technology and will learn about the importance of sustainability in contemporary society.

Assessment

Assessment tasks in this subject may include interviews, role-plays, reading and listening comprehensions, reflective and imaginative writing tasks, personal writing tasks including emails and blogs, and multimedia presentations.

Units 3 and 4

Areas of Study

Unit 3	The Individual
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Unit 4	The Italian-speaking Communities
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Description

In these units you will study the impact of relationships on your personal world, for example family conflicts, relationships with your peers, interactions through social media and your rapport with teachers. You will explore the impact of migration to and from Italy, both historically and in contemporary society. You will examine Italian historical events such as Italy in the 20th century, the economic boom, the evolution of the Italian family, and the impact on young Italians of the current employment landscape.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed oral examination will contribute 12.5 per cent to the study score. The end-of-year externally assessed written examination will contribute 37.5 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Legal Studies

If you like learning about: *crime, conflict and social justice within Australia's legal system.*

If you enjoy: *landmark cases, and exploring a range of different real life criminal and civil cases and exploring Australia's legal and political structures, including the constitution and discussing how justice is achieved within Australia's legal system.*

In this study you will develop skills in: *understanding and applying key legal terminology, principles and concepts, as well as applying your understanding and knowledge to a range of different hypothetical legal scenarios.*

Career pathways include: *becoming a lawyer, paralegal, working in the court system, probation officer, social worker, conveyancer and many more.*

Units 1 and 2

Areas of Study

Unit 1	Guilty and Liability
Unit 2	Sanctions, remedies and rights

Description

In these units, you will develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. You will investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. You will further undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. You will develop your understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. You will examine a significant case in relation to the protection of rights in Australia.

Assessment

Assessment tasks in this subject may include a folio of exercises, structured questions, a classroom presentation, a role-play, a debate, a report and a question-and-answer session.

Units 3 and 4

Areas of Study

Unit 3	Rights and Justice
Unit 4	The People and the Law

Description

In these units you will examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system and the roles of key personnel in litigation and dispute resolution. Students also investigate the extent to which the principles of justice are upheld in the justice system, particularly in the context of recent and recommended reforms. Students will consider how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout both units, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Literature

If you like learning about: *the power and complexity of language, the ways literary features and techniques contribute to meaning to form textual interpretations.*

If you enjoy: *independent, innovative and creative thinking, and would like to develop the ability to read deeply and widely to establish and articulate views through creative and analytical responses.*

In this study you will develop skills in: *interpreting, inferring, reading, writing, speaking and listening.*

Career pathways include: *Technical Writer, Public Relations Specialist, Lawyer, Grant Writer, Librarian, Editor and Content Manager, Human Resources Specialist, Educator.*

Units 1 and 2	
Areas of Study	
Unit 1	Approaches to Literature
Unit 2	Context and Connections
Description	
<p>In these units, you will investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. You will be invited to examine the ways texts explore different aspects of the human condition. You will deepen your examination of the ways your own culture and the cultures represented in texts can influence an interpretation and shape different meanings. Drawing on a range of literary texts, you will consider the relationships between authors, audiences and contexts. You will also analyse the similarities and differences across texts and establish connections between them. By experimenting with textual structures and language features, you will understand how imaginative texts are informed by close analysis.</p>	
Assessment	
<p>Assessment tasks in this subject may include written analytical responses, presentations, creative writing and close reading assessments.</p>	
Units 3 and 4	
Areas of Study	
Unit 3	Form and Transformation
Unit 4	Interpreting Texts
Description	
<p>In these units you will consider how the form of a text affects meaning, and how writers construct their texts. You will investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. You will develop critical and analytic responses to texts. You will consider the context of responses to texts as well as the ideas explored in the texts, the style of the language and points of view. You will investigate literary criticism informing both the reading and writing of texts. Ultimately, you will develop an informed and sustained interpretation supported by close textual analysis.</p>	
Assessment	
<ul style="list-style-type: none"> • Unit 3 school-assessed coursework will contribute 25 per cent to the study score. • Unit 4 school-assessed coursework will contribute 25 per cent to the study score. • The end-of-year externally assessed examination will contribute 50 per cent to the study score. <p><i>School-assessed coursework is subject to statistical moderation.</i></p>	


Foundation Maths

If you like learning about: *ways that can help you to save money in the future; help you think about buying a car, planning a holiday, or building your own home; or even researching careers you are interested in pursuing.*

If you enjoy: *practical tasks, working at your own pace, working in groups, computer research, drawing.*

In this study you will develop skills in: *basic mathematical skills as well building on these skills.*

Career pathways include: *being able to complete Further Maths in Year 12 (if additional mathematical studies are completed in year 11)*

Year 10 (2021)	Year 11 Recommendation (2022)	Year 12 Pathway (2023)
If you studied Year 10 Foundation Maths 2nd semester: 	Unit 1 and 2 Foundation Maths	No year 12 maths

Units 1 and 2

Areas of Study

Unit 1 Area of Study 2: Patterns and Number and Area of Study 4: Measurement

Unit 2 Area of Study 1: Space Shape and Design and Area of Study 3: Data

Description

In these units, you will learn about decimals, fractions and percentages and their relation to money. The importance of money in terms on income, budgeting and interest calculations. You will also learn about different types of measurement including: perimeter, area, total surface area, volume, capacity and mass. You will also learn about properties of shapes and objects, interpretations of house plans, maps, models and diagrams. You will be able to interpret, use and draw diagrams, plans and maps to scale as well as reducing and enlarging images. You will also learn about Pythagoras' theorem and its use in the real world. Additionally, you will learn about different features, conventions and terminology used when representing information in diagrams, graphs and tables. You will learn how to collect and represent data in diagrammatic, tabular and graphical forms, interpret diagrams, charts, tables and graphs. You will also learn to calculate the mean, median and mode of data and be able to compare and interpret data sets.

Assessment

Assessment tasks in this subject may include tests, research projects and investigations.


General Mathematics

If you like learning about: *how data is used, number patterns, financial decisions and how networks could apply in real life situations.*

If you enjoy: *solving application problems and using logic.*

In this study you will develop skills in: *data analysis and decision making by applying maths techniques and modellings. Year 11 General Mathematics leads into Year 12 Further Mathematics.*

Career pathways include: *business, education, commerce, science, nursing, architecture, accounting and Hospitality/Food Industry.*

Year 10 (2021)	Year 11 Recommendation (2022)	Year 12 Pathway (2023)
If you studied Year 10 General Maths 2nd semester	 Unit 1 and 2 General Maths Minimum average of 50%,	Unit 3 and 4 Further Maths Minimum average from General Maths is 50%

Units 1 and 2

Areas of Study

Unit 1

Algebra and structure
 Discrete mathematics
 Graphs of linear and non-linear relations

Unit 2

Arithmetic and number
 Statistics
 Financial Maths
 Recursion

Description

In these units, you are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations.

Outcome 1: Students should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: Students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3: Students should be able to select and 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 tasks in this subject may include: tests; assignments; written reports; modelling or problem-solving tasks and mathematical investigations. There is an exam each semester. Assessment tasks include components to be completed with and without the use of technology as applicable to the outcomes.


Further Mathematics

If you like learning about: *analysing patterns that exist in real-life data, becoming financially informed and using mathematics to make solving complex problems easy.*

If you enjoy: *using mathematics to model and understand phenomena and having the financial edge over the competition.*

In this study you will develop skills in: *data analysis and simulation, arithmetic, functions and graphs, algebra, number patterns, decisions and business mathematics.*

Career pathways include: *business, computer programming, accountancy and finance, auditor, banking, statistician, health, transport and logistics and architecture*

Year 10 (2021)	Year 11 Recommendation (2022)	Year 12 Pathway (2023)
If you studied Year 10 General Maths 2nd semester	 Unit 1 and 2 General Maths Minimum average of 50%,	Unit 3 and 4 Further Maths Minimum average from General Maths is 50%

Units 3 and 4

Areas of Study

Unit 3

'Data analysis' and 'Recursion and financial modelling'.

Unit 4

Two modules to be completed in their entirety, from a selection of four possible modules:

- Matrices;
- Networks and decision mathematics;
- Geometry and measurement; and
- Graphs and relations.

Description

In these units you will apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. You will extend your mathematical knowledge from previous years and apply it to areas of business and statistics.

Assessment

- Unit 3 school-assessed coursework will contribute 20 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 14 per cent to the study score.
- The end-of-year externally assessed examination will contribute 2 x 33 per cent to the study score.
- School-assessed coursework is subject to statistical moderation.

Mathematical Methods

If you like learning about: *graphs, algebra, calculus, probability, pure mathematics and its application to real-life contexts.*

If you enjoy: *solving complex problems involving higher-order thinking using mathematical processes.*

In this study you will develop skills in: *applying techniques, routines and processes to solve problems. These problems will involve rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, graphs and differentiation. You will develop skills in doing this both with and without the use of technology. You will develop skills in data analysis and problem solving.*

Career pathways include: *engineering, medicine, statistics, information and technology, professional coding or programming, teaching, accounting, government research and laboratories, theoretical mathematics, physics, astrophysics, numerical analysis, market research, systems analysis and space/aircraft industry.*

Year 10 (2021)	Year 11 Recommendation (2022)	Year 12 Pathway (2023)
If you studied Year 10 Pre Methods this year:	→ Unit 1 and 2 Methods Minimum average of 50%,	Unit 3 and 4 Methods Minimum average of 70%
	→ Unit 1 and 2 Specialist Minimum average of 70%,	Unit 3 and 4 Specialist Minimum average of 70%
If you studied VCE Unit 1 and 2 General Maths this year: <i>Unit 1 and 2 Methods can be studied on its own or together with Unit 3 and 4 Further or Unit 1 and 2 Specialist Maths</i>	→ Unit 1 and 2 Methods / Specialist Minimum average of 70%, GPA of 3	Unit 3 and 4 Methods / Specialist Minimum average of 70%
	→ Unit 3 and 4 Further Maths Minimum average of 50%, GPA of 3	

Units 1 and 2

Areas of Study

Unit 1 Functions and graphs and Algebra

Unit 2 Probability and Statistics and Calculus

Description

In these units, you will be completely prescribed and provided with an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Assessment

Assessment tasks in this subject may include assignments, tests, summary or review notes, modelling tasks, problem-solving tasks and mathematical investigations.

Units 3 and 4

Areas of Study

Unit 3 Functions and graphs and Algebra

Unit 4 Probability and Statistics and Calculus

Description

In these units you will apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. You will extend your mathematical knowledge to complete more complex linkages between mathematics and the real world.

Assessment

- Unit 3 school-assessed coursework will contribute 17 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 17 per cent to the study score.
- The end-of-year externally assessed examinations will contribute 66 per cent to the study score.

School-assessed coursework is subject to statistical moderation.



Specialist Mathematics

If you like learning about: *Algebra, Geometry and Trigonometry, Graphs of Linear and Non-linear relations and how it all fits into our current number system.*

If you enjoy: *Problem solving and simulating real life problems*

In this study you will develop skills in: *Algebra, Arithmetic, Geometry and Trigonometry, Graphs of linear and non-linear relations.*

Career pathways include: *engineering, medicine, statistics, information and technology, professional coding or programming, teaching, accounting, government research and laboratories, theoretical mathematics, physics, astrophysics, numerical analysis, market research, systems analysis and space/aircraft industry.*

Year 10 (2021)	Year 11 Recommendation (2022)	Year 12 Pathway (2023)
If you studied Year 10 Pre Methods this year: 	Unit 1 and 2 Specialist Minimum average of 70%,	Unit 3 and 4 Specialist Minimum average of 70%
If you studied VCE Unit 1 and 2 General Maths this year: <i>Unit 1 and 2 Methods can be studied on its own or together with Unit 3 and 4 Further or Unit 1 and 2 Specialist Maths</i> 	Unit 1 and 2 Methods / Specialist Minimum average of 70%, GPA of 3	Unit 3 and 4 Methods / Specialist Minimum average of 70%

Units 1 and 2

Areas of Study

Unit 1 Functions and graphs and Algebra

Unit 2 Probability and Statistics and Calculus

Description

In these units, you will learn and apply skills complementary to the Mathematical methods course with a focus on Algebra, Graphs and Applications.

Assessment

Assessment tasks in this subject may include tests, assignments, and written reports. There is an exam each semester.

Units 3 and 4	
Areas of Study	
Unit 3	Functions and graphs and Algebra
Unit 4	Probability and Statistics and Calculus
Description	
<p>In these units you will apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. You will extend your mathematical knowledge from Units 1 and 2 to complete more complex linkages between mathematics and the real world.</p>	
Assessment	
<ul style="list-style-type: none"> • Unit 3 school-assessed coursework will contribute 17 per cent to the study score. • Unit 4 school-assessed coursework will contribute 17 per cent to the study score. • The end-of-year externally assessed examinations will contribute 66 per cent to the study score. <p><i>School-assessed coursework is subject to statistical moderation.</i></p>	

Media

If you like learning about: *how meaning is communicated in film, TV, radio and print media.*

If you enjoy: *creating media products, analysing narrative products, creative portfolio work.*

In this study you will develop skills in: *film and print media production, interpreting meaning in existing media products, analysing the media content we're presented with via news and social media.*

Career pathways include: *roles in the film & TV industry such as director, producer, cinematographer, photographer, videographer, camera and sound operator for weddings, real estate and sports broadcasting, social media manager, marketing and publicity, radio producer, journalist, news broadcaster, public relations.*

Units 1 and 2	
Areas of Study	
Unit 1	Media forms, representations and Australian stories
Unit 2	Narrative across media forms
Description	
<p>In these units, you will develop an understanding of audiences and the construction of representations and meaning in different media forms with the use of codes, conventions and the construction process. You will further develop an understanding of the concept of narrative in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.</p>	
Assessment	
<p>Assessment tasks in this subject may include production tasks, case studies, film analysis, quizzes and essays.</p>	

Units 3 and 4

Areas of Study

Unit 3	Media narrative and pre-production
Unit 4	Media production and issues in the media

Description

In these units you will explore and analyse how codes and conventions are used in media narratives to communicate meaning to audiences, and how this can be interpreted and read by audiences from different contexts. In unit 4, you will discuss the changing relationship between audiences and the media, and analyse the regulation of the relationships between them. You will also evaluate legal and ethical issues in the media.

Over unit 3 and 4, you will create your own narrative media product. This SAT is a portfolio that encompasses 3 outcomes across the year of study. In this task, you will research and develop ideas for your media product, and experiment with media technologies and processes to develop and refine your skills. You will also design your intended product, applying media codes and conventions as appropriate, through written and visual representations of your proposed production. In unit 4, you will produce, refine and resolve your media product designed in unit 3. You will realise your production design through the production and post-production processes, applying media codes and conventions relevant to your product. You will also use reflection and feedback to refine and resolve your production.

Assessment

- Unit 3 school-assessed coursework will contribute 10 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 10 per cent to the study score.
- The School Assessed Task (SAT) will contribute 40 per cent to the study score.
- The end-of-year externally assessed examination will contribute 40 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Music Performance

If you like learning about: *how to play or sing music from different genres and styles.*

If you enjoy: *playing an instrument or singing, performing in a group.*

In this study you will develop skills in: *performing as part of a contemporary group, developing practise approaches, listening to and reading traditional music notation and critically analysing music performances by various artists.*

Career pathways include: *musician, sound producer, composer, music therapy, radio industry work, song writer, film scorer, video game composer, music teacher, instrumental teacher, sound engineer.*

Units 1 and 2

Areas of Study

Unit 1	Music Performance
Unit 2	Music Performance

Description

In these units, you will build your performance and musicianship skills to present performances of selected group and solo music works using a chosen instrument. You will study the work of other performers and explore strategies to optimise your own approach to performance. You'll also identify technical, expressive and stylistic challenges relevant to the works you're preparing, and address these challenges in practice sessions. You will also develop your listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Assessment

Assessment tasks in this subject may include group and solo performances, documentation of practice diaries and journals, instrumental technique demonstration, aural and written tests.

Units 3 and 4

Areas of Study

Unit 3	Music Performance
Unit 4	Music Performance

Description

In these units you will learn, practise, interpret and rehearse a program of group and solo works, research, plan and implement a systematic approach to practise and rehearsal of identified performance challenges, aurally recognise and sing intervals, scales, modes and melodic phrases, use music terminology and language, and discuss expressive outcomes of a variety of works.

Assessment

- Unit 3 school-assessed coursework will contribute 20 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 10 per cent to the study score.
- The end-of-year externally assessed aural and written examination will contribute 20 per cent to the study score.
- The end-of-year externally assessed performance examination will contribute 50 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Outdoor & Environmental Studies

If you like learning about: *the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.*

If you enjoy: *a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.*

In this study you will develop 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.*

Career pathways include: *further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.*

Units 1 and 2

Areas of Study

Unit 1	Exploring outdoor experiences
Unit 2	Discovering outdoor environments

Description

In these units, you will 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. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Assessment

Assessment tasks in this subject include the completion of **at least one school based assessment** (case studies, oral presentation, data analysis, structured questions, written responses including essays and web discussion forums) and **one reflective journal** upon the completion of each practical experience (camp or excursion).

Units 3 and 4

Areas of Study

Unit 3	Relationships with outdoor environments
Unit 4	Sustainable outdoor relationships

Description

During Unit 3, students will focus on ecological, historical and social contexts of relationships between humans and Australian outdoor environments. 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.

During Unit 4, students will explore the sustainable use and management of outdoor environments while examining the contemporary state of environments in Australia and considering the importance of healthy outdoor environments for future use. In the last area of study, students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen.

Assessment

For each unit of study, students will complete **at least two school based assessments** (case study, written report, structured question or data analysis) and **two reflective journals** upon completion of practical experiences (camp or excursion).

- Unit 3 school-assessed coursework will contribute **25%** to the study score.
- Unit 4 school-assessed coursework will contribute **25%** to the study score.
- The end-of-year externally assessed **two hour** examination will contribute **50%** to the study score.

School-assessed coursework is subject to statistical moderation.

Physical Education

If you like learning about: *physical activity, how the body works and want to explore ways to improve sports performance, then this is the subject for you.*

If you enjoy: *actively participating in both theory and practical activities to reinforce learning and maximise understanding, then you should enjoy this subject.*

In this study you will develop skills in: *creating, implementing and evaluating physical activity plans for individuals and specific groups. You will develop skills in analysing and discussing current issues in sport, physical activity and exercise. Additionally you will learn to collect and analyse data, conduct fitness tests and design training programs. Finally you will develop your capacity to justify your opinions and critique information in a range different contexts.*

Career pathways include: *Gym instructor, Personal trainer, PE teacher, Exercise Scientist and various Allied Health professions, such as Dietician or Masseuse.*

Units 1 and 2

Areas of Study

Unit 1	The human body in motion
Unit 2	Physical activity, sport and society

Description

In these units, you will explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Additionally, you will evaluate the social, cultural and environmental influences on movement and consider the implications of using legal and illegal practices to improve performance. You will also develop understanding of physical activity, sport and society from a participatory perspective. Furthermore, you will investigate how participation differs across the lifespan for various communities, social, cultural and environmental contexts.

Assessment

Assessment tasks in this subject may include written tests, written folios and the presentation of research tasks.

Units 3 and 4

Areas of Study

Unit 3	Movement skills and energy for physical activity
Unit 4	Training to improve performance

Description

In these units, you will explore the biomechanical and skill acquisition principles used to analyse human movement skills, as well as energy production from a physiological perspective. Additionally, you will investigate the relative contribution and interplay of the three energy systems, the associated causes of fatigue and strategies used to postpone fatigue and promote recovery. You will also analyse movement skills from a physiological, psychological and sociocultural perspective and evaluate chronic adaptations to training. Furthermore, you will analyse primary data and apply relevant training principles and methods to improve performance within physical activity.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 25 per cent to the study score.
- The end-of-year externally assessed examination will contribute 50 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Physics

If you like learning about: *the natural laws of mechanics, electricity and light, motion and power, using mathematical analysis with the purpose of finding quantitative explanations of phenomena occurring from subatomic scale through to the planets, stellar systems, and galaxies.*

If you enjoy: *learning by careful and systematic experimentation and modelling in the development of theories and law and using mathematical analysis to develop understanding and application.*

In this study you will develop skills in: *mathematical and experimental analysis, presentation skills using report writing, conducting investigations to explore and understand the physical world.*

Career pathways include: *engineering, mechanics, computational physics, medical physics, astronomy, radiography, nuclear science, and climate research.*

Units 1 and 2

Areas of Study

Unit 1	What ideas explain the physical world?
Unit 2	What do experiments reveal about the physical world?

Description

In these units you will learn about thermal energy and the human impact on climate, electricity, and energy from nucleus. You will use thermodynamics principles to explain the phenomena related to changes in thermal energy. You will examine the motion of electrons and explain how it can be manipulated and utilised and ways in which forces are involved both in moving objects and keeping them stationary. You will explore the power of experiments in developing models and theories.

Assessment

Assessment tasks in these units may include a range of the following: practical work, written reports, tests and exams.

Units 3 and 4

Areas of Study

Unit 3	How do fields explain motion and electricity?
Unit 4	How can two contradictory models explain both light and matter?

Description

In these units you will learn about importance of energy in explaining and describing the physical world. You will examine the production of electricity and its delivery to homes. You also explore the interactions, effects, and applications of gravitational, electric, and magnetic fields. You will learn about Newton's laws of motion and Einstein's theories to explain the motion for very fast objects. You will also explore the use of wave and particle theories to model the properties of light and matter. You will learn to think beyond the concepts experienced in daily life to study the physical world from a new perspective. You will design and undertake investigations involving at least two continuous independent variables.

Assessment

- Unit 3 school-assessed coursework will contribute 21% per cent to the study score.
- Unit 4 school-assessed coursework will contribute 19% per cent to the study score.
- The end-of-year externally assessed examination will contribute 60% per cent to the study score.

School-assessed coursework is subject to statistical moderation.

It is highly recommended that students undertaking Units 3 and 4 have successfully completed Units 1 and 2.

Product Design and Technology - Textiles

If you like learning about: *the changing needs of the fashion industry, analysing the sustainability of the fashion industry and the impact of the choices consumers make on the environment. This unit looks at the social, technological, economic, historical, ethical, legal, environments and cultural factors and how these influence the look, form and function of garments.*

If you enjoy: *designing and creating garments that provide a solution to a design brief, or like to analyse existing garments to learn how to sew your own using equipment such as sewing machines, irons, dyeing or printing fabrics then Product Design and Technology – Textiles is for you.*

In this study you will develop skills in: *fashion illustration in using manual and digital technologies, learn to recognise the characteristics and qualities of a range of fabrics and manipulate them to determine their suitability for your garments. You will learn the skills to critically analyse existing garments and their impact on the social, economic and environment and then develop creative solutions to make better choices to minimise the impacts of your designs.*

Career pathways include: *fashion design, illustration, dressmaker, pattern maker, fashion stylist, visual merchandiser, costume designer or costume maker.*

Units 1 and 2

Areas of Study

Unit 1	Sustainable product redevelopment
Unit 2	Collaborative design

Description

In these units, you will focus on the analysis, modification and improvement of a product design with consideration of its sustainability. You will identify a product that could be improved by considering how it could be redeveloped with a positive social and minimal environmental impact. You will examine the sustainable practices of designers and how you could suggest improvements to those practices. In Unit 2, you will work in teams to design and develop an item/s in a product range. You will focus on factors such as the 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.

Assessment

Assessment tasks in this subject may include the demonstration of key knowledge and skills through the submission of a design folio that contains an analysis of a products sustainability, a design brief, evaluation criteria, research, a variety of drawings such as visualisations, working technical and design illustrations, a scheduled production plan, a finished product and an evaluation on the product. Additionally you may be required to provide a written report or an oral presentation supported but notes and/or visual materials.

Units 3 and 4

Areas of Study

Unit 3	Applying the product design process
Unit 4	Product development and evaluation

Description

In these units you will be engaged in the design and development of a product that addresses a personal, local or global problem or that meets the needs and wants of a potential end-user/s. You will follow a design process to develop your product which will be influenced by a range of factors including the purpose, function and context of the product; user centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. You will design for an end-user/s, examine how companies react to market needs and demands then finally produce your product. You will provide documentation of progress, explain and justify any production modifications. Unit 4 will require you to engage with your end-user/s to gain feedback throughout the process of production. You will make comparisons between similar products to help evaluate the success of the product in relation to the product design factors. You will continue to develop and safely manufacture the product you designed in Unit 3, evaluating the quality of the product with reference to criteria and end-user/s feedback. You will make judgments about possible improvements and develop relevant user instructions or care labels that highlight the products features for the end user/s.

Assessment

- Unit 3 school-assessed coursework will contribute 12 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 8 per cent to the study score.
- School-assessed Task for Units 3 and 4 contributes 50 per cent to the study score.
- The end-of-year externally assessed examination will contribute 30 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Psychology

If you like learning about: *how biological, psychological and socio-cultural factors interact to inform our understanding of the human condition.*

If you enjoy: *analysing your own and others' thoughts, feelings, behaviours and social interactions.*

In this study you will develop skills in: *investigating, interpreting and conducting scientific research in the field of Psychology. Furthermore, you will develop the capability to critically evaluate scientific theories and data in terms of its strengths and weaknesses, in order to make judgements about ethical, social and political implications.*

Career pathways include: *Clinical Psychology, Research Psychology, Sports Psychology, Marketing Psychology, Forensic Psychology, Social Work, Youth Work, Counselling, Human Resources, Education (teaching).*

Units 1 and 2

Areas of Study

Unit 1	How are behaviour and mental processes shaped?
Unit 2	How do external factors influence behaviour and mental processes?

Description

In these units, you will be able to consider both the internal and external factors that influence behaviour and mental processes. In terms of the internal influences, you will explore the structure and function of the human brain, theories around emotional, cognitive and psycho-social development and the development of Psychological disorders. Your exploration of external influences will focus on sensation and perception of environmental stimuli as well as classical and contemporary theories surrounding the formation of individual and group behaviours.

Assessment

Assessment tasks in this subject may include:

- a test comprising of multiple choice and short answer questions
- a media analysis
- a student directed research report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

Units 3 and 4

Areas of Study

Unit 3	How does experience affect behaviour and mental processes?
Unit 4	How is wellbeing developed and maintained?

Description

In these units you will learn about the structure and function of the human nervous system and how it enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning. You will also be able to 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. Furthermore, you will explore 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 as well as the concepts of mental health and mental illness including influences of risk and protective factors.

Assessment

- Unit 3 school-assessed coursework will contribute 16 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 24 per cent to the study score.
- The end-of-year externally assessed examination will contribute 60 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Studio Art

If you like learning about: *designing and making art and how artists create proposals for commissioned artwork. If you enjoy learning how to work with a wide variety of art materials using different techniques and achieving different styles, then Studio Arts may be a good choice for you*

If you enjoy: *expressing yourself through art, developing art pieces that tell your audience of your ideas about the world as you see it and working with other like-minded artists, Studio Arts provides the space and environment to explore your passion in the arts.*

In this study you will develop skills in: *design and development, use of materials and media, improve your technique and application of different style. You will chronicle your progress through folio work, documenting the design and development process and create a variety of artworks that respond to themes/ideas of interest to you.*

Career pathways include: *work in galleries, media, advertising, education, freelance art, and cultural development programs.*

Units 1 and 2

Areas of Study

Unit 1	Studio inspiration and techniques
Unit 2	Studio exploration and concepts

Description

In these units, you will explore the processes and stages of studio practice through application and the research and recording of ideas. You will investigate themes of interest, sourcing inspiration, interpreting art and the use of materials and techniques. You will design and develop ideas for final artworks, producing pieces that reflect your understanding of the world as you experience it. You will learn about the evolution of art ideas and styles through time and across various socio-cultural contexts. You will visit galleries and museums as a part of understanding the history of art, and the issues associated with the selling of art and laws relating to appropriation and copyright and artists 'moral' rights.

Assessment

Assessment tasks in this subject may include a folio of work demonstrating your practical skill development, material testing, research and interpretation of the styles and techniques of other artworks. You will also be assessed through written assessment tasks, demonstrating your ability to analyse and interpret art. You will also be assessed on your finished artworks and reflection on the design and development process.

Units 3 and 4

Areas of Study

Unit 3	Studio practices and processes
Unit 4	Studio practice and art industry contexts

Description

In these units you will explore studio practice through the lens of a commissioned artist. Applying the design process you will develop an exploration proposal, creating a framework for your individual intended studio process. Your work will include the development of potential directions for your art and the documentation through folio work of the design process, culminating in a finished artwork/s that reflects your original design brief. Your studio practice will demonstrate an ongoing refinement of your ideas, skills and techniques as you apply your deepening understanding and skills to the use of the elements and principles of art in order to create work with planned aesthetic qualities. You will explore and report on the work and studio practices of other artists, analysing their work in acknowledgement of the historical and social contexts in which it was made. You will produce and present your works in exhibition, understanding that the delivery of art to an audience is an integral part of the studio art process. You will develop an understanding of the art industry and the considerations/parameters artists work within when reaching audiences and buyers through various exhibition spaces.

Assessment

- Unit 3 school-assessed coursework will contribute 5 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 5 per cent to the study score.
- The end-of-year externally assessed examination will contribute 30 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

Theatre Studies

If you like learning about: *the origins and development of theatre and the influences of theatre on cultures and societies as well as acting and designing.*

If you enjoy: *working individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions.*

In this study you will develop skills in: *dramaturgy, acting, directing, designing and analysing theatre.*

Career pathways include: *Costume Designer, Playwright Writer, Editor or Senior Copywriter, Performer; Actor or Producer, Lighting Designer, Interior Designer or Senior Designer, Stage Hand or Stage Manager.*

Units 1 and 2

Areas of Study

Unit 1	Pre-modern theatre styles and conventions
Unit 2	Modern theatre styles and conventions

Description

In these units, you will focus on the application of acting, direction and design in relation to theatre styles from the pre-modern (prior to the 1920s) through the modern era (post 1920s). You will create and imaginatively work in production roles with scripts from different eras of theatre, focusing on at least three distinct theatre styles and their conventions. You will study innovations in theatre production in the pre-modern and modern theatre eras and apply this knowledge to your own theatre works. You will develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to your own work.

Assessment

Assessment tasks in this subject may include text interpretations and performances, performance analysis and theatre research (dramaturgy) for six eras of theatre form pre-modern to the present.

Units 3 and 4 (Not offered in 2021)

Areas of Study

Unit 3	Producing Theatre
Unit 4	Presenting an Interpretation

Description

In unit three you will develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. You will use your skills and knowledge developed in units one and two to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. In unit four, you will study a scene and an associated monologue. You will then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise your interpretation, you will work in production roles as an actor and director, or as a designer.

Assessment

- Unit 3 school-assessed coursework will contribute 30 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 15 per cent to the study score.
- The end-of-year externally assessed monologue examination will contribute 25 per cent to the study score.
- The end-of-year externally written examination will contribute 30 per cent to the study score.
School-assessed coursework is subject to statistical moderation.



Visual Communication Design

If you like learning about: *the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design, then Visual Communications Design might be the subject for you.*

If you enjoy: *manipulating imagery, working on product design and advertising, and understanding the way visual technique can be applied to attract audiences and influence society, Visual Communications design provides the environment that allows you to immerse yourself in the world of the ingenious subtlety of design.*

In this study you will develop skills in: *manual and digital technologies to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. You will learn the skills behind design thinking and considerations of product aesthetics and functionality. You will learn how to market products according to the social, cultural, environmental and economic interests of target audiences.*

Career pathways include: *work in graphic design, web and app design, advertising, video editing, photojournalism, art and design directing, communications management and education.*

Units 1 and 2

Areas of Study

Unit 1	Introduction to Visual Communication Design
Unit 2	Applications of visual communication within design fields

Description

In these units, you will explore the design process when drawing, as a means of communication. You will learn how to generate ideas and develop concepts as you refine your process of visual communication. You will create observational, freehand and technical drawings in the context of environmental or industrial design. You will learn about the elements and principles of design, experimenting with them through a range of media such as photography, digital photography, printmaking and collage. You will learn about typography and develop the knowledge and skills for manipulating type and images when communicating ideas and concepts. You will learn about the ways historical and social contexts influence innovations that emerge in visual communication designs. Analysing the works of various visual communications designers across differing historical and social contexts, you will develop the skills for understanding the visual language, and use of materials, methods, media, design elements, design principles and presentation formats of others. You will apply your technical skills and knowledge to the stages of the design process to create a visual communication appropriate to a given brief.

Assessment

Assessment tasks in this subject may include folio of observational, visualisation and presentation drawings created using manual and/or digital methods, research into the work of various visual communication designers in the form of a written report of a case study, class SAC tasks, and the production of your own finished products culminating in final presentations created using manual and digital methods.

Units 3 and 4

Areas of Study

Unit 3	Visual communication design practices
Unit 4	Visual communication design development, evaluation and presentation

Description

In these units you will learn the processes used by designers to communicate with clients, target audiences, other designers and specialists. You will explore 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. You will investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when developing your own design ideas and concepts. You will create a brief for a client and identify the needs of that client, and the purpose, target audience, context and constraints of their communication project. You will learn how the visual communication design industry uses the design principles to create visual communications by analysing the works of other designers. You will develop, evaluate and refine your designs as part of the process leading to the production and presentation of final visual communications that attract and engage target audiences.

Assessment

- Unit 3 school-assessed coursework will contribute 25 per cent to the study score.
- Unit 4 school-assessed coursework will contribute 40 per cent to the study score.
- The end-of-year externally assessed examination will contribute 35 per cent to the study score.

School-assessed coursework is subject to statistical moderation.

VCE Vet in Schools – Business

This is a two-year program which is usually studied throughout VCE, but it can also be started in Year 10. Enables a student to gain VCE units, as well as the Certificate II in Business.

Students will study entry-level Business Administration, applicable to any career, that is normally studied at a TAFE Institute.

It is a two-year course, where students will complete 19 competencies. A 'Statement of Attainment' is awarded identifying the different modules which the student has completed.

Some examples of modules include:

- Organise and complete daily work activities
- Deliver a service to customers
- Communicate electronically
- Work effectively with others
- Communicate in the workplace
- Produce simple word-processed documents

Satisfactory completion of this program enables a student to gain a total of four VCE VET units and a study score which contributes to their ATAR.

For VCAL students, this subject can form part of your requirements for this pathway.

VCE Vet in Schools – Hospitality (Kitchen Operations)

This is a two-year program which is usually studied throughout VCE, but it can also be started in Year 10. It enables a student to gain VCE units, as well as a Certificate II in Kitchen Operations.

The first year consists of nine core units and several electives that include:

- Use hygienic practices for food safety
- Participate in safe work practices
- Work effectively with others
- Prepare and present simple dishes
- Source and use information on the hospitality industry
- Maintain the quality of perishable items
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean premises and equipment

The second year consists of five compulsory units that include:

- Produce appetisers and salads
- Produce stocks, soups, and sauces
- Produce vegetable, fruit, egg, and farinaceous dishes
- Use cookery skills effectively
- Prepare poultry dishes

Satisfactory completion of this program enables students to gain four VCE units and a study score which contributes to their ATAR.

VCE Vet in Schools – Information Technology (Information, Digital Media and Technology)

The aims of the VCE VET Information Technology program are to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Information and Communications Technology related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

This is a two year program which is studied from Year 10, but it can also be started in VCE. It enables a student to gain VCE units, as well as Certificate II and III in Information, Digital Media and Technology, which is normally studied at a TAFE Institute. If completed in the two-year sequence the student will gain four VCE Units with Certificate II and partial completion of Certificate III in Information, Digital Media and Technology.

In Units 1 & 2, modules completed are:

- Participate effectively in WHS communication and consultation processes
- Work and communicate effectively in an ICT environment
- Run standard diagnostic tests
- Operate application software packages
- Produce digital images for the web.

In Units 3 & 4, module options include:

- Create user documentation
- Install and optimise operating system software
- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain equipment and software.

Satisfactory completion of this program enables a student to gain a total of four VCE VET units and a study score which contributes to their ATAR.

VCE Vet in Schools – Music Industry

VET Music is a pathway to the music industry where students will complete a Certificate II in Technical Production through Collarts Music College. Students will learn how to combine technical production skills with creative skills by performing and recording with the software Ableton Live to further develop their production abilities. By using MIDI controller instruments such as the Novation Launchpad to create beats and perform live with the computer program, students will demonstrate how Electronic and Hip Hop music is performed live.

With support of the teacher and Collarts resources, students will be able to:

- Identify different roles and responsibilities within the music industry such as Music Producer, Live Sound Engineers and Record Label representatives.
- Apply problem solving strategies to live music scenarios with support of the course work.
- Use Ableton Live software to record and produce technical music productions.
- Use Ableton Live software to perform their own compositions.



VCE Vet in Schools – Dance

VCE VET Dance provides participants with the opportunity to dive deeper into their creative side. As an Arts subject, VCE VET Dance gives students a creative outlet that allows students a more explorative method of work. Completing coursework within this subject will give a deeper understanding of how the body moves both with and without the accompaniment of music. Students interested in a career in performing arts will gain skills and competencies that will enhance and develop the necessary industry and professional knowledge and skill.

By completing the Certificate II and III in Dance (CUA20113 & CUA30113) students will complete a total of 12 units of competency over two years, majoring in two elective dance style.

Elective units being studied at Craigieburn Secondary College are:

- Jazz
- Street Dance
- Contemporary
- Cultural

On successful completion of the VCE VET Dance program, students may be eligible for:

- The award of CUA20113 Certificate II in Dance
- Recognition of up to four units at Units 1 and 2, and a Unit 3 and 4 sequence, which can fast track further Dance education in higher education.

VCE Vet in Schools – Sport and Recreation

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units as well as Certificate II in Sport and Recreation which is normally studied at a TAFE Institute. At the end of the first year of the program, students will attain their Certificate II.

The units of competency studied in the first year of the program include:

- Organise and complete daily work activities
- Participate in work health and safety
- Maintain sport, fitness and recreation industry knowledge
- Respond to emergency situations
- Provide first aid
- Assist with activity sessions
- Work effectively in sport, fitness and recreation environments
- Provide quality service
- Conduct sport, fitness and recreation events
- Develop and update officiating knowledge
- Prepare a pre or post event meal
- Provide equipment for activities
- Maintain equipment for activities

During the second year of the course, students complete the Unit 3/4 sequence of the Certificate III program, enabling them to gain four VCE units and a contribution to their ATAR.

Units of competence for the second year of the program include:

- Develop and update knowledge and coaching practices
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and conduct programs
- Conduct basic warm-up and cool-down programs
- Educate user groups

This course provides skills in both sports administration and fitness instruction/community recreation. Students will gain skills in a number of sport and recreation areas such as coaching, conducting and officiating games and sessions. Students will be involved in assisting with the school athletics and swimming carnivals. During the second year of the program, students will gain skills in fitness areas such as screening clients and providing fitness programs.

Satisfactory completion of this program enables students to gain four VCE units and a contribution to their ATAR.

Victorian Certificate of Applied Learning (VCAL)

VCAL is an accredited secondary certificate that gives students in Years 11 and 12 the chance to choose a qualification that best suits their interests and needs. It is designed to improve the pathways for students from education to work and further education and training.

Students who study VCAL are likely to be interested in going on to training at Vocational Education and Training (VET) institutes such as TAFE Colleges, doing an apprenticeship or traineeship. Students can also enter university based on their VET studies or via university preparatory courses.

Students can begin their VCAL course at one of three levels Foundation, Intermediate and Senior, depending on their skills at entry to the program. At our school we believe it is important for students to be enrolled at the correct level so that they can develop and learn at their own pace, with the best chance of success.

VCAL has five compulsory strands:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills (a VET course)

Each strand is designed at the three levels — Foundation, Intermediate and Senior. These levels reflect a progression of skills, knowledge and ability for independent learning.

Combined with structured workplace learning, the strands build real life skills in literacy and numeracy, 'hands-on' practical experience, as well as personal skills that are important for life and work. VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs.

The aims of the certificate are to provide:

- an alternative to the VCE
- flexibility for students to move between pathways
- meaningful outcomes for students
- a certificate for students who may leave school at the end of Year 11
- students with the opportunity to start their pathways earlier
- the option of School Based Apprenticeships and Traineeships (SBAT)
- an opportunity to experience Vocational Education and Training

Literacy

The purpose of the Literacy strand is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of family, employment, further learning and citizenship. The literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

Numeracy

Numeracy is the ability to use mathematical skills in order to carry out functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Students develop skills to facilitate the practical application of mathematics at home, work and in the community.

Personal Development Skills

The purpose of the Personal Development Skills strand is to develop knowledge, skills and attributes that lead towards the development of self, social responsibility, building community, civic and civil responsibility, improved self-confidence and self-esteem and valuing civic participation in a democratic society.

The aims of the Personal Development Skills units are designed to develop:

- Self awareness
- Improved health and wellbeing
- Commitment to, and achievement of, personal goals
- Social and community awareness
- Civic and civil responsibility

There are two units in Personal Development. Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to self, personal organisation and planning skills, problem solving and interpersonal skills. Unit 2 focuses on the development of appropriate knowledge skills and attributes in relation to community engagement, social awareness, interpersonal skills and planning and organisational skills.

Work Related Skills

The purpose of the Work Related Skills strand is to enable students to develop skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment related to your VET.

The Work Related Skills units are designed to:

- Integrate learning about the work skills with prior knowledge and hands on experiences
- Enhance the development of employability skills through work related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work related organisational skills
- Develop OH&S awareness
- Develop and apply transferable skills for work related contexts

There are two units in Work Related Skills. Unit 1 is designed to achieve learning outcomes important for OH&S in the workplace, employability skills and the development of career goals. Unit 2 is designed to achieve learning outcomes important for work related skills, employability skills and career goals.

Industry Specific Skills

All students in VCAL undertake VET studies, some as part of a School Based Apprenticeship or Traineeship which can be in a variety of areas including plumbing, building, children's services and many others. Students may also participate in VET programs conducted on campus such as hospitality and Public Safety. In addition the school tries to make available training in industry entry programs such as Hygienic Food Handling and the Construction Industry White Card.



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