Craigieburn Secondary College

SENIOR SCHOOL — Years 11 and 12
College Handbook 2024
VCE/VM Course Outlines

Principal
Ms K Morphy

Assistant Principals

Mrs V Dass
Mr M Fowles
Mrs H Kerr
Mr J McGavisk
Ms C Mountney
Mrs V Sipsas

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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 VCE or VCE Vocational Major. 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 the VCE Vocational Major 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 2023 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 their highest potential.

OUR VALUES

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

General Information

School Address	102 Hothlyn Drive Craigieburn Victoria 3064
Phone	+ 613 9308 1144
Fax	+ 613 9308 1279
Email	craigieburn.sc@education.vic.gov.au
LMS	lms.craigieburnsc.vic.edu.au/
College Website	www.craigieburnsc.vic.edu.au
Office Hours	*Monday - Thursday* 8:00am–4:30pm *Friday* 8:00am–4:00pm

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

Principal	Ms Kate Morphy
Year 11 Assistant Principal	Mrs Vivian Sipsas
Year 12 Assistant Principal	Ms Carla Mountney
Year 11 Leading Teacher	TBC
Year 12 Leading Teacher	Ms Genevieve Bongrain
Pathways Leader	Ms Vivian Neill

Guiding Principles of the College

The College adopts an informed 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 *At school, in the classroom, in the yard, on excursions, travelling to and from school, when you represent the College.*	- 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.	- 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.	- 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.	- 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 *(Includes: Social media, email, LMS, Compass, Websites)*	- Using technology appropriately. - Acknowledging others' contributions and other sources by referencing appropriately. - Maintaining confidentiality and reporting misuse, abuse and inappropriate material.	- 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.	- Using a range of appropriate resources and sites for research. - Using technology to extend your skills and knowledge. - Using technology to support creativity.	- 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 thelearning 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 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, VCE Vocational Major (VM) and Victorian Pathways Certificate (VPC) 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 2024

	Commences	Finishes
Term 1	30th January	28th March
Term 2	15th April	28th June
Term 3	15th July	20th September
Term 4	7th October	20th December

Session Times

Period	Times
Staff Briefing	8.50am – 8.55am
Warning Bell	8.55am
Form Assembly	9.00am – 9.12am
Period 1	9.14am – 10.14am
Period 2	10.16am – 11.16am
Recess	11.16am – 11.36am
Period 3	11.36am – 12.36pm
Period 4	12.38pm – 1:38pm
Lunch	1:38pm – 2:18pm
Period 5	2:18pm – 3:18pm

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 VM 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/VM 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 activities will not be counted as part of the five days. Extenuating circumstances, such as prolongedillness 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 must be switched off and securely stored once a student has entered the school grounds. Students may store their device at either the front office or in their locker. 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.

Logo	A school logo is required on all upper garments.
Jewellery	The only items of jewellery permitted are wristwatches and sleepers or studs in the ears. Jewellery is not permitted during Physical Education.
Hair	Shoulder length hair is to be tied back during practical subjects. Extreme hair colours or hairstyles are not permitted.
Bag	To be kept in locker and not to be carried during school day.
Hats, Caps	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.
Scarves	Optional. Only short, navy scarves are to be worn.

Uniform — Boys

Summer and Winter Uniform

Shorts	CSC navy blue.
Windcheater	CSC navy blue - with logo.
Jumper	CSC navy blue - woolen with logo. Optional item.
Shirts	CSC white polo - with striped collar and logo. CSC white unisex cotton shirt - with logo. Shirt to be worn with the CSC tie.
Trousers	CSC tailored - navy blue.
Tie	CSC tie to be worn with the white unisex cotton shirt. Optional item.
Socks	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.
Shoes	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.
Jacket (winter)	CSC navy blue College jacket with logo.

Uniform — Girls

Summer Uniform

Summer Dress	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.
Shorts	CSC navy blue (no higher than 5cm above the knee).
Windcheater	CSC navy blue, with logo.
Jumper	CSC navy blue - woolen with logo. Optional item.
Shirts	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.
Tie	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.
Trousers	CSC tailored - navy blue.
Socks	Plain white - turned down anklet or knee high when worn with summer dress. Plain white, grey, or black when worn with trousers.
Shoes	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

Winter Skirt	CSC school skirt - no higher than 5cm above the knee. To be worn in Terms 2 and 3, with navy tights.
Tie	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.
Navy Tights	To be worn with the winter skirt.
Windcheater	CSC navy blue - with logo.
Jumper	CSC navy blue - woolen with logo. Optional item.
Shirts	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.
Trousers	CSC tailored - navy blue.
Socks	Plain white, grey or black to be worn with trousers.
Shoes	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.
Jacket	CSC navy blue College jacket - with logo.

Uniform Details — Sports

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

Track pants	CSC navy blue track pants.
Shorts	CSC school sports shorts.
Skirt	Navy blue netball skirt and navy blue sports briefs.
Windcheater	Navy blue windcheater - with logo.
Shirt	Navy blue polo - with striped collar and logo.
Socks	White socks — plain or with one or two navy stripes.
Shoes	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 datethey 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 Secondhand 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.

Secondhand 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 Leader during Term 1 in which they explore career options and courses based on their individual subjects and interests.
- In Term 3 students 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 Years9 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 providesa 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, 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 Program Manager 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 examinations. Completing VCAA examinations 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 plantheir 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 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 wish to begin at that level. It is possible to gain credit for two VET programs within the VCE.

The VCE Vocational Major (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. It is also an excellent option for students who are interested in the Head Start program.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Completing the VCE VM

The VCE VM has five compulsory strands, completed across years 11 and 12:

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

Craigieburn Secondary students are also required to undertake structured work placement as part of their studies.

To be eligible to achieve their VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. The VCE VM can include a VCE subject that complements a student's Career Action Plan and pathway.

Applied Learning and the VCE VM

The VM curriculum is designed to provide students with applied learning experiences. Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.
This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

How is the VCE VM assessed?

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

VCE VM and the GAT

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard, introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment. The GAT is an essential part of the VCE assessment process and will provide specific information on each student's key skills for life beyond school.

While the GAT is important, it does not directly count towards a student's final VCE results. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed.

No special study is required. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy, and reasoning.

Entry Requirements for the VCE VM at Craigieburn

A selection process will apply for entry into the VCE VM to ensure that students are well suited for this certificate and its requirements.

Selection requirements include:

- Completion of Subject Selection Interviews
- Updated Career Action Plan
- Grade Point Average of 3.0 or higher
- SWL arrangement

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 seven units, one of which must be Literacy or English, and at least 90 hours of VET.

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.

VCE SUBJECT INFORMATION

Arabic

If you like learning about: *Arabic language, cultural practices and products of Arabic-speaking communities, the Arabic cultural heritage, languages, grammar, writing, reading*

If you enjoy: *The cultures of Arabic-speaking communities (including stories, films, architecture, technology, food, sports and festivals), communicating with others, learning languages, interacting with Arabic speakers, multilingualism*

In this study you will develop skills in: R*eading, writing, speaking and listening in Arabic; intercultural communication; understanding different ways of thinking, acting, and interacting in the world*

Career pathways include: *translation, community engagement, health, interpreting, banking and social services, tourism and hospitality, international relations, the arts and education.*

Units 1 and 2	
Areas of Study	
Unit 1	Interpersonal, Interpretive and Presentational Communication
Unit 2	Interpersonal, Interpretive and Presentational Communication

Description
VCE Arabic is the study of modern standard Arabic, a language spoken by 250 million people in 22 countries, and used throughout both Arabic-speaking countries abroad and diaspora communities in Australia. You will develop skills in listening, speaking, reading, writing and viewing in Arabic, and also develop cultural and intercultural understanding in relation to Arabic cultures and your own identity.

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 speaking test • A grammar test • A point of view response on a current issue • A research task on a current issue

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
Unit 4	Software Development

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.

Art Making and Exhibiting

If you like learning about: *designing and making art and learning about how artists communicate their ideas through the use of visual language. If you enjoy learning how to work with a wide variety of art materials using different techniques and achieving different styles, then Art Making and Exhibiting 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, Art Making and Exhibiting provides the space and environment to explore you 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, exhibitions, media, advertising, education, freelance art, and cultural development programs.*

Units 1 and 2	
Areas of Study	
Unit 1	Explore, expand and investigate
Unit 2	Understand, develop and resolve

Description
In Unit 1, In this area of study students are guided through an inquiry learning process to experiment with a range of materials, techniques and processes in specific art forms. They develop new ways of thinking, as they investigate the characteristics, properties and application of particular materials and how they can be manipulated to create visual language and expression in an artwork. Students are introduced to different techniques and ways of trialling them. Students experiment with a range of techniques and approaches, developing skills that foster curiosity and creative thinking and inspire new working practices. They engage with artists and artworks to understand the different processes used to make artworks in specific art forms.
In Unit 2, students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Assessment	
Unit 1 Assessment Tasks	
1.	Visual Arts journal - Students record and document art making in the Visual Arts journal using written and visual material.
2.	Finished artworks - Students develop at least one finished artwork.
3.	Information for an exhibition - Students present information about three Australian artists, and at least one artwork by each artist.

Unit 2 Assessment Tasks	
1.	Thematic exhibition - Students design and curate a thematic exhibition of six artworks (three artworks the student has viewed and three artworks the student has personally sourced)
2.	Experimental artworks and documentation - Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks.
3.	Finished artworks - Students present at least one finished artwork, with accompanying documentation.

Units 3 and 4

Areas of Study	
Unit 3	Collect, extend and connect
Unit 4	Consolidate, present and conserve

Description

In Unit 3, students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

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

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 student's level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task. The School-assessed Task contributes 60 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.

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 responseto 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?
Unit 2	How do chemical reactions shape the natural world?

Description

In Unit 1, students study the use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. Students investigate ways that chemical quantities are measured and consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy.

In Unit 2, students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base andredox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Assessment

Assessment tasks in this subject may include a range of the following: a repot of laboratory or fieldwork, comparison and evaluation of practical activities, annotations of logbooks, media analysis, modelling or simulation activity, a report of an application of chemical concepts to a real-life context, an infographic or scientific poster.

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 com-pounds 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.

Dance

If you like learning about: *choreographing and performing a variety of dance styles.*

In this study you will develop skills in: *elements of movement, movement categories, choreographing and performing, learning and performing, personal movement vocabulary, spatial organization, group structures, physical structures and music and sound.*

Career pathways include: *VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works. Provides pathways to training and tertiary study in dance performance and associated careers within the dance industry.*

Units 1 and 2	
Areas of Study	
Unit 1	Dance perspectives, Choreography and performance, Dance technique and performance, and Awareness and maintenance of the dancer's body
Unit 2	Dance perspectives, Choreography and performance, and Dance technique and performance

Description
In Units 1 and 2, students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement. Through this work, they develop understanding of how other choreographers use these practices.

Assessment
Assessment tasks in this subject may include group and solo performances, documentation of practice diaries and journals.

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	Unit 2
1. Reading and Exploring Texts	1. Reading and Exploring Texts
2. Exploring Argument	2. Exploring 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	Unit 4
1. Reading and Exploring Texts	1. Reading and Comparing Texts
2. Analysing Argument	2. Presenting Argument
3. Listening to Texts	

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	AOS1: Reading and Exploring Texts AOS2: Crafting Texts
Unit 2	AOS1: Reading and Exploring Texts AOS2: Exploring 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 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	AOS1: Reading and Responding to Texts AOS2: Creating Texts
Unit 4	AOS1: Reading and Responding to Texts AOS2: Analysing Argument

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

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.

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.

Assessment

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

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 indicatorsused 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 oneyouth 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 careknowledge, 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 focuses 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	Modern History - Twentieth century history 1918-1939
Unit 2	Modern History - 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 1 and 2	
Areas of Study	
Unit 1	Ancient History (Ancient Mesopotamia)
Unit 2	Empires (Ottoman Empire)

Description
In Unit 1 students investigate the emergence of early societies in Ancient Mesopotamia. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation. In Unit 2 students investigate the Ottoman Empire (1299-1699). In this area of study, students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental, and technological features and conditions shaped an empire's quest for expansion.

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
Unit 2	The World Around Us

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
Unit 4	The Italian-speaking Communities

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 tothe 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 legalreasoning 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: *Author, University Lecturer, 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 AOS1: Reading Practices AOS2: Exploration of Genre
Unit 2 AOS1: Voices of Country AOS2: Text in its Context

Description
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.

Assessment
Assessment tasks in this subject may include written analytical responses, presentations, creative writing and close reading assessments.

Units 3 and 4

Areas of Study
Unit 3 AOS1: Adaptations and Transformations AOS2: Developing Interpretations
Unit 4 AOS1: Creative Responses to Text AOS2: Close Analysis of Texts

Description

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.

Assessment

Assessment tasks in this subject may include written analytical responses, presentations, creative writing and close reading assessments.

- 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.

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: *any profession where some understanding of Mathematics is useful but not specifically required.*

If you studied Year 10 Foundation Maths 2nd semester:	Unit 1 and 2 Foundation Maths	Unit 3 and 4 Foundation Maths OR No 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.

Units 3 and 4	
Areas of Study	
Unit 3	Algebra, number and structure, Data analysis, probability and statistics
Unit 4	Discrete mathematics, Space and Measurement

Description

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

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.*

If you studied Year 10 General Maths 2nd semester	Unit 1 and 2 General Maths Minimum average of 50%,	Unit 3 and 4 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 oftechnology as applicable to the outcomes.

General 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*

If you studied Year 10 General Maths 2nd semester	Unit 1 and 2 General Maths Minimum average of 50%,	Unit 3 and 4 General 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

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.

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 developskills 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 (2022)	Year 11 Recommendation (2023)	Year 12 Pathway (2024)
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: *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*	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 General 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

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.

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.*

When choosing to study Specialist Mathematics you must also choose to study Mathematical Methods.

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: *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*	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.

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 from Units 1 and 2 to complete more complex linkages between mathematics and the real world.

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.

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
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.

Assessment
Assessment tasks in this subject may include production tasks, case studies, film analysis, quizzes and essays.

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

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 practice 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	Organisation of music
Unit 2	Effect in music

Description

In Unit 1, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

In Unit 2, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Assessment

Assessment tasks in this subject may include group and solo performances, and performance reflections and discussions; aural, oral, written and practical tasks (such as a folio of exercises, structured questions, a workbook of class activities); composition and/or improvisation exercises and accompanying discussion; instrumental technique demonstration.

Units 3 and 4

Areas of Study	
Unit 1	Music Contemporary Performance
Unit 2	Music Contemporary Performance

Description

In Unit 3, students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing musicelements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

In Unit 4, students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Description

- 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 percent to the study score.
- The end-of-year externally assessed performance examination will contribute 50 percent 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: Connections with outdoor environments
Unit 2: Exploring outdoor environments

Description
The first unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. In the second unit, students understand how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.

Assessment
Assessment tasks in this subject include, case studies, oral presentation, data analysis, written and visual responses. Student will also be required to demonstrate the key skills, with reference to outdoor experiences in addition to ongoing logbook entries of outdoor practical experiences.

Units 3 and 4

Areas of Study	
Unit 3	Relationships with outdoor environments
Unit 4	Sustainable outdoor environments

Description

In Unit 3, the focus is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students will be involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

In Unit 4, students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students will examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Again, students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

Assessment

For each unit of study, students will complete **at least two school based assessments which could include a** case study, journal entries, written report, structured questions, data or media analysis and a visual presentation.

- Unit 3 school-assessed coursework will contribute **20%** to the study score.
- Unit 4 school-assessed coursework will contribute **30%** to the study score.
- The end-of-year externally assessed examination will contribute **50%** to thestudy 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 willdevelop 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 investigatehow 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	How is energy useful to society?
Unit 2	How does physics help us to understand the 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: a report of a laboratory or fieldwork activity, an analysis and evaluation of primary and/or collated secondary data, critique of an experimental design, a modelling or simulation activity, an explanation of a selected physics device, a media analysis, an infographic, an analysis of physics concepts applied, and a scientific poster.

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, dying 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 beinfluenced by a range of factors including the purpose, function and context of the product;user centred design; innovation and creativity; design elements and principles; sustainabilityconcerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. You will design for an end-user/s, examine how companies react to marketneeds 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 engagewith your end-user/s to gain feedback throughout the process of production. You will makecomparisons between similar products to help evaluate the success of the product in relationto 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 criteriaand 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 Unit 1 students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development. Student investigate the structure and functioning of the human brain and the role it plays in mental processes and behavior.
In Unit 2 students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups.

Assessment

Assessment tasks in this subject may include:

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- a response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions
- a report of a student-adapted or student-designed scientific investigation using a selected format, such as a scientific poster, an article for a scientific publication, a practical report, an oral presentation, a multimedia presentation or a visual representation

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 healthand 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 you 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 throughapplication 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 designand develop ideas for final artworks, producing pieces that reflect your understanding of theworld as you experience it. You will learn about the evolution of art ideas and styles throughtime and across various socio-cultural contexts. You will visit galleries and museums as a partof 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 andreport 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 reachingaudiences 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

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 VOCATIONAL MAJOR (VM) SUBJECT INFORMATION

Literacy

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

Units 1 and 2	
Areas of Study	
Unit 1, AOS 1	Literacy for personal use
Unit 1, AOS 2	Understanding and creating digital texts
Unit 2, AOS 1	Understanding issues and voices
Unit 2, AOS 2	Responding to opinions

Description

In Unit 1, through discussions and class activities students will develop their understanding of the structures and features of a variety of types, and examine how they are influenced by purpose, context, audience and culture. Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language.

In Unit 2, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Assessment

Assessment tasks could include: digital presentation, a narrative, an informative piece, research tasks, a record of discussion or debate, reports, instructional text, graphic organisers, mind maps, records of interviews with members of the community and class, a podcast, an oral presentation.

Units 3 and 4	
Areas of Study	
Unit 3, AOS 1	Accessing and understanding informational, organisational and procedural texts
Unit 3, AOS 2	Creating and responding to organisational, informational or procedural texts
Unit 4, AOS 1	Understanding and engaging with literacy for advocacy
Unit 4, AOS 2	Speaking to advise or to advocate

Description

In Unit 3, students will learn to recognise, analyse and evaluate the structures and specific elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

In Unit 4, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.
Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Assessment

Assessment tasks could include: research tasks, a record of discussion or debate, a case study analysis, a research task, a series of annotations and summaries, records of interviewswith guest speakers, annotated photographs, signs or visuals, oral presentation.

Numeracy

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

The course is structured so that eight areas of study are covered across Units 1 and 2. A description of each area of study is below.

Units 1 and 2			
Areas of Study		Areas of Study	
AOS 1	Number	AOS 5	Dimension and direction
AOS 2	Shape	AOS 6	Data
AOS 3	Quantity and measures	AOS 7	Uncertainty
AOS 4	Relationships	AOS 8	Systematics

Description

Unit 1

In the Number area of study students will develop number sense through meaningful application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas. They should be at ease with performing straightforward calculations both mentally, manually and using software tools and devices.

In the Shape area of study students will learn to recognise, describe and name common two- and three-dimensional shapes. They will classify, manipulate, represent and construct common and familiar shapes in diagrammatical and concrete forms. They will also become familiar with common characteristics and properties used in classifying shapes.

In the Quantity and measures area of study students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single- and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of different technologies.

In the Relationships area of study students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications. They should be able to recognise when change is occurring, be able to identify common and simple mathematical relationships and variables, and apply the most appropriate process or processes to determine the results of change.

In the Dimension and direction area of study students will develop an understanding of space, direction and location in relation to common landmarks and key compass directions. They will give and follow directions to locations based on digital and printed maps and diagrams. The study of dimension also includes common and routine angles with degrees and an awareness of the one-, two- and three-dimensions of space.

Data can be found in everyday life, workplaces and society. In this area of study, students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and be confident in describing general patterns and trends.

In the Uncertainty area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences.

In the Systematics area of study students will understand the inputs and outputs of technology that can be used in everyday lives for the purposes of planning, collecting, sorting or categorising common and familiar quantitative or mathematical data and information. Students will choose a number of inputs of familiar data, compare the outputs and results, and understand the representations and any summary information derived from the technology.

Assessment

The structure of the Numeracy study sees that the demonstration of achievement ofOutcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects. For example, a diary ('week in the life of me'), outlining budgets (pay rates and tax), travel (how do I get places), shopping (best deals).
- Multimedia presentation, poster or report. For example, an outline of food requirements for an athlete preparing for their sport including nutrition, recipes, calories required and exerted, energy requirements, and measurements including distances.
- Portfolio. For example, students may prepare job interview questions and responses to include details on scheduling an appointment, planning what resources are needed for transforming a house to renewables using data and tables, and understanding cost calculations, or unpacking statistics related to climate change.

The second year of the course is structured so that eight areas of study are covered across Units 3 and 4. A description of each area of study is below.

Units 3 and 4			
Areas of Study		Areas of Study	
Unit 3 AOS 1	Number	Unit 4 AOS 5	Dimension and direction
Unit 3 AOS 2	Shape	Unit 4 AOS 6	Data
Unit 3 AOS 3	Quantity and measures	Unit 4 AOS 7	Uncertainty
Unit 3 AOS 4	Relationships	Unit 4 AOS 8	Systematics

Description

In the Number area of study students undertake single- and multi-step operations and tasks applied to a range of numbers, including positive and negative numbers, fractions, decimals and percentages and numbers expressed using familiar power notations. Students should be confident in selecting the appropriate method or approach required and communicating their ideas. They should be at ease with performing calculations both manually and using software tools and devices.

In the Shape area of study students learn to recognise and name a range of two-dimensional shapes and three-dimensional objects. They classify, manipulate, represent and construct a range of simple and compound shapes in diagrammatical and concrete forms. Students also become familiar with the different characteristics and properties used in classifying shapes.
In the Quantity and measures area of study students develop an understanding of metric measurements and their units of measurement applied to multi-step measurement tasks including working with commonly used non-metric measurements and their units of measure. Students will conduct estimations of measurements, perform a range of measurement calculations, and undertake conversions with the embedded use of different technologies.

In the Relationships area of study students recognise, understand and represent relationship and change in more formal mathematical terms, where it exists in relevant real-life contexts and applications. Students should understand when change is occurring and be able to identify and use formal mathematical relationships, variables, and mathematical processes to determine the results of change.

In the Dimension and direction area of study students develop an understanding of the use of space, direction and location in relation to landmarks and compass directions. Students should be able to accurately give and follow complex directions to multiple locations basedon digital and printed maps and diagrams. The study of dimension also includes angles with degrees and spatial awareness.

Data can be found in everyday life, workplaces and society. In this area of study, students collect, represent and undertake different analyses of data to discover patterns in data, undertake summary statistics, and derive meaning from data located within relevant but possibly unfamiliar or non-routine contexts. Data should be examined for comparison and analysis. Students should draw conclusions from the data and their analysis and be confident to represent, describe and reflect on any patterns, outcomes and trends.

In the Uncertainty area of study students use concepts of randomness, chance and probability. Students should be able to make mathematical predictions about the likelihood of events occurring or not occurring. They should be able to consider and make conclusions about likelihood based on the data and make straightforward inferences. Students should be familiar with the concept of risk and apply the idea of uncertainty to risk.

In the Systematics area of study students develop an understanding of inputs and outputs of technology, including emerging technologies, that can be used for the purposes of planning, collecting, sorting or categorising a range of quantitative or mathematical data and information. Students should be confident in choosing multiple inputs of data, compare the outputs and results, and analyse, review and make decisions and conclusions based on the representations and any summary information derived from the technology.

Assessment

The structure of the Numeracy study is such that the demonstration of achievement of Outcomes 1, 2 and 3 should be based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.
- Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.
- Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.

Personal Development Skills

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

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

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

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

Units 1 and 2	
Areas of Study	
Unit 1	Healthy individuals
Unit 2	Connecting with community

Description

In Unit 1, students focus on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Unit 2 focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Assessment
Assessment tasks could include: a recorded reflection on personal attributes, a reflective journal, a record of a survey result, a performance, a response to structured question, digital presentations, research tasks, records of discussion or debate, reports, graphic organisers, records of interviews with members of the community and class, a podcast, an oral presentation

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Units 3 and 4

Areas of Study	
Unit 3	Leadership and teamwork
Unit 4	Connecting with community

Description
Unit 3 considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team. Unit 4 focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students willconsider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Assessment
Assessment tasks could include: a critical reflection on the use of interpersonal skills, , a reflective journal, a record of a survey result, a performance, a response to structured question, digital presentations, research tasks, records of discussion or debate, reports, graphic organisers, records of interviews with members of the community and class, a podcast, an oral presentation.

Work Related Skills

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

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

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

Units 1 and 2	
Areas of Study	
Unit 1	Careers and learning for the future
Unit 2	Workplace skills and capabilities

Description

Unit 1 recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2 recognises that as the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Assessment

Assessment tasks could include: a career and education report, a career and education presentation, a career and education research task, a career action plan, a web scavenger hunt, participation/discussion/questions during incursions by industry, participation in career speed-interviews, a reflection and collection of resources during career expos visits, reflection and participation in industry immersion activities, a case study.

Units 3 and 4

Areas of Study	
Unit 3	Industrial relations, workplace environment and practice
Unit 4	Portfolio preparation and presentation

Description

Unit 3 focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

In Unit 4, a portfolio is developed. Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Assessment

Assessment tasks could include: a role play, portfolio and presentation, research tasks, participation/discussion/questions during incursions by guest speakers, participation in career speed-interviews, a record of an interview, a case study, a graphic organiser.

VCE VET in Schools Program (Vocational Education and Training)

Students should note that VCE VET courses are a two-year commitment.

These are programs which make it possible for students to gain some VCE units and a TAFE certificate. There are currently many different VCE VET in Schools programs available and others that are being developed. They are usually conducted over two years.

VCE VET in Schools programs were originally introduced at Year 11 and 12 levels, but it is also possible to begin them in Year 10 which is what our school does.

Students in the VCE VM are also eligible to complete VET studies through TAFE as a secondary student in years 11 and 12. All course arrangements must be completed in consultation with the Pathways team, led by Ms Vivian Neill.

Students selecting a VCE VET in Schools program offered on our campus study it during one of their elective blocks each week. Year 11 and 12 students completing the VCE Vocational Major complete a VET subject as part of their studies and certificate requirements.

Our school offers six VCE VET in Schools programs at Year 11 level within the elective program. These are:

- VCE VET in Schools – Business
- VCE VET in Schools – Hospitality (Kitchen Operations)
- VCE VET in Schools – Information Technology (Information, Digital Media and Technology)
- VCE VET in Schools – Music Industry
- VCE VET in Schools – Sport and Recreation
- VCE VET in Schools – Dance

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. It enables a student to gain VCE units, as well as the Certificate II in Business Administration that is normally studied at a TAFE Institute.

Students will complete 19 competencies. A 'Statement of Attain ment' 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.

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

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 – 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 instrumentssuch 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 Abelton Live software to record and produce technical music productions.
- Use Abelton Live software to perform their own compositions.

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 - 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 amore 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 personal work priorities and development
- Use business technology
- Conduct non-instructional sport, fitness or recreational sessions
- Provide equipment for activities
- Maintain equipment for activities
- Participate in workplace health and safety
- Provide first aid
- Respond to emergency situations
- Provide quality service
- Use social media tools for collaboration and engagement

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 to 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.

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102 Hothlyn Drive Craigieburn Victoria 3064
Telephone 9308 1144 Facsimile 9308 1279
Email craigieburn.sc@education.vic.gov.au