Craigieburn Secondary College

SENIOR SCHOOL — Years 11 and 12
College Handbook 2020
VCE/VCAL Course Outlines

Principal
Ms K Morphy

Assistant Principals
Ms L Emmerson
Ms A Greene
Mr J McGavisk
Ms C Mountney

Contents

Principal's Message

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

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

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

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

The School Council and staff of the College take pride in the achievements of our students. I hope that you also take pride in your own achievements in 2020 and appreciate the achievements of your fellow students.

Kate Morphy

Kate Morphy
Principal

OUR VISION

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

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

OUR VALUES

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

General Information

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

Transport

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

Enrolments

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

People You Might Need to contact

Principal	Ms Kate Morphy
Assistant Principals	Ms Lynn Emmerson
	Ms Allison Greene
	Mr James McGavisk
	Ms Carla Mountney
Senior Years Leader	Mr Michael Sperling
Pathways Leader	Ms Genevieve Bongrain
Learning Partner	Mr Ben Weissenfeld

Guiding Principles of the College

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 opportunity to achieve success in, a challenging comprehensive curriculum at Years 7 to 10 in each of the Learning Areas 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, their person, space and property through self-discipline;
- strive for excellence and take pride in their work and their school.

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.

College Administration

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

Parents/guardians and students are represented on School Council as elected members and by co-option. Parents/guardians wishing to stand for School Council elections can attend workshops to gain an understanding of school councils. Nominations are called for in March of each year via the College newsletter, "Our News", and in the Parents and Friends Association which meets on the first Tuesday of each month in the social staff room at 9:15am. This body assists students in all levels of the P–12 complex, mainly through fundraising. All parents/guardians are encouraged to join this Association.

Facilities

The College has excellent facilities 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, textiles room, home economics rooms, engineering and woodwork rooms. There are also specialist art and pottery rooms.

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. Our campus also features a new Science building, with engaging learning spaces and a new Performing Arts Centre.

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 where students who become ill at school rest 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 who are undertaking Senior studies, courses of study for the VCE and VCAL are outlined in this handbook.

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

Student Representative Council

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

During formal SRC meetings, student issues and concerns are discussed and action is taken to address them. The SRC has been involved in activities such as the commemoration of ANZAC Day, the 40 Hour Famine and Bandana Day to help support the community and raise student awareness of global, national and local issues.

Term Dates for 2020

In previous years, Craigieburn Secondary College has run a staggered start for different year levels at the start of Term 1. Students and parents/guardians will be informed of how this will operate in 2020 prior to the end of Term 4, 2019. Pupil Free Days will be confirmed prior to the end of Term 4, 2019.

	Commences	Finishes
Term 1	Tuesday 28 January (teachers)	Friday 27 March
Term 2	Tuesday 14 April	Friday 26 June
Term 3	Monday 13 July	Friday 18 September
Term 4	Monday 5 October	Friday 18 December

School/Parent/Community Relations

The Parents and Friends Association is a P–12 group which provides the following activities to the whole school community.

- Fundraising: Profits are distributed between both schools as needed
- Scholarships in recognition of student achievement.

Parents and Friends meet on the first Tuesday of each month at 9:15am in the main staff room (except during school holidays). The meetings are open to all families within the P–12 complex.

Bell Times

Period	Times
Form Assembly	9:00am – 9:09am
Period 1	9:10am – 10:22am
Change Over	Change over 2 minutes
Period 2	10:24am – 11:36am
Recess	11:36am – 12:01pm
Period 3	12:01pm – 1:13pm
Lunch	1:13pm – 1:58pm
Period 4	1:58pm – 3:10pm

Student Organisation

Absence Notes

Parents/guardians are advised that a note is required explaining all absences from school. This is a legal requirement and we seek your assistance in this matter. If a student is to be absent from school for a prolonged period (eg three or more days) parents/guardians are requested to telephone 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 during Form Assembly rolls are marked by the Form Teacher. In all classes teachers mark an attendance roll. Notification of student absence is sent daily via Compass. Contact is made with the family of any student who does not attend school or misses classes without approval. It is College policy to involve the family in maintaining consistent effort and attendance and therefore it is very important that family contact details are updated regularly via the General Office.

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

Awards

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

The awards are given for:

- 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 the Northern Metropolitan Canteens Pty. Ltd. 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 son/daughter should phone the College or come to the General Office. People who are not parents/guardians 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.

First Aid

Sick Bay facilities at the College deal with minor problems but more serious issues involve immediate parental/guardian contact by phone. Whilst we have a qualified Nurse and teachers with first aid qualifications they cannot be expected to deal with all types of injuries/illnesses. *THEREFORE IT IS ESSENTIAL FOR EMERGENCY AND PARENT/GUARDIAN WORK PHONE NUMBERS TO BE KEPT UP TO DATE.* In order for the school to maintain supervision of students in its care, those who are ill are not permitted to leave the school without parental permission. When leaving school early, students need to sign the "Early Leavers Book" at the Study Centre.

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. Suggested weekly targets for homework:

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

Infectious Diseases

When a student shows symptoms of infectious disease parents/guardians will be contacted and asked to seek immediate medical advice. The child's return to school can only occur when the Principal or Assistant Principal is provided with a Certificate of Clearance from a doctor.

Interschool Sport

Students have the opportunity to represent the school in a variety of interschool sports. Students' participation will be conditional on their being up to date in all studies.

Lateness

Lateness, like any absence, should be explained either in the form of a note via Compass, SMS, phone contact via the College's Absence Line on 8339 4224 or 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 and parent/guardian email contact may be issued.

Leaving Early

If Parents/Guardians need their child to leave school early, the student is required to take a note to the Executive Officer in the Study Centre on the day concerned where an "Early Leave Pass" will be issued.

Lockers and Valuables

Lockers are provided for students to store their bags and jacket. They are rented from the College by paying a fee upon enrolment. The College is not responsible for the care and safekeeping of the personal possessions of students. Students are not to bring valuable items (eg iPods and mobile phones) to school. Sports equipment not used in Sport classes (eg skateboards, roller blades) must not be brought to school.

Lunch Permit

During school hours, students are legally within the school's care and protection. They are not permitted to leave the school grounds during lunchtime unless they have a lunch permit signed by the Principal or Assistant Principal. Parents/guardians who wish their child to have a lunch permit are to direct their request in writing to the Principal or Assistant Principal. Both long term and one-day permits are available. A lunch permit is issued for the sole purpose of a student lunching at home with a parent or guardian present. Students with a lunch permit are to go straight home, have lunch and return directly to school. Students must sign in and out at their Sub School when they leave school on a lunch permit. Students with lunch permits are not to buy their lunch at the local shops and bring it back 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 students overall school attendance rate falls bellow 90% without a valid medical certificate/certification/Principal Approval, they are considered at risk and require attendance intervention and supports; students may not be promoted to the next year level as per the College Promotions Policy. Refer to the College Attendance and Promotions Policy on the College Website.

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

Mobile Phones

Students should not bring mobile phones to school and must not make or receive mobile phone calls during the school day. If students have phones for use outside of school hours they should be handed in at the General Office for safe keeping during the school day. In the classroom, if a student has a mobile phone, it is expected that this phone is switched off and out of sight. If a students is using a mobile phone it will be confiscated as per the College's Staged Response Process. If a phone is confiscated it may be placed into Parent/guardian Pick Up at the General Office.

School Camping Program

All students will have the opportunity of attending camps, at selected venues, during their time at Craigieburn. Attendance at a camp is viewed as a privilege, not a right, and will only be granted to students who have given full co-operation 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. A hair restraint must be worn whenever a student is working with or near machinery. Students wearing runners, T-bar school shoes or jewellery will not be admitted to a technology workshop, as they 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 may also need their safety glasses in practical science classes.

Sports Program

As well as regular Physical Education classes, involvement by students in House competitions as either participants or supporters is expected. As part of Government policy, students in Years 7–10 are required to participate in Sport each week. This is in addition to weekly Physical Education classes. Regular interschool sport for all year levels is also planned. 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.

There are four sports Houses — **Aitken** (Red), **Ridley** (Green), **Bridgewater** (Blue) and **Hume** (Gold). Each student belongs to a House and during the year inter-house competitions in swimming, athletics and cross-country are organised.

Student Extended Absence Plan

Students and parents need to apply to the College for approval for an extended absence from the school. The application form is available on the website, from the General Office or from the Sub School Offices. 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 they 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 (www.craigieburnsc.vic.edu.au) 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 then to log on to Compass and review their child's most recent progress data.

Study Hall and Homework Club

The College offers students the opportunity to attend Study Hall and Homework Club during the school year. It is a chance to catch up on work in a relaxed and friendly atmosphere.

Uniform

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

Students must bring a note, stating a reason and signed by their parents/guardians, if they are unable to wear uniform on a particular day. 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 and Sport.
Hair	Shoulder length hair is to be tied back during practical subjects. Extreme hair colour or hairstyles are not permitted.
Bag	Optional. To be kept in locker, 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. These are available from PSW. Hats are not to be worn during class time, unless for safety reasons in practical classes.
Scarves	Optional. Only short, navy scarves to be worn. These are available at PSW.

Uniform — Boys

Summer and Winter Uniform

Shorts	CSC navy blue
Windcheater	CSC navy blue, with logo
Jumper	Optional. CSC navy blue, woollen with logo
Shirts	CSC white polo, with striped collar and logo CSC white unisex cotton shirt with logo to be worn with CSC tie
Trousers	CSC tailored, navy blue
Tie	Optional. CSC tie to be worn with white cotton shirt. Available only at PSW.
Socks	Plain white with shorts Plain white with one or two navy stripes (no logos) with shorts Plain black or grey with trousers
Shoes	Black leather lace up 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 (Winter)

Uniform — Girls

Summer Uniform

Summer Dress	CSC school dress (no higher than 5cm above the knee) To be worn in Terms 1 and 4 with white socks (turned down anklet or knee high)
Shorts	CSC navy blue (no higher than 5cm above the knee)
Windcheater	CSC navy blue, with logo
Jumper	Optional. CSC navy blue, woollen with logo
Shirts	CSC white polo, with striped collar and logo CSC white unisex cotton shirt with logo to be worn with CSC tie CSC white girls tailored cotton shirt (not to be worn with CSC tie)
Tie	Optional. College tie to be worn with white unisex cotton shirt. Available only at PSW. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year).
Trousers	CSC tailored, navy blue
Socks	Plain white (turned down anklet or knee high to be worn with summer dress) 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.

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	Optional. College tie to be worn with white unisex cotton shirt. Available only at PSW. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year).
Navy Tights	To be worn with winter skirt
Windcheater	CSC navy blue, with logo
Jumper	Optional. CSC navy blue, woollen with logo
Shirts	CSC white polo, with striped collar and logo CSC white unisex cotton shirt with logo to be worn with CSC tie CSC white girls tailored cotton shirt (not to be worn with 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	Navy blue Craigieburn track pants (available at PSW)
Shorts	Craigieburn school sports shorts (uni-sex)
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. This should occur only once or twice per term in each subject. Teachers will set due dates for major assessment tasks and inform students and parents/guardians of these due dates. Teachers will monitor the progress of the work and inform parents/guardians when students are behind. If a student does not submit their major assessment task by the due date they will be given a MATSS session, which will 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 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, newspapers videotapes, DVD's, 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 from 8:15am, throughout class time, recess, lunch-time and after school during Study Hall. During class time students may use the library to study, research and use 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.

Textbooks and Second Hand Texts

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

Second hand books and uniforms can be bought and sold through the Sustainable School Shop website. The text and uniform items students need are already loaded 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 program for students in Years 11 and 12.

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

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

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

Special Services and Programs

Anger Management and Positive Skills Groups

From time to time the school's Educational Psychologist and Student Learning Partner run small groups to assist students with strategies to change behaviour from being aggressive to being assertive.

Health Promotions Nurse

The school has a nurse who assists class teachers in the delivery of health classes and runs support groups for a variety of students with health or related issues. eg. a diabetic group, an asthma planning group. The school nurse also intends to run seminars or groups for parents/guardians of students with ADHD or other medical conditions that may require some additional support in coping with school.

Student Support Services

Referrals to Student Support Services can be made by the College's 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.

Mediation

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

Student Wellbeing Program

The College provides a Wellbeing team that includes a Learning Partner at each year level, a Health Promotion Nurse, a School Chaplain, a Youth Worker, a School Counsellor, a Speech Pathologist and an EAL Community Engagement Leader.. The team aims to provide 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 assist students and to augment their social connectedness and engagement which will assist in creating a safe, inclusive and happy environment in which to learn.

Some of the programs may include:

- Stress Management
- VIC Roads "Keys Please" Program
- Year 11 "Party Safe" Program
- Year 12 Celebration Day Harm Minimisation Program

Many of these programs are run collaboratively by the Allied Health Team and the 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 Wellbeing team at the College include:

- Youth Projects
- Breakthru
- Child First
- Foundation House
- Salvation Army Re-connect Program
- Orygen Youth Health
- Headspace
- Merri-Health
- Royal Children's Hospital CAMHS

- Department of Health & Human Services
- Craigieburn Youth Centre
- Uniting ReGen
- Connections Craigieburn
- Shine Bright Psychology
- ACT for kids
- CASA House

If there are any wellbeing issues pertaining to any students at the College and/or their families, feel free to contact the wellbeing team leader on 9308 1144.

Other helpful 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
- Orygen Youth Access Team   1800 888 320
- 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 Sub School Program Manager speaks to both the victim and the bully. 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 is sent home explaining the event and the school rules about bullying.

Curriculum

Emphasis has been placed within the College on students achieving academic excellence through a comprehensive Years 7–10 curriculum that covers the Arts, English, Languages, Mathematics, Human Development, Science, Humanities and Technology. Programs are developed in sequential fashion from Years 7 to 10 with the opportunity for elective subjects at Year 9 and 10. From Year 10, students may also select from a range of VET courses which provide pathways to careers and further training.

The VCE at the College is structured so 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, Human Development, Legal Studies, Materials Technology, Mathematics, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

Information & Communication Technologies (ICT)

Craigieburn Secondary College endeavours to create a learning environment where every student can achieve their fullest potential. We aim to promote confident learners who are curious and creative who can solve problems using a variety of tools. As part of this commitment, the College is beginning the integration of student Netbook computers into the classrooms and the embedding of digital literacy and e-learning practices across all key learning areas. It is envisaged that students at the College will become effective global learners in multiple real and virtual arenas.

The College, in conjunction with the Department of Education and Training (DET) aim to provide a wealth of rich educational resources and tools, that when used effectively, will deliver very positive teaching and learning outcomes. Each student is required to have a portable Netbook that will link them to their teachers, learning communities, multimedia software and online tools and resources.

With the connected mobile device, students will have enhanced communication opportunities with their teachers and peers to seek feedback regarding learning opportunities and activities, participate in synchronous and asynchronous learning and have anywhere, anytime access to documents, projects, revision tasks and evidence of their learning. The access to information and communication technologies (ICT) will create expanded learning opportunities that are more active and student centred.

Compass

Compass is a modular, web-based school management platform that has enabled the College to streamline communication with students and parents/guardians. We use 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 parents/guardians as per our Staged Response Processes. Students are also able to see the work that has been left by their teacher if they are away by visiting the relevant subject page in Compass. The College is able to receive feedback from parents 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) — Moodle

Moodle is a Learning Management System (LMS) that allows teachers to create powerful, flexible, and engaging "online learning experiences" in a blended learning environment. At the College, the LMS provides web pages that can be explored in any order, courses with live chats among students and teachers, forums where users can rate messages on their relevance or insight, online workshops and surveys and directories set aside for teachers to upload and share their files. All of these features create an active learning environment, full of different kinds of student-to-student and student-to-teacher interactions. 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 at a touch of a button through mobile devices with an internet connection.

SWPBS & Student Management

SWPBS stands for 'School Wide Positive Behaviour Support', a whole-school framework which ensures that positive social and learning behaviour is explicitly taught. In our implementation of this framework, the College has developed Staged Response Processes to enable our staff to introduce, model and reinforce positive learning and social behaviours. Explicitly teaching our expectations, and acknowledging students for demonstrating them, is key to our success in creating and maintaining a learning environment where all students feel connected, supported and engaged.

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

The Victorian Certificate of Education (VCE)

Introduction

The purpose of the following information is to help students 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 issues must be discussed carefully with the Pathways Leader

Where possible, the program of Studies chosen should ensure that a range of careers will be possible at the end of Years 11 and 12.

Entry Requirements for Years 11 and 12

Entry to 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. In addition, students must be achieving at the expected level in 12 units.

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 involved in extensive consultation about their course.

For some students a repeat of Year 10 will allow them to develop the skills that will lead to a more successful attempt at VCE level studies.

Entry to Year 12

For students to automatically progress from Year 11 to 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.

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 Maths. Most of the studies will be comprised of four parts or units.

Each unit will be for a semester (half year). Usually Units 1 and 2 are taken in Year 11 and Units 3 and 4 in Year 12. Units 1 and 2 can be taken separately but Units 3 and 4 must be taken as a sequence.

What a Student must do to Achieve their 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.

Included in the units that are satisfactorily completed must be:

- At least three units from the English group with at least one unit at Unit 3 or 4 level;
- Three sequences of Units 3 and 4 studies other than English which may include any number of English sequences, once the English requirement has been met.
- For the purposes of an ATAR score and VTAC entry students must achieve an S result for an English 3 and 4 sequence.
- Maintain an attendance rate of 90% or more in each subject.

How students' work is assessed

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 (Assessment Tasks).

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 the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

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

When you have satisfactorily completed at least 16 units, including the units described in the bullet points above, you will be awarded your VCE.

S's (Satisfactory) and N's (Not Satisfactory) appear on your official VCAA Statement of Results as well as your school report.

Assessment Tasks

These indicate how well you are going, assessing attainment of skills and knowledge.They are closely related to and based upon the Outcomes for the unit. Depending on the units you choose, an assessment task might be making a model, producing a folio of work, a set of graphic designs or a research report, or tests, assignments and exams.

In Units 1 and 2, Craigieburn Secondary College will issue percentage marks or a raw score on Assessment Tasks. These will appear on your school report but NOT on your official VCAA Statementof Results. Units generally have between two and four assessments tasks.

In Units 3 and 4, school assessment will be in the form of coursework. School-assessed coursework is made up of assessment tasks that are specified in the study design (from VCAA). These assessment tasks are used to assess the unit learning outcomes. Each Unit 3 and 4 sequence will have a combination of coursework and examinations. The grades for these are then combined to produce a Study Score for each sequence that has been satisfactorily completed.

Students will receive a percentage range or raw score that indicates their level of performance on SACs and coursework. All marks issued to students are provisional and may be subject to statistical moderation by VCAA/VTAC. A student who is unable to demonstrate sufficient evidence of learning may be issued with a grade of 'UG' (Ungraded). A student who does not complete an assessment task will be issued with a grade of 'NA' (Not Assessed)
.

Late Completion of Work and Deadlines

Deadlines — Work towards achievement of most unit 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 are expected to adhere to these deadlines. Non-compliance could mean a grade of "not satisfactory" for the unit.

Extensions — If your work has not been completed on time or is unsatisfactory, the teacher will determine if the student has completed enough work to a satisfactory standard in order to receive an 'S' (Satisfactory result). If they have not, then their teacher will fill in an indicative N form and submit it to the Senior School. Depending on the nature of the assessment and the student's progress throughout the unit, the student may receive an opportunity to redeem this result in accordance to a strict timeline.

The student must meet with their subject teacher to determine what work must be submitted, within a strict timeline, in order to receive an 'S' (Satisfactory result).

Consideration of Disadvantage — If you fail to complete the work due to medical or other extenuating circumstances you may apply for School Based Provision or Special Consideration. This should be done through the Senior School Learning Partner. If you think this may apply to you, see the Senior School Learning Partner promptly to ensure you get the necessary documentation. Full details on these procedures will be provided to students at the beginning of next year.

Fair and Independent Assessment — Units 3 and 4

- Examinations will be set and marked state-wide and double marked by external examiners. There are two examination periods held throughout the year - all students completing a Unit 3/4 subject (including VET) are required to sit the mid-year GAT exam (usually held in June); All VCE & VET subjects offered at the College have an end-of-year examination held during Term 4 according to the VCAA examination schedule. Exams are compulsory for all scored VCE students at the College. Students receive an examination timetable prior to their scheduled examinations. In addition, VCAA publishes the end-of-year examination timetable on the VCAA website for students to access.

- Students will do school assessed coursework throughout the year. The coursework will indicate students' understanding of unit outcomes. The score given by the teacher will be statistically moderated against the November exam and the General Achievement Test (GAT). All students who are studying at least one Unit 3 and 4 sequence are required to sit for the GAT in the June exam period.

- Authentication is a process to ensure that work submitted by students is genuinely their own. Teachers and students are required to sign a "Declaration of Authenticity" form. As part of this process, students should record dates of discussions with teachers, keep all drafts and rough copies and carefully acknowledge all sources of material. Full details will be provided to students at the beginning of the year.

- The results of all units and assessment tasks will be reported in each student's Statement of Results. Each study will have three Assessment pieces.

A Need for Organisation

All units have deadlines set throughout the semester. Therefore it is imperative for students to plan ahead, be well organised and effectively manage their time at home.

Use should be made of:

- A semester planner (calendar) to record information such as deadlines, important events (school and family) etc.
- A diary to record day to day tasks such as homework, completion of exercises etc.
- A home study timetable to ensure regular and equitable commitment to all of your studies.

Many of the Outcomes and Coursework assessments are completed in normal class time. Students need to be prepared before these classes to ensure that they give themselves the greatest opportunity for success.

VCE Attendance Policy

Students need to attend sufficient class time to undertake the work required to complete the unit outcomes and the associated coursework. Work done in class time will be necessary to allow judgements of authentication to be made. 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 the VASS system as "not satisfactory".

The 90% attendance applies to each unit separately.

Absent without the permission of the school does not include:

- Approved excursions.
- Approved fieldwork.
- Absences covered by medical certificate.

It is the student's responsibility to ensure that the classroom teacher is informed of these absences and that they are recorded appropriately on the teacher's roll. The medical certificate must then be given to the Form Teacher who should register it and file it in the roll.

When students arrive late or leave early they must sign in/out in a book kept with the Senior School Executive Officer. Failure to comply with this will result in students being recorded as absent. This could lead to attendance problems related to VCAA regulations and Centrelink payments.

Calculators

There are specific rules set down by the VCAA regarding what type of calculators can be used in exams. Subject teachers will inform students of VCAA guidelines.

VCE Additional Programs

High Achievers Club

The Craigieburn High Achievers Club (CHAC) was started in 2007. This successful program has provided students, regardless of academic achievement, with support and a number of activities to help them achieve their very best. All Year 11 & 12 students are welcome to join. When students join CHAC, they:

- Make a commitment to attend weekly CHAC sessions which will include workshops, guest speakers, study and mentoring sessions and special activities such as the Trivia Night and CHAC Dinner;
- Set goals, and evaluate those goals throughout the year with the support of their teachers.
- Learn proven techniques to improve studying habits;
- Work collaboratively with fellow classmates;
- Learn stress management techniques;
- Receive assistance from past high achieving students as part of the tutoring program.

After school study sessions with refreshments will be held throughout the year.

VET in Schools Programs (Vocational Education and Training)

These are programs which make it possible for students to gain both their VCE and a basic certificate from a TAFE College. There are currently many different Vocational Education and Training Programs available and others are being developed. Our school will be offering a number of these programs next year.

With VET, students study both their normal VCE subjects and 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, then it will contribute to their ATAR or any students wanting to apply to university.

The aim of these programs is to allow students to gain some formal vocational training in a specific industry area at the same time as completing their VCE.

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

- Completely by the school, depending on facilities available
- Partly at school and partly at a TAFE College.

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

Keeping Options Open

One of the great benefits of the VCE is its flexibility in allowing students to keep their options open. Although most students will have planned which Studies to do by the end of Year 10, it will be quite possible to drop some units in preference for others.

Studies may be done over two or more years. Students in Year 11 may elect to take some Unit 3 and 4 subjects. Students in Year 12 may elect to take some Unit 1 and 2 subjects.

Glossary of Terms used in the VCE

ATAR	Australian Tertiary Admission Rank — This ranking is used to select candidates into tertiary courses.
COURSEWORK	Any designated task set by the subject teacher that is designed to allow students to demonstrate the outcomes for the unit.
CREDIT TRANSFER	A system whereby students who have completed their VCE may be given credit in a TAFE course for work already carried out.
GAT	General Achievement Test.
SAC	School Assessed Coursework.
SEMESTER	Equivalent to half a school year — for Years 11 and 12 this is to be 18 weeks.
UNITS 1 & 2	VCE units 1 & 2 are usually completed at Yr 11 level (except VET subjects where Units 1 & 2 are completed at Yr 10 level).
UNITS 3 & 4	VCE units 3 & 4 are usually completed at Yr 12 level (except VET subject where units 3 & 4 are completed at Yr 11 level).
SEQUENCE OF UNITS	Units 1 & 2 of a given VCE subject are usually completed as a sequence across two semesters (one year) at Yr 11 level. Units 3 & 4 of a given VCE subject are usually completed as a sequence across two semesters (one year) at Yr 12 level.
STUDY	A sequence of half year units in a particular curriculum area such as English, Maths, History. A total of 44 studies have been developed for the VCE.
STUDY DESIGN	The study design prescribes the objectives, areas of study, key skills & knowledge and learning outcomes for each subject.
UNIT	A semester length component of a study representing about 100 hours of work of which approximately 50–60 hours are class time.
UNIT OUTCOMES	These must be completed satisfactorily for students to gain a satisfactory assessment for the unit.
VCAA	Victorian Curriculum and Assessment Authority — responsible for curriculum, assessment and certification at Years 11 and 12 in Victoria.
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education.
VET	Vocational Education and Training
VTAC	The Victorian Tertiary Admissions Centre, the body which administers the selection system for Victoria's tertiary institutions.

Planning for your Future

A student's choice of subjects for Years 11 and 12 and the results they achieve will have a substantial impact upon their future. It is vital that you read the information provided throughout this handbook, and encourage your child to research potential career options thoroughly, to ensure that carefully considered choices of subjects are made.

In choosing subjects a student may be influenced by a number of factors, the biggest of which will be the consideration of their future plans. Those students who have identified their preferred career path will have a relatively simple process of choosing their subjects.

Encourage your child to talk to the pathways staff and/or their teachers to ensure they have set themselves a realistic goal, and that they have identified a 'back-up' plan to cover any eventualities. Ensure that they are allowing themselves enough scope to keep their options open.

The vast majority of students will not have a career plan determined at this point, and may struggle to identify the right mix of subjects. The key is to make choices that will give them the widest range of options. Students are encouraged to take responsibility for their own future and to ensure that they are well prepared for making the decisions regarding their subject choices. Time needs to be made to reflect on their interests, skills and abilities and also their values, personality, and goals.

Please note that it is the responsibility of students and their parents/guardians to check the prerequisite subjects for any course or institution being considered for study. Course information about a wide range of University and TAFE courses are available at the Pathways Office and the information is also available online. The Victorian Tertiary Admissions Centre' website provides up to date information regarding course prerequisites for 2020.

The College's pathways team has an extensive program of activities designed to assist Year 10 students in making their decisions about study in Year 11 and 12.

Through participation in the program, future career pathways will be more readily identifiable, and students will be able to undertake additional research into future work, and/or tertiary study options, ensuring that they are aware of any subjects that may be required to study during Years 11 and 12.

Some useful and informative websites to assist students in planning for their future include:

www.myfuture.edu.au

www.education.vic.gov.au/school/students/beyond/Pages/careerpath.aspx

www.sdiea.org.au/uploads/files/year12whatnext_guide.pdf

www.australia.gov.au/information-and-services/jobs-and-workplace/career-information

Eligibility for the VCE Baccalaureate

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above

- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics

- a Units 3 and 4 sequence in a VCE Language

- at least two other Units 3 and 4 sequences

Accounting

If you like learning about: *Money and small business.*

If you enjoy: *Recording and presenting information, analyzing data and using computers.*

In this study you will develop skills in: *Recording and reporting financial information and analyzing how business can improve.*

Career pathways include: *Accounting, Banking, Bookkeeping, Financial Planning and Office Management.*

It is highly recommended that students complete Units 1 and 2 prior to undertaking Units 3 and 4.

Units 1 and 2	
Areas of Study	
Unit 1	Role of accounting in business
Unit 2	Accounting and decision-making for a trading business

Description

These units introduce you to how small business works, and prepare the records and reports business commonly use. You will learn how to use computer software to prepare business reports, and look at how these are used to make ethical decisions. You will analyse and evaluate the performance of a business.

Assessment

These may include a portfolio of exercises (both manual an on computer), a presentation, tests and extended response tasks.

Units 3 and 4	
Areas of Study	
Unit 3	Financial accounting for a trading business
Unit 4	Recording, reporting, budgeting and decision-making

Description

Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students extend on their understanding of the Units 1 and 2 recording and reporting of balance-day adjustments, budgeting, evaluation and decision-making.

Assessment

- School Assessed Coursework accounts for 50% of your study score. Tasks for this may include tests, a portfolio of exercises, business analysis tasks and computer exercises.
- End of year exam which accounts for 50% of your study score.

Biology

If you like learning about: *The natural environment, how living things function, the impact of humans on the living world.*

If you enjoy: *Environmental issues, ecosystems, physiology of living things, how plants and animals survive in different conditions.*

In this study you will develop skills in: *Investigating and inquiring scientifically, applying biological information, communicating biological information and understandings.*

Career Pathways include: *Bioscience, Biotechnology, Biochemistry, Neuroscience, Genetics, Forensics, Nursing, Pharmacy, Agricultural Science, Dentistry, Medicine, Environmental Science.*

Units 1 and 2

Areas of Study

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

Description

Unit 2 broadens the biological perspective into how reproduction maintains the continuity of life. Students use genetics to explain inheritance of characteristics and explore the issues associated with genetic screening.

Assessment

- Practical activities and reports, oral and multimedia presentations, field based investigations, tests and exams.
- An investigation that is presented as a scientific poster.

Units 3 and 4

Areas of Study

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

Description

Unit 3 studies include the structure of cells, how genes are regulated, biochemical processes of life, and how technological advances are changing the way diseases are diagnosed and treated. In Unit 4 students consider how changes to the genetic code have contributed to evolution, with particular emphasis on human evolution. The biological consequences, and social and ethical implications, of manipulating DNA and applying biotechnologies is explored for both the individual and the species.

Assessment

- School Assessed Coursework accounts for 40% of your study score. Tasks for this may include practical activities and reports, oral presentations and a response to an issue. This also includes an investigation that is presented as a scientific poster.
- There is an end of year exam, which accounts for 60% of your study score.

Business Management

If you like learning about: *How businesses large and small manage their resources and their people.*

If you enjoy: *Analysing and applying a set of principles to evaluate what makes a successful business.*

In this study you will develop skills in: *Decision making; problem solving; ICT programs and effective communication.*

Career pathways: *Running your own business; Marketing and Advertising; Public Relations; Event Management*

Units 1 and 2

Areas of Study

Unit 1	Planning a business
Unit 2	Establishing a business

Description

Unit 1 focuses on planning a business. Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 focuses on the establishment phase of a business's life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
Suitable tasks for assessment may be selected from the following:
- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis

Units 3 and 4

Areas of Study

Unit 3	Managing a business
Unit 4	Transforming a business

Description

In Business Management, students have the opportunity to apply theoretical perspectives to real world examples and of how businesses operate. Unit 3 focuses on the processes and issues concerned with managing a business. Students investigate strategies to manage staff and business operations, and explore the challenges involved in achieving business objectives. Unit 4 focuses on the dynamic and changing nature of business. Students analyse leadership, skills, and strategies required to manage businesses and improve performance in changing environments.

Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Chemistry

If you like learning about: *The composition of materials, chemical reactions and why they happen, chemical formulae and nanotechnology.*

If you enjoy: *Doing experiments, observing explosive and/or fascinating chemical reactions and learning about chemistry from the early days to the present and well into the future, 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: *Medical and food technology, education, chemical analyst, medicine, engineering and working in chemically based companies etc.*

Units 1 and 2

Areas of Study

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

Description

In Unit 1 you will study the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. You will explore the relationship between properties, structure and bonding between particles of various sizes.

Unit 2 involves a study of the role of water, its physical and chemical properties, behaviour with other substances, the reactions that occur in water and various methods of water analysis.

Assessment

- Assessment tasks will include a range of the following: Practical work; written reports; modelling; tests and exams.

Units 3 and 4

Areas of Study

Unit 3   How can chemical processes be designed to optimise efficiency?
- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Unit 4   How are organic compounds categorised, analysed and used?
- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Description

The global demand for energy and materials is increasing with world population growth. In Unit 3 students 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. In Unit 4 students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Assessment

- School Assessed Coursework accounts for 40% of your study score. Tasks for this may include practical activities and reports, media analysis/response, analysis and evaluation of stimulus material, an evaluation of research, graphic organiser illustrating a chemical process and response to a set of structured questions. A structured scientific poster using a standard template is a requirement for the course.
- There is an end of year exam, which accounts for 60% of your study score.

Computing - Units 1 & 2

If you enjoy learning about: *The processing of data and the management of information and information systems.*

If you enjoy: *Problem solving and how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.*

In this study you will develop skills in: *Spread sheet software, web authoring software, visualising thinking tools for planning, programming language, creating tools for project planning.*

Career Pathways include: *Information technology industry, engineering, business administration. Can you name a job that doesn't use a computer?*

Units 1 and 2

Areas of Study

| Unit 1	Unit 2
1. Data and graphic solutions	1. Programming
2. Networks	2. Data analysis and visualisation
3. Collaboration and communication	3. Data management

Description

In Unit 1, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.

In Unit 2, students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes, including visual presentations, the use of digital systems and techniques to create a solution in response to a need, oral presentations and written reports. All assessments at Units 1 and 2 are school-based.

Computing Unit 1 & 2 → Informatics Units 3 & 4

VET IT Unit 1 & 2   VET IT Unit 3 & 4 →
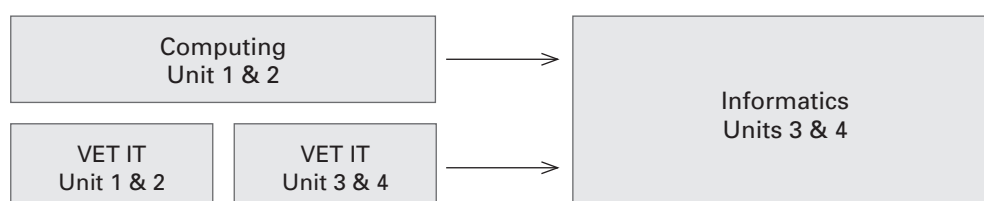
Computing - Informatics Units 3 & 4

If you enjoy learning about: *New software and programs.*

If you enjoy: *Problem solving and learning about information technology today and in the future.*

In this study you will develop skills in: *A range of software and basic IT management.*

Career Pathways include: *Information technology industry, engineering, business administration career opportunities are just a few. Can you name a job that doesn't use a computer?*

Units 3 and 4

Areas of Study

- Organisations and data management
- Data analytics: drawing conclusions
- Data analytics: presenting the findings
- Information management

Description

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions.

They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Assessment

School-assessed Coursework for Units 3 & 4 will contribute 20 per cent to the study score. The School-assessed Task for Units 3 & 4 will contribute 30 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

English and English as an Additional Language (EAL)

If you like learning about: *How people communicate with each other and how to express yourself.*

If you enjoy: *Reading about other people's ideas and life experiences and how society can be understood through a variety of written, oral and non-verbal communication.*

In this study you will develop skills in: *Analysing texts, writing and speaking with confidence.*

Career pathways include: *Professional writing, law, teaching, research.*

Units 1 and 2

Areas of Study

Unit 1	Unit 2
• Reading and creating texts (Note: For EAL students, one text is studied in this outcome) • Analysing and presenting argument	• Reading and comparing texts • Analysing and presenting argument

Description

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students also develop comparative writing skills and explore the different ways in which authors explore ideas, themes and issues in their writing.

Assessment

Assessment may include a variety of written, spoken, multi-modal tasks and end of unit examinations.

Units 3 and 4

Areas of Study

Unit 3	Unit 4
• Reading and creating texts (Note: For EAL students, one text is studied in this outcome) • Analysing argument • Listening to texts (EAL students only)	• Reading and comparing texts • Presenting argument

Description

Students read and respond to texts analytically and creatively. They analyse arguments and the use of written and visual persuasive devices in texts and create their own texts intended to position audiences. Students also develop comparative writing skills and explore the different ways in which authors express ideas, values and issues in texts and how these are open to a variety of interpretations.

Assessment

- School Assessed Coursework accounts for 50% of your study score. Tasks for this may include: expository, argumentative and creative writing; oral presentations.
- There is an end of year exam which accounts for 50% of your study score.

Food Studies

If you enjoy learning about: *Food science, food product development and the role of various levels of Government in regulating food laws.*

If you enjoy: *Working with food and new food preparation equipment.*

In this study you will develop skills in: *Identifying the characteristics and function of food products. Identifying new and innovative food products. Skills in preparing food products using modified ingredients.*

Career Pathways include: *The hospitality industry, chef, nutritionist, dietician.*

Units 1 and 2

Areas of Study

Unit 1	Unit 2
• Food around the world • Food in Australia	• Food Industries • Food in the home

Description

Students explore the historical and cultural aspects of food. They investigate the origins and roles of food through time and across the world. Students look at food in Australia and how food patterns have been influenced by food production, processing and manufacturing industries and immigration. Students investigate commercial food production industries in comparison to small-scale domestic settings, and the capacity of industry to produce safe, high quality food. Practical work is an integral part of all aspects of the VCE Food Studies course and is used to demonstrate knowledge and to practice new skills.

Assessment

• Assessment tasks will include a range of the following: Tests; written and oral reports, production work including planning and preparation.

Units 3 and 4

Areas of Study

Unit 3	Unit 4
• The science of food • Food choice, health and wellbeing	• Environment and ethics • Navigating food information

Description

Students will investigate the many roles and everyday influences on food choice. They will explore the science of food, our physical need for it, and how it can nourish and sometimes harm our bodies. Students will examine debates about global and Australian food systems, which includes the development and application of technologies. Students will investigate food information and continue to develop their own knowledge of food, skills and habits. Students assess a variety of food fads, trends and diets. Practical work is an integral part of all aspects of the VCE Food Studies course and is used to demonstrate knowledge and to practice new skills.

Assessment

• School assessed coursework for this subject contributes to 60% of your study score (across Unit 3 and 4). This includes a range of tasks including written tests, practical demonstration, practical reports, written reports, oral presentations.

• The end of year written examination accounts for 40% of your study score.

Health and Human Development

If you like learning about: *The factors influencing your own health and development and the health of your local and global communities. Promoting good nutrition to enhance quality of life, health promotion, Government and non Government agencies that promote health and development.*

If you enjoy: *Class discussions, group activities, oral presentations, research tasks*

In this study you will develop skills in: *Analyse and interpret data in youth health and development. Research and analyse information relevant to a selected challenge to youth health and development. Communicate and present health and development information.*

Career pathways include: *Health care, Child care, Primary and Secondary school teaching*

Unit 1 - Understanding health and wellbeing

Areas of Study

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2 - Managing health and development

Areas of Study

- Developmental transitions
- Health care in Australia

Description

This study enables students to understand the complex nature of health and wellbeing, and human development. Students should develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors. They will examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age. Students will develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks, and also develop understanding of the Australian healthcare system and the political and social values that underpin it.

Assessment

- Data analysis
- Structured questions
- Case study analysis
- Reports-written and oral
- Media analysis

Unit 3 - Australia's health in a globalised world

Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4 - Health and human development in a global context

Areas of Study

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Description

This study enables students to apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions. Students will apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs. They will propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

Assessment

- School Assessed Coursework for Unit 3 accounts for 25% of the study score; Unit 4 accounts for 25% of the study score. Tasks for this may include tests, written responses, case study analysis, research assignments, class presentations, revision exams/tests.
- There is an end of year exam which accounts for 50% of your study score.

History — Twentieth Century History Units 1 and 2

If you like learning about: *The major conflicts; leaders and political ideologies that evolved during the twentieth century*

If you enjoy: *Interpreting written and visual material; debating an issue; learning about the effect of the past on the present.*

In this study you will develop skills in: *Critical thinking; constructing an argument; historical research.*

Career pathways include: *Journalism; Defence Forces; Teaching; Records Manager*

Units 1 and 2	
Areas of Study	
Unit 1	Twentieth century history 1918 – 1939 • Ideology and conflict • Social and cultural change
Unit 2	Twentieth century history 1945 – 2000 • Competing ideologies • Challenge and change

Description
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Assessment
Assessment tasks over Units 1 and 2 should include the following: • a historical inquiry • an analysis of historical interpretations • an analysis of primary sources • an essay.

History — Units 3 and 4

If you like learning about: *What events and factors contributed to the formation of a nation and their identity.*

If you enjoy: *Interpreting written and visual material; debating an issue; learning about the effect of the past on the present.*

In this study you will develop skills in: *Critical thinking; constructing an argument; historical research.*

Career pathways include: *Journalism; Curator; Archivist; Law.*

VCE Australian History	
Areas of Study	
Unit 3	• Transformations: Colonial society to nation • The reshaping of Port Philip District / Victoria, 1834 – 1860 • Making a people and a nation, 1890 – 1920
Unit 4	• Transformations: Old certainties and new Visions • Crises that tested the nation 1920 – 1945 • Voices for change 1965 - 2000

Description

Over the last two hundred years the history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. From 1788 onwards people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence. In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Assessment

Each of the following four assessment tasks must be completed over Units 3 and 4:

• a historical inquiry
• an analysis of primary sources
• an analysis of historical interpretations
• an essay.

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

Italian

If you like learning about: *Italian culture, language and traditions and would like to travel to Italy on a study tour, or take up a student exchange in Italy for part of your studies.*

If you enjoy: *Speaking, listening and communicating in another language.*

In this study you will develop skills in: *Written and oral communication in the Italian language.*

Career pathways include: *Business, international trade and commerce, interpreting, engineering, applied science, arts and design, architecture, management and public relations, journalism, travel, hospitality and tourism, teaching, fashion design and jewellery.*

Units 1 and 2

Areas of Study

The Individual	The Italian Speaking Communities
The Changing World	

Description

The study of Italian at VCE involves learning a living language with increasing fluency and control. Students are exposed to the cultural context of the language. They develop skills in reading, writing, speaking and listening in Italian.

Assessment

- Assessment tasks may include a rehearsed conversation in Italian, a piece of writing and research assignment.

Units 3 and 4

Areas of Study

The Individual	The Italian Speaking Communities
The Changing World	

Description

In Units 3 and 4 students are required to undertake a detailed study. This detailed study should relate to the areas of study listed above. Students will use a variety of texts such as film, stories, songs, newspapers, electronic texts, documentaries, music, painting and oral histories.

Assessment

- School Assessed Coursework accounts for 50% of your study score. Tasks for this may include pieces of writing, responses to written texts, role plays and conversations.
- The end of year exam consists of two parts: An oral examination, which accounts for 12.5% of your study score; and a written examination which accounts for 37.5% of your study score.

Legal Studies

If you like learning about: *Political systems; how laws are made; the court systems; your basic legal rights and responsibilities.*

If you enjoy: *Debating issues; current affairs; solving disputes.*

In this study you will develop skills in: *Problem solving; analysing legal material; understanding and applying legal terminology.*

Career pathways include: *Lawyer; Advisor; Para-Legal Professionals; Local Government.*

Units 1 and 2

Areas of Study

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

Description

Students will study the concepts of criminal and civil law and apply these to a range of scenarios to determine whether an accused is found guilty or liable. Students undertake investigations into criminal and civil cases and study how their rights are protected in the Australian legal system.

Assessment

- Includes: Structured assignment; Essay; Mock court or role-play; Folio and report; Case study; Test; Annotated visual display; Action plan and report; Audio or visual presentation; Interview, report and debates.

Units 3 and 4

Areas of Study

Unit 3	Rights and justice
Unit 4	The people and the law

Description

In Unit 3 students will develop an understanding of ensuring that justice is upheld through the use of the the Victorian justice system. Students also explore the ways which peoples rights are protected with this system. In Unit 4 Students explore how the Australian Constitution establishes law-making powers and the role of the High Court in its interpretation. Students also explore the ways that different groups have an influence on the law.

Assessment

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Literature

If you like learning about: *Texts from different social and cultural contexts.*

If you enjoy: *Exploring and discussing your interpretation or ideas on texts.*

In this study you will develop skills in: *Interpretation, analytical writing.*

Career pathways include: *Editing and Publishing, Journalism, Librarian, Professional Writer, Teaching.*

Units 1 and 2

Areas of Study

Reading practices	The text, the reader and their contexts
Ideas and concerns in texts	Exploring connections between texts

Description

Students focus on the ways in which the interactions between text and reader create meaning and analyse the features and conventions of texts which distinguish literary style. Through close reading, analysis and comparison on texts, students respond critically, creatively and reflectively to the ideas and concerns raised and gain insights into how texts function as representations of human experience. They explore the ways in which texts connect to the world and develop an awareness of how the culture, views, values that readers hold may influence the reading of a text.

Assessment

Assessment may include a variety of written, spoken, multi-modal tasks and end of unit examinations.

Units 3 and 4

Areas of Study

Adaptations and transformations	Literary perspectives
Creative responses to texts	Close analysis

Description

Units 3 focuses on ways writers construct their work and how meaning is created for and by a reader. Students study how the form (eg. poem, prose, drama, non-print) affects meaning, represent different views and values and how they comment on human experience. Students consider the context, point of view and the style of their creative or adapted responses to texts. Unit 4 focuses on students' critical responses to texts examining perspectives, values and ideas explored in texts.

Assessment

- School Assessed Coursework accounts for 50% of your study score. Tasks for this may include: Creative responses; essays; reviews.

- There is an end of year examination which accounts for 50% of your score.

VCE Maths Subject Pathway Requirements

At the conclusion of semester one, students undergo a VCE Maths Pathway process where teachers complete a recommendation sheet that reflects student results and GPA. The recommendation sheet will be utilised at course selection and will help determine Maths pathways. Students and parents/guardians will receive a copy of the recommendation sheet prior to subject selection.

Year 10		Year 11 Recommendation		Year 12 Recommendation
Year 10 Core/General	▶	**Year 11 General Maths** Minimum average of 50% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended	▶	**Year 12 Further Maths** Minimum average of 50% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended
Year 10 Methods	▶	**Year 11 General Maths** Minimum average of 50% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended	▶	**Year 12 Further Maths** Minimum average of 50% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended
		Year 11 Methods/Specialist (circle 1 or both) Minimum average of 60% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended	▶	**Year 12 Methods/Specialist (circle 1 or both)** Minimum average of 60% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended
Year 10 VCE General Maths Unit 1 and 2 *Year 11 Methods can be studied on its own or together with year 12 Further or 11 Specialist Maths*	▶	**Year 11 Methods/Specialist (circle 1 or both)** Minimum average of 70% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended	▶	**Year 12 Methods/Specialist (circle)** Minimum average of 70% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended
		Year 12 Further Maths Minimum average of 50% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended	▶	
Year 10 Foundation Maths	▶	**Year 11 Foundation Maths** (If General maths topics are undertaken in Year 11)	▶	**Year 12 Further Maths** Minimum average of 70% ❐ Yes, recommended ❐ Yes, but monitor progress Semester 2 ❐ Not recommended

Students should check prerequisites for TAFE or tertiary courses very carefully before selecting their Mathematics subject.

Foundation Mathematics

Note

There is no Year 12 sequence for this subject, unless you undertake supplementary studies for Further Mathematics from the General Mathematics course. This will need to be discussed with the year 11 subject teacher.

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

If you like learning about: *Properties of shapes and objects, estimation, approximation and reasonableness of results, collection and representation of data and application and use of metric units and measures.*

If you enjoy: *Learning how to apply basic maths to everyday situations.*

In this study you will develop skills in: *Basic mathematical processes that may be requiredfor TAFE studies. You will use mathematics in practical contexts encountered in everyday life in the community, at work and at study.*

Career pathways include: *Foundation Maths is for students who do not intend to study Mathematics in Year 12.*

Units 1 and 2

Areas of Study

Space, shape and design	Patterns and number
Data	Measurement

Description

There is a strong emphasis on using mathematics in everyday contexts relating to life, recreation work and study. These units will be particularly useful for students undertaking VET studies.

Assessment

May include tests, assignments, and written reports.

Assessment tasks include components to be completed with and without the use of technology as applicable to the outcomes.

General Mathematics Units 1 and 2

The Year 12 sequence for this subject is Further Mathematics **only**.

Note
Students are required to purchase a Ti-nSpire CAS calculator for this subject.

If you like learning about: *How data is used, number patterns, financial decisions, networks.*

If you enjoy: *Solving problems and using logic.*

In this study you will develop skills in: *Data analysis and decision making using maths.*
Career pathways include: *Year 11 General Mathematics leads into Year 12 Further Mathematics.*

This is suitable for students considering business, education, commerce, science, nursing, architecture, accounting.

Areas of Study	
Algebra and structure	Arithmetic and number
Discrete mathematics	Statistics
Graphs of linear and non-linear relations	Recursion and Financial Maths

Description
Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations.

Assessment
May include tests, assignments, and written reports. 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 Units 1 and 2

Students who are taking this subject are expected to be also completing Mathematical Methods 1 and 2. The Year 12 sequence for this subject is Mathematical Methods and Specialist Mathematics. Students wishing to undertake Further Mathematics in Year 12 instead must complete supplementary units on Statistics from the General Mathematics Course.

Note
Students are required to purchase a Ti-nSpire CAS calculator for this subject.

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, 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: *If you successfully complete Specialist Mathematics and Mathematical Methods 1 and 2, you may do Mathematical Methods and Specialist Mathematics 3 and 4.*

Units 1 and 2	
Areas of Study	
Algebra and structure	Arithmetic and number
Discrete mathematics	Geometry, measurement and trigonometry
Graphs of linear and non-linear relations	Statistics

Description
This course is designed to complement the study of Mathematical Methods. Whilst some of the components of this course are similar to General Mathematics, there is a greater emphasis on Algebra, Graphs and other skills required in Mathematical Methods.

Assessment
May include tests, assignments, and written reports. 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

Students wishing to undertake this subject in Year 11 must also complete a second Mathematics subject.

Note
Students are required to purchase a Ti-nSpire CAS calculator for this subject.

If you like learning about: *Graphs, algebra and probability.*

If you enjoy: *Solving complex problems using mathematical processes.*

In this study you will develop skills in: *Using mathematical processes to analyse data and solve problems.*

Career pathways include: *Commerce, science engineering.*

Units 1 and 2

Areas of Study

Functions and graphs	Algebra
Calculus	Probability and statistics

Description

Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. They will extend their mathematical knowledge to complete more complex linkages between mathematics and the real world.

Assessment

May include tests, assignments, and written/oral reports

Assessment tasks include components to be completed with and without the use of technology as applicable to the outcomes.

Units 3 and 4

Areas of Study

Functions and graphs	Algebra
Calculus	Probability and Statistics

Description

Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. They will extend their mathematical knowledge from Units 1 and 2 to complete more complex linkages between mathematics and the real world.

Assessment

- School Assessed Coursework includes tests, assignments, and written/oral reports.
- There is an exam each semester.

Assessment tasks include components to be completed with and without the use of technology as applicable to the outcomes.

Further Mathematics

Students wishing to undertake this subject are recommended to have satisfactorily completed General Mathematics Units 1 and 2. Students who have satisfactorily completed Foundation Mathematics or Specialist Mathematics and undertaken required supplementary studies may also undertake this subject.

Note
Students are required to purchase a Ti-nSpire CAS calculator for this subject.

If you like learning about: *Applications of mathematics in business and statistics.*

If you enjoy: *Processing and interpreting data.*

In this study you will develop skills in: *Data analysis and Simulation, Arithmetic, Functions and Graphs, Algebra, Number Patterns, Decision and Business Mathematics.*

Career pathways include: *Business, education, commerce, science, nursing, architecture, accounting.*

Units 3 and 4

Areas of Study

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.
The Core comprises 'Data analysis' and 'Recursion and financial modelling'.
The Applications comprises 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.

'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

Description

Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. They will extend their mathematical knowledge from previous years and apply them to areas of business and statistics.

Assessment

- School Assessed Coursework accounts for 34% of your study score. Tasks may include tests, assignments and written/oral reports. Assessment tasks include components to be completed with and without the use of technology as applicable to the outcomes.
- There are two end of year exams which together account for 66% of your study score.

Specialist Mathematics Units 3 & 4

Students wishing to undertake this subject are recommended to have satisfactorily completed Specialist Mathematics Units 1 and 2 or to have obtained exceptional marks in Mathematical Methods 1 and 2.

Note
Students are required to purchase a Ti-nSpire CAS calculator for this subject.

If you like learning about: *High level mathematical concepts.*

If you enjoy: *Solving challenging problems mathematically.*

In this study you will develop skills in: *Calculus, vectors and mechanics.*

Career pathways include: *Science and engineering.*

Units 3 and 4

Areas of Study

Functions and graphs	Algebra
Calculus	Vectors
Mechanics	Probability and statistics

Description

Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. They will extend their mathematical knowledge from Units 1 and 2 Mathematical Methods to complete more complex linkages between mathematics and the real world.

Assessment

- School Assessed Coursework accounts for 34% of your study score. Tasks for this may include tests, assignments and written/oral reports. Assessment tasks include components to be completed with and without the use of technology asapplicable to the outcomes.
- There are two end of year exams which together account for 66% of your study score.

Media

If you like learning about: *The media, advertising, films and using computers and cameras.*

If you enjoy: *Talking about films and learning more about how to make your own media products.*

In this study you will develop skills in: *Critical analysis and the deconstruction of texts, filmmaking, video editing and digital technologies.*

Career pathways include: *Journalism, filmmaking, animation, teaching.*

Units 1 and 2

Areas of Study

Unit 1	Unit 2
Media Representation	Narrative, style and genre
Media Forms in production	Narratives in production
Australian Stories	Media and change

Description

Students develop an understanding of the relationships between the media, technology and the representations present in media forms. Students produce representations in two or more media forms and analyse how the application of the different media technologies affects the meanings that can be created in the representations. Students explore the emergence of new media technologies. Students develop practical skills and analyse issues concerning the stages and roles of production. Students also study how Australian media organisations operate.

Assessment

- Tasks include: essays, short video, magazine or multimedia product.

Units 3 and 4

Areas of Study

Unit 3	Unit 4
Narratives and ideology	Media Production
Media production Development	Agency and Control in and of the Media
Media Production Design	

Description

The purpose of this unit is to enable students to develop an understanding of how films tell us stories and engage audiences. Students also develop practical skills related to aspects of the design and production process. They design a media production. Students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed.

Assessment

- Tasks include: Essays, short video, magazine or multimedia product.
- School Assessed Coursework accounts for 20% of your study score.
- School Assessed Task (SAT) accounts for 35% of your score.
- There is an end of year exam which accounts for 45% of your score.

VCE Music: Music Performancee — Units 1 and 2

If you like learning about: *Music, music performance, theory and musicianship, and the role of music in society.*

If you enjoy: *Learning how and why musicians have developed solo/group performance, composition and all these aspects have influenced music styles.*

In this study you will develop skills in: *Developing performance skills, composing/improvising music, analysing and appreciating music from a variety of music styles, theory and aural skills relating to the structure and form of music.*

Career Pathways include: *Professional solo and group music performance, music teaching, music therapy, musicology and research, music/arts administration, artist management.*

Units 1 and 2

Areas of Study

Performance	Preparing for Performance
Music Language	Organisation of Sound

Description

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles. In the performance of music, students develop their skills on a main instrument or voice. They research and apply in performance relevant knowledge of performing, the rich heritage of music, theory of music and socio-cultural influences on the music studied. Students experiment with interpretation and strike an appropriate balance, considering historical performance conventions, contemporary performance conventions and personal interpretation as they perform a wide range of styles and characters in music.

Assessment

- Solo/Group performances; sight reading; technical skills
- Theory and Musicianship exam
- Analysis of Music Works

Note

This subject requires intensive tuition and training in an instrument of the student's choice. Attendance at and participation in Instrumental/Vocal lessons is assessable and compulsory. Additional fees would be payable by the beginning of the school year, which will cover weekly individual tuition and other activities which may include excursions and performance/exam accompaniment fees.

VCE Music: Music Performance — Units 3 and 4

If you like learning about: *Music and music performance, the history and styles of music, composition skills.*

If you enjoy: *Music and music performance, the history and styles of music, composition skills, performing in a group.*

In this study you will develop skills in: *Aural and music theory perception, music analysis, performance strategies.*

Career Pathways include: *Bachelor of Music degrees at Victoria University, Certificate and Diploma music courses at TAFE; professional music making, sessional music making, instrumental music teaching, classroom music teaching, musicology, careers in the entertainment industry, music management and production careers.*

Units 3 and 4

Areas of Study

Performance	Preparing for Performance
Music Language	

Description

Students who elect Music Group performance Units 3 and 4 choose any instrument/s to practise and perform in a group context a range of styles demonstrating both authentic and individual interpretation.

Students are assessed individually on their contribution to the group's performance. Units 3 and 4 Music Group performance focuses on performing as a member of a group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles.

In Unit 3, students also focus on ways of preparing and presenting performances, including developing arrangements, rehearsal strategies and understanding of ways that the acoustics of performance venues can influence performances. In Unit 4, they study techniques for creating arrangements through part-writing or develop skills in improvisation. Both Units 3 and 4 include outcomes that focus on developing students' knowledge of the structure and sound of the components of music language and their skills in aural analysis of the characteristics of arrangements in a wide range of music styles

Assessment

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 10 per cent
- End-of-year Group performance examination: 50 per cent
- End-of-year Aural and written examination: 20 per cent

Note

This subject requires intensive tuition and training in an instrument of the student's choice. Attendance at and participation in Instrumental/Vocal lessons is assessable and compulsory. Additional fees would be payable by the beginning of the school year, which will cover weekly individual tuition and other activities which may include excursion costs and performance/ exam accompaniment fees.

Outdoor and Environmental Studies — Units 1 and 2

If you like learning about: *The environment, human impacts on the environment, different relationships with the environment, adventure activities and risks.*

If you enjoy: *The environment and outdoor activities such as: Bushwalking, Mountain bike riding, Orienteering, Rock climbing, Skiing, Canoeing, Rope Courses and Camping.*

In this study you will develop skills in: *Outdoor Camping skills and survival techniques, Environmental conservation, Numerous Outdoor Adventure Activities, Identification of different environmental habitats.*

Career pathways include: *This study prepares students for fields such as outdoor recreation, environmental science, teaching — outdoor education, environmental conservation and agriculture.*

Unit 1 - Exploring outdoor experiences

Area of Study

- Motivations for outdoor experiences
- Influences on outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 - Discovering outdoor environments

Area of Study

- Investigating outdoor environments
- Impacts on outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Description

Outdoor Education examines the ways in which humans understand and relate to nature in the context of outdoor environments. These units focus on the relationships and human nature, different understandings of nature and the various types of outdoor environments. Through practical experiences the student will gain an insight into a variety of responses to, and relationships with, nature. It focuses on the understanding of natural environments and human impacts on natural environments.

Assessment

- Oral presentations, practical reports, excursions and camps, journal reports of outdoor experiences, tests and exam, written responses, class work and assignments.

Note

Attendance and participation at camps and excursions are part of this course, assessable and compulsory. The total cost is between $600 to $700 which will include two proposed camps and various day excursions. Full payment must be made at the start of the term of the proposed activities. The activities could include bushwalking, canoeing, rope courses, horse-riding, skiing, mountain bike riding, surfing, initiative challenges and orienteering.

Outdoor and Environmental Studies — Units 3 and 4

Unit 3: Relationships with outdoor environments

Area of Study

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4 - Sustainable outdoor relationships

Area of Study

- Healthy outdoor environments
- Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. 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 are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Description

Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. The blend of practical experience of natural environments with other more theoretical ways of knowing enables informed understanding of human — nature relationships.

Assessment

- School Assessed Coursework accounts for 50% of your study score. Tasks for this may include

  - Journals, Written reports, Tests, Structured questions, Data analysis, Multimedia presentation or podcast, and Case Study analysis.

- There is an end of year exam which accounts for 50% of your score.

Note

Attendance and participation at camps and excursions are part of this course, assessable and compulsory. The total cost is between $600 to $700 which will include two proposed camps and various day excursions. Full payment must be made at the start of the term of the proposed activities. The activities could include bushwalking, canoeing, rope courses, horse-riding, skiing, mountain bike riding, surfing, initiative challenges and orienteering.

Physical Education — Units 1 and 2

If you like learning about: *How to improve ones skill level (physical performance), the active body, sports psychology, biomechanics, the role of coaches.*

If you enjoy: *To improve your skill level (physical performance).*

In this study you will develop skills in: *Performing, observing, analysing and reporting on practical and laboratory exercises that relate to a variety of sports.*

Career pathways include: *This study prepares students for fields such as human movement nursing, physiotherapy, personal training/instructing, coaching, chiropractics, osteopathy, teaching — physical education, biomedical science, sports psychology and sport science.*

Units 1 and 2

Areas of Study

Unit 1	Unit 1 - The human body in motion

How does the musculoskeletal system work to produce movement? How does the cardiorespiratory system function at rest and during physical activity? Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.

Unit 2	Physical Activity, Sport and Society

What are the relationships between physical activity, sport, health and society? What are the contemporary issues associated with physical activity and sport? Students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Description

Physical Education examines the complex interrelationship of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity, together with the wider social attitudes and understanding of physical activity. The subject is both theoretical and practical.

Assessment

- Written reports, Tests, Structured questions, Oral reports, Laboratory reports, Case study analysis, Video analysis, Media analysis, 80% participation.

Physical Education — Units 3 and 4

Units 3 and 4

Areas of Study

Unit 3	Movement skills and energy for physical activity

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

Unit 4	Training to improve performance

What are the foundations of an effective training program? How is training implemented effectively to improve fitness? In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Description

In these units, students analyse performance from a skill acquisition perspective, including how people learn skills, how to analyse and improve skills. Students also design, participate in, and evaluate a training program designed to improve performance based on their own physiological, psychological and sociological requirements.

Assessment

- School Assessed Coursework accounts for 50% of your study score. Tasks for this may include Test or structured questions, Case study analysis, Video analysis, Data analysis, Written reports, Laboratory reports.
- There is an end of year exam which accounts for 50% of your score.

Physics

If you like learning about: *Natural laws of mechanics, electricity and light; mathematics and its application; problem solving.*

If you enjoy: *Understand physical phenomena and working mathematically*

In this study you will develop skills in: *Present science reports; Conduct investigation; Mathematical analysis*

Career pathways include: *Engineering, mechanical based industry.*

Units 1 and 2

Areas of Study

What ideas explain the physical world?

What do experiments reveal about the physical world?

Description

Unit 1: Three areas of study: Thermal energy and the human impact on the climate; Electricity; Energy from the nucleus.

Unit 2: Three areas of study: Motion; Options - investigate a different observation of the physical world; Practical Investigation - undertake an investigation of a physics question.

Assessment

- Assessment Tasks will include a range of the following: practical work; written reports; tests and exams.

Units 3 and 4

Areas of Study

How do fields explain motion and electricity?

How can two contradictory models explain both light and matter?

Description

Unit 3: Consists of three prescribed areas of study; how do things move without contact?, how are fields used to move electrical energy?, how fast can things go? In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

Unit 4: Consists of three areas of study: how can waves explain the behavior of light, how are light and matter similar and practical investigation. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Assessment

- Assessment Tasks will include a range of the following: practical work; written reports; tests and exams. These account for 40% of your study score for the year. There is an end of year exam which accounts for 60% of the study score.
- **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: *Design, dressmaking, fashion illustration.*

If you enjoy: *Designing, fashion, sewing, drawing.*

In this study you will develop skills in: *Textile design, Fashion illustration, dressmaking.*

Career Pathways include: *Fashion design, fashion illustration, dress making, marketing, environmental design, interior design, fashion retailing.*

Units 1 and 2

Areas of Study

Unit 1	Product re-design for improvement
	Producing and evaluating a redesigned product
Unit 2	Designing within a team
	Producing and evaluating a collaboratively designed product

Description

In Unit 1 students redesign an existing product/design, create the new product and perform an evaluation. Students learn through examples of design practice used by a designer and analysis and evaluation of a product.

In Unit 2, students work as members of a team to design and create a product range or a number of products based on a common theme.

Assessment

- Assessment tasks will include a range of the following: Design folios; production plans; production tasks and evaluations.

Units 3 and 4

Areas of Study

Unit 3	The designer, client and end user in product development
	Product development in industry
	Designing for others
Unit 4	Product analysis and comparison
	Product manufacture
	Product evaluation

Description

In Unit 3, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They choose the best option, develop a work plan, and start production of the product. They also study influences on the design and development of products within industrial/commercial settings.

In Unit 4, students continue to work on the product designed in Unit 3 and record the production processes and modifications to the work plan and product. They evaluate the techniques they used and the quality of their product. They promote their work by highlighting the product's features to the client and/or end-user.

Assessment

- School Assessed Coursework — design brief, evaluation criteria and either a written report, oral presentation or test — accounts for 20% of your study score.
- The School Assessed Task — design folio, production work and evaluation — accounts for 50% of your study score.
- There is an end of year exam, which accounts for 30% of your study score.

Product Design and Technology — Wood

If you like learning about: *Wood techniques, crafting styles and construction.*

If you enjoy: *Working with your hands, design work and construction of wood materials.*

In this study you will develop skills in: *Craft, design, production and evaluation.*

Career pathways include: *Apprenticeships, building and construction jobs (including business ownership), drafting, production planning and engineering, industrial design at university.*

Units 1 and 2

Areas of Study

Unit 1:	Unit 2:
• Product re-design for improvement • Producing and evaluating a redesigned product	• Designing within a team. • Producing and evaluatng a collaboratively designed product

Description

In Unit 1 students redesign an existing product/design, create the new product and perform an evaluation. Students learn through examples of design practice used by a designer and analysis and evaluation of a product. In Unit 2, students work as members of a team to design and create a product range or a number of products based on a common theme.

Assessment

• Assessment tasks will come from a selection of: Design folios; production plans; production tasks; short written reports and tests.

Units 3 and 4

Areas of Study

Unit 3:	Unit 4:
• The designer, client and/or end user in product development • Product development in industry • Designing for others	• Product analysis and comparison • Product manufacture • Product evaluation

Description

In Unit 3, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They choose the best option, develop a work plan, and start production of the product. They also study influences on the design and development of products within industrial/commercial settings. In Unit 4, students continue to work on the product designed in Unit 3 and record the production processes and modifications to the work plan and product. They evaluate the techniques they used and the quality of their product. They promote their work by highlighting the product's features to the client and/or end-user.

Assessment

• School Assessed Coursework — design brief, evaluation criteria and either a written report, oral presentation or test — accounts for 20% of your study score
• The School Assessed Task — design folio, production work and evaluation, which accounts for 50% of your study score.
• There is an end of year exam, which accounts for 30% of your study score.

Psychology

If you like learning about: *Human behaviour, the brain and how we interpret and make sense of the environment around us.*

If you enjoy: *Interacting with people and understanding how people process information and act in certain ways.*

In this study you will develop skills in:
- *Thinking scientifically about human behaviour and mental processes*
- *Understanding the developmental, cognitive, biological and social contributions to human activity, both normal and abnormal;*
- *Critically examining psychological challenges that arise in the environment and across your lifespan;*
- *Effective language skills for communication, numeracy, data analysis and other applications;*

Career Pathways include: *Careers that involve working with children, adults, families and communities in a variety of settings.*

Units 1 and 2

Areas of Study

Unit 1: How are behaviour and mental processes shaped? Areas of Study 1 - How does the brain function? Area of Sudy 2 - What influences psychological development? Area of Study 3 - Student-directed research investigation	Unit 2: How do external factors influence behaviour and mental processes? Area of Study 1 - What influences a person's perception of the world? Area of Study 2 - How are people influenced to behave in particular ways? Area of Study 3 - Student-directed practical investigation

Description

In unit 1 students examine how the brain functions. They will describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

In addition, unit 1 allows students to examine what influences psychological development. Students will identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development. Students will also extend and build upon their knowledge in Areas of Study 1 or 2 by completing a student-directed research investigation related to brain function and/or psychological development.

In Unit 2 students will examine sensation and perception and explore the biological, psychological and social factors that impact on our sense of taste and vision. They will also look at the fallibility of perception by exploring visual illusions. In addition, students will examine social psychology by looking at how attitudes are formed and influenced by social media. Students will explore factors that influence bullying and helping behaviour. They will also examine influential studies in the field that have informed our knowledge on the influence of others on our behaviour. Finally, students will complete a report of an investigation into internal and/or external influences on behaviour.

Assessment

a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue
  - Student-directed research investigation
  - Student-directed practical investigation

Units 3 and 4

Areas of Study

How does the nervous system enable psychological functioning?

How do people learn and remember?

How do levels of consciousness affect mental processes and behaviour?

What influences mental wellbeing?

Description

Students in Unit 3 look at how the nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. Students in Unit 4 look at consciousness and mental health as two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Assessment

- School Assessed Coursework accounts for 40% of your study score. Tasks for this includes research investigation report, tests, essays, visual presentation and annotated folder of practical activities.
- There is an end of year exam, which accounts for 60% of your study score.
- A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Studio Arts — Units 1 and 2

If you like learning about the many different art media, processes and techniques used in creating your own artwork, as well as looking at art work from other artists that can influence your own work this is the course for you.

If you enjoy creating your own work, using your imagination, using your hands, or anything to do with art.

In this study you will develop skills in exploring ideas and experimenting with media and techniques to create your own artworks. You will also develop skills in analysing artworks, talking about art and finding inspiration for your own work through the study of practising artists.

Career pathways include: Artists, graphic designers, fashion designers, textiles artists, set/stage designers, illustrators, interior and landscape designers and photographers.

Units 1 and 2

Areas of Study	
Unit 1	Studio inspiration and Techniques Researching and recording ideas Studio practice Interpreting art ideas and use of materials and techniques
Unit 2	Studio exploration and concepts Exploration of studio practice and development of artworks Ideas and styles in artworks

Description

Researching and recording ideas

In this area of study students focus on researching and recording art ideas that are documented in a selected form. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques progressively documented in a visual diary. Through a range of explorations they begin to understand and develop their visual language.

The theoretical component of Studio Arts focuses on the development of skills in visual analysis and an understanding of how artists have interpreted sources of inspiration, and used techniques, materials and processes.

Assessment

Unit 1
Students should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language. They should produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials Student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2
Students should be able to develop an individual exploration proposal, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Students should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Studio Arts — Units 3 and 4

If you like learning about: *A variety of artistic techniques and materials, the work of historical and contemporary artists, the design process and creative processes used by artists, the arts industry — from running a gallery to conserving artworks.*

If you enjoy: *Learning about and developing your own talents, interests and inspirations. If you are imaginative, creative and a 'hands-on' learner, you will really benefit from Studio Arts!*

In this study you will develop skills in: *Following a design process from initial ideas through to refined finished artworks, practical artmaking skills, art analysis skills and discussing the art industry.*

Career pathways include: *Artist, art teacher, graphic designer, fashion designer, visual merchandiser, set and costume designer, animator, curator, art critic / art journalist, art conservator, photographer, art technician / assistant, illustrator and make-up artist.*

Units 3 and 4

Areas of Study

Unit 3	Studio practices and processes Exploration proposal Studio process Studying artists and their studio practices
Unit 4	Studio practice and art industry contexts Production and presentation of artworks Evaluation Studying the presentation, conservation and considerations in the exhibiting of artworks

Description

In Unit 3 students complete an Exploration Proposal that outlines the framework for their personal studio work. Using this as a guide they then produce a range of directions for their work.

Students will investigate the ways artists have interpreted subject matter, influences, cultural contexts and communicated ideas and meaning in artworks.

In Unit 4 students, working from all of the developmental work produced in Unit 3 students produce a folio of finished works. They then reflect on their folio of developmental work and produce an evaluation of the finished folio.

They will also learn about art industry contexts and explain the preparation and presentation of artworks in at least two different exhibition spaces. Students will also identify and review legal and ethical issues that arise in the making of artworks.

Assessment

Unit 3
- School Assessed Task 1: An exploration proposal and a folio (including visual diary) that presents an individual design process, which explores the concepts and ideas set out in the exploration proposal.
- This will contribute 30% to your final score.
- School Assessed Coursework 1: Examines the practice of at least two artists with reference to their works referencing the different historical and cultural context of each work. This will contribute 5% to your final score.

Unit 4
- School Assessed Task 2: A folio of finished artworks and an evaluation of the folio, This will contribute 30% to your final score.
- School Assessed Coursework: A comparison of the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
- This will contribute 5% to your final score.
- There is an end of year exam which accounts for 30% of your final score.

Note

Students studying this subject will incur additional materials charges.

Visual Communication and Design

If you like learning about: *Visual communications and how they are designed working from a design brief.*

If you enjoy: *Learning how designers create a design solution to a design brief and how they work in a professional practise.*

In this study you will develop skills in: *Creating final presentations working from a design brief using instrumental drawings, different rendering techniques and mediums as well as computer programs to refine ideas.*

Career pathways include: *Graphic designer, architect, fashion designer, interior and landscape designer, industrial designer, digital media, etc*

Units 1 and 2

Areas of Study

Developing ideas and skills	Communication in Context

Description

These units aim to develop skills in instrumental drawing, freehand drawing and rendering to develop images. Students develop skills in applying the visual communication production process to their own final presentations to suit a specified audience, using manual and electronic production systems.

In theory you will analyse examples of visual communication and explain how they communicate ideas and information, and reflect influences.

Assessment

- Folio of design ideas working to a design brief with a final presentation
- Analysis of a contemporary poster and a written report on a professional practitioner.
- Folio of freehand drawings developed with the use of different rendering techniques and mediums. Folio of Instrumental drawings

Units 3 and 4

Areas of Study

Investigation and evaluation	Design and application

Description

The practical area focuses on the use of manual and electronic production systems and the application of the visual communication process to design a final presentation that satisfies a specified communication need.

The visual communication theory will ask you to analyse and evaluate the effectiveness of a range of visual communications. You will also describe the role of a Graphic Designer and analyse processes and procedures in a professional practice to produce visual communications.

Assessment

- Unit 3 — practical folio 60%, Analysis report 20%, Investigation report 20%. Total of Unit 3 will contribute 33% to the study score.
- Unit 4 — Design folio with two final presentations contributes 33% to the study score.
- The end of year exam will contribute 33%.

VCE VET In Schools Program (Vocational Education and Training)

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

These programs make it possible for students to gain some VCE units and a TAFE certificate at the same time. There are currently many different VCE VET in Schools programs available here at the school and all are delivered under the auspicing of a TAFE or registered training organisations. They are usually conducted over two years.

VCE VET in Schools programs are studied at Year 10 and 11 at Craigieburn Secondary College. Students selecting a VCE VET in Schools program in Year 10 study it during one of their elective blocks each week.

Some benefits for students:

- Some career training is started in Year 10 which can help students to gain motivation and some focus for the future.
- Programs such as furnishings enable students to complete part of the first year of an apprenticeship.
- Some VCE units are gained in Year 10, giving students a head start and some useful experience.
- Students who continue with the program for a second year have the opportunity to gain an increased VCE score.

Next year our school will be offering eight VCE VET in Schools programs at Year 10 level within the elective program. These are:

- VCE VET in Schools — Business Administration
- VCE VET in Schools — Furnishing (Cabinet Making Stream)
- VCE VET in Schools — Community Services
- VCE VET in Schools — Hospitality (Kitchen Operations)
- VCE VET in Schools — Information Technology (Information, Digital Media and Technology)
- VCE VET in Schools — Music (Technical Production)
- VCE VET in Schools — Sport and Recreation (Fitness/Community Recreation)
- VCE VET in Schools — Dance (Certificate II in Dance CUA20113)

VCE VET in Schools — Business (Certificate II, BSB20115)

This is a two-year program which enable students to gain VCE units as well as the Certificate II in Business Administration that is normally studied at a TAFE Institute. The RTO for the subject is iVET.

The course includes the following units;

- Organise personal work priorities and development
- Deliver a service to customers
- Design and produce business documents
- Recommend products and services
- Organise workplace information

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- Community Services (Certificate II, CHC32015)

This is a two-year program which enables a students to gain VCE units as well as a Certificate II in Community Services.

The first year consists of 5 core units and several electives that include:
- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety
- Organise and complete daily work activities

The second year consists of the following units:
- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Identify and respond to children and young people at risk
- Provide basic emergency life support
- Manage personal stress in the workplace

Satisfactory completion of this program enables students to gain VCE units and a study score which contributes to their ATAR. The RTO is this subject is iVET

VCE VET in Schools - Dance (Certificate II, CUA20113)

VCE VET Dance aim to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the live performance and entertainment industry. This programs enables participants to gain a recognised credential and to make an informed choice of vocation or career path.

The VCE VET Dance program offers CUA20113 Certificate II in Dance with selected units of competency from CUA30113 Certificate III in Dance.

The VCE VET Dance program consists of 12 units of competency:
- Units 1 and 2: four compulsory units and a minimum of two elective units
- Units 3 and 4: four compulsory units and a minimum of two elective units.
- Elective units being studied at Craigieburn Secondary College are Jazz, Street Dance and Contemporary.

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.

The RTO for this subject is AusDance

VCE VET in Schools — Furnishing (Certificate II, MSF20516)

This is a two-year program which enable students to gain VCE units as well as many of the modules in the Certificate II in Furnishing (Cabinet Making stream) that is normally studied at a TAFE Institute. These modules contribute to the first year training requirements of an apprenticeship in this trade area. A 'Statement of Attainment' is awarded identifying the different modules which the student has completed.

Some examples of modules include:

- Power tools and equipment
- Solid timber construction
- Plan reading and documentation
- Frame construction
- Leg and rail construction
- Door construction
- Occupational health and safety
- Calculations

Satisfactory completion of this program enables a student to gain up to five VCE VET units and contribute to their ATAR. The RTO for this subject is AIET.

VCE VET in Schools — Hospitality (Certificate II, SIT20416)

This is a two-year program that enables a student to gain VCE units as well as a Certificate II in Kitchen Operations.

The first year consists of 9 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 5 compulsory units;

- 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. The RTO is this subject is iVET.

VCE VET in Schools — Information Technology (ICT30115) (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

This is a two year program which enables students to gain VCE units as well as Certificate II and III in Information, Digital Media and Technology that is normally studied at a TAFE Institute. If completed in the two-year sequence the student will gain four VCE units with Certificate II and partial completion of Certificate III in Information, Digital Media and Technology.

In Units 1 & 2, modules completed are:

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

In Units 3 & 4, module options include:

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

Satisfactory completion of this program enables a student to gain a total of four VCE VET units and a study score which contributes to their ATAR. The RTO for this subject is iVET.

VCE VET in Schools — Music Industry (Music Performance)

This is a two-year program which enables a student to gain VCE units and a Certificate II in Music (Music Performance) which is normally studied at a TAFE Institute.

The aims of VCE VET Music (Music Performance) is to focus more on musicianship and performance skills in solo and group ensembles with less emphasis on technical production skills although there will be a minor component of Tech Production in the units being delivered. The class will cater to students in the instrumental music program and assessments will be performance based.

Students undertake modules to complete competencies which relate to the music industry and performance.

The modules for the units could include:

- Work effectively in a business continuity context
- Develop and extend critical and creative thinking skills
- Operate professional audio equipment
- Compose simple songs or musical pieces
- Develop and apply aural-perception skills
- Notate music
- Make a music demo
- Write song lyrics
- Perform music as a soloist
- Perform music as part of a group
- Develop and maintain stagecraft skills

Satisfactory completion of this course will enable students to gain four VCE units and a contribution to their ATAR.

VCE VET in Schools — Sport and Recreation (Certificate II, SIS30115)

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units as well as Certificate II in Sport and Recreation which is normally studied at a TAFE Institute.

At the end of the first year of the program, students will attain their Certificate II. The units of competency studied in the first year of the program include:

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

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

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

- Develop and update knowledge of 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. The RTO for this subject is iVET.

Victorian Certificate of Applied Learning (VCAL)

VCAL is an alternative course of study that gives students in Years 11 and 12 the chance to choose a qualification option that best suits their interests and needs. It is also designed to improve the pathways for students from education to work and further education and training.

The VCAL has four compulsory strands which give students 'hands-on' practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

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

Students who study VCAL are likely to be interested in going on to training at Technical and Further Education (TAFE) institutes, doing an apprenticeship or traineeship, or getting a job after completing school. However, if you start your VCAL and then decide to transfer to the VCE, it won't be too late to change your mind. In fact, any VCE units you complete as part of your VCAL may count towards your VCE, should you decide to transfer between certificate courses.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Accredited modules and units are selected for the following four compulsory strands:

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

Each strand is designed at three levels — Foundation, Intermediate and Senior. These levels reflect a progression of skills, knowledge and attitudinal development.

The aims of the certificate are to:

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

Literacy

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

Intermediate Literacy

The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

Senior Literacy

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text.

In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text.

Numeracy

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

Intermediate Numeracy

The Intermediate unit looks at mathematics applied to tasks which are part of the students' normal routine and also outside their immediate personal environment such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives.

Senior Numeracy

Numeracy Skills Senior enables students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. It also introduces students to formal areas of mathematical study. The mathematics covered includes measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies.

Personal Development Skills

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

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

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

Unit 1

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to self, personal organisation and planning skills, problem solving and interpersonal skills.

Unit 2

Unit 2 focuses on the development of appropriate knowledge skills and attributes in relation to community engagement, social awareness, interpersonal skills and planning and organisational skills.

Work Related Skills

The purpose of the Work Related Skills strand is to enable students to develop skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The student will undertake a Structured Workplace Learning placement in an industry of choice.

The aims of the Work Related Skills units are designed to:

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

Unit 1

Unit 1 is designed to achieve learning outcomes important for OH&S in the workplace, employability skills and the development of career goals.
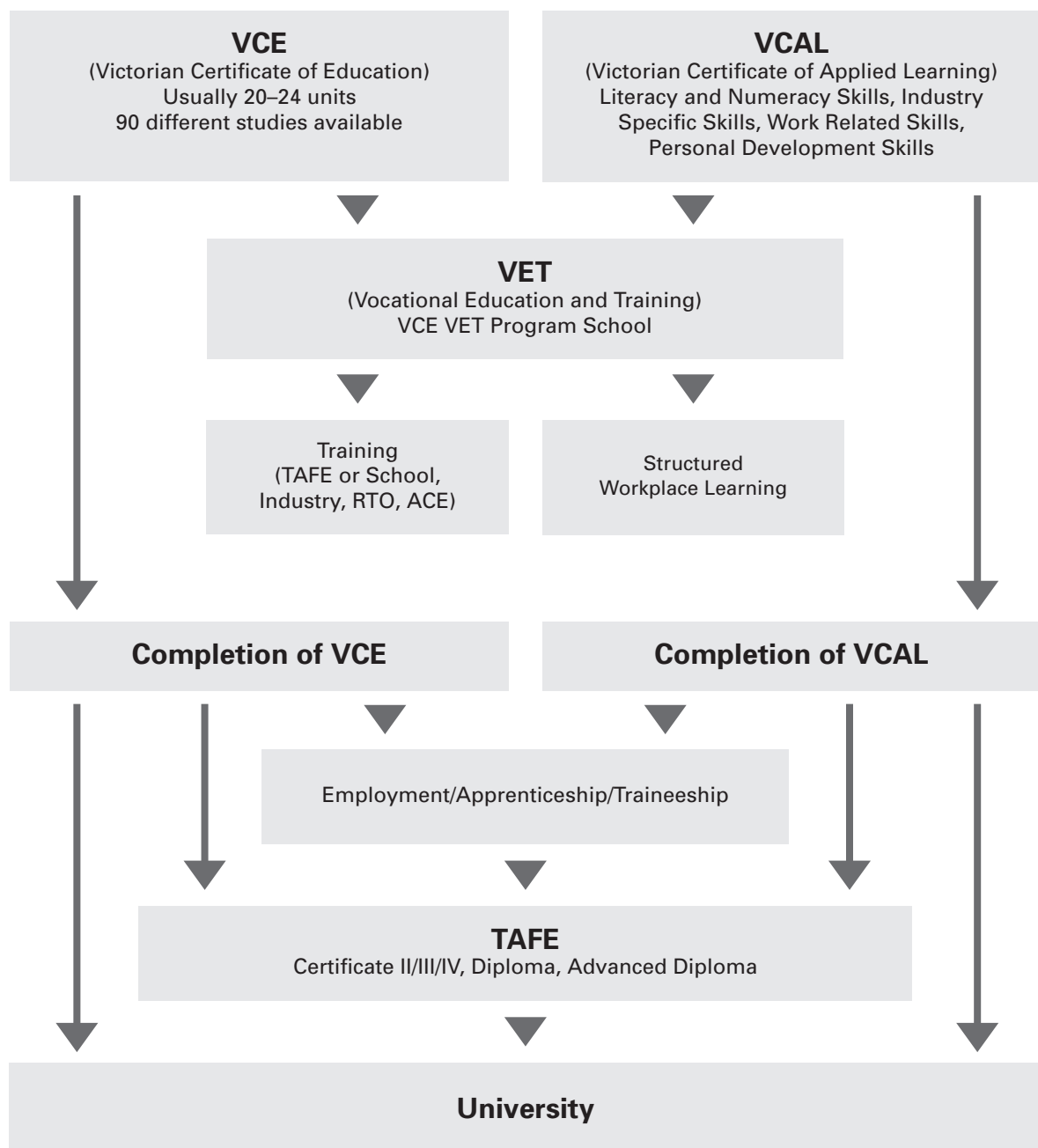
Unit 2

Unit 2 is designed to achieve learning outcomes important for work related skills, employability skills and career goals.

Industry Specific Skills

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Students are to choose one VET certificate from the range of certificates currently offered by the school.

Learning Pathways

VCE	VCAL
(Victorian Certificate of Education) Usually 20–24 units 90 different studies available	(Victorian Certificate of Applied Learning) Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills, Personal Development Skills

VET
(Vocational Education and Training)
VCE VET Program School

Training (TAFE or School, Industry, RTO, ACE)	Structured Workplace Learning

Completion of VCE	**Completion of VCAL**

Employment/Apprenticeship/Traineeship

TAFE
Certificate II/III/IV, Diploma, Advanced Diploma

University

Notes

Notes

Notes

Notes

Notes

Responsibility

Respect

Community

Respect

Responsibility

Achievement

Community

Respect

Community

Achievement

Achievement

Responsibility