Senior School Handbook 2016
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# VCE Units Offered in 2016

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**VET in Schools Programs**

For a full list of VET courses offered see page 46.

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*NB: VCE and VET units will run depending on: student choices, availability of staff, the provision of a sequential program.*
Choosing your VCE Program

Your VCE program is a complete list of the VCE units you complete over two years – or longer if you choose. The minimum number of units to pass VCE is 16 units. You can’t get your VCE by doing fewer. Regardless of how many units you do altogether, you must pass;

- At least three units of English over the two years (which must include Units 3 & 4)
- And three sequences of 3 & 4 units

Mirboo North Secondary College Guidelines

The school timetable will be organised to enable students to undertake up to six units in any one semester. The normal program will be 6, 6, 5, 5 units in sequence in semesters 1, 2, 3 and 4.

The timetable is arranged in Vertical Module Grouping (VMG). This structure allows students to choose programs from other year levels.

Whilst many Year 11 students will attempt twelve units 1 and 2 over the year, it is envisaged that some students in Year 11 will attempt Year 12 units (3 & 4) or VET Units.

Many Year 12 students will attempt five units 3 & 4 sequences over the year, but some students will attempt units 1 & 2, VET units or university enhancement units as part of their program.

It is not generally recommended that Year 12 students who have extended their normal VCE program with a university subject undertake more than five 3 & 4 VCE units/university subjects in the same year.

Selecting and Organising your VCE

The school has established a number of VCE counselling groups which your son/daughter is part of and include the Senior School coordinator, VCE Coordinator, Careers Coordinator. Individual teachers are also available to give advice on the requirements that are part of the VCE. Please read the information booklet, “Where to Now?” carefully. If you have any queries related to its content please do not hesitate to contact the VCE Coordinator, Senior School Coordinator or Careers Coordinator for clarification.

Use the following checklist and you should be well on your way to choosing a program that meets your needs. Many of the suggestions apply whether you are considering the usual two-year program or a longer one. Remember, you are not expected to come up with a program out of thin air. Your VCE coordinator and careers teachers will be there to help you.

Step 1: Find out what is possible

- Which units am I interested in doing?
- Which units are available at my school?

Step 2: Make the Choice

Choose units that

- Interest you
- You are good at
- Lead to employment that you find appealing
- Are prerequisites for further training or tertiary courses that you are considering
- Give you an advanced standing in a VET course or are part of a VET in Schools program leading to a VET qualification within your VCE
Accelerated Learning

It is possible for Year 10 students to enrol in a VCE unit 1 & 2 study and for Year 11 students to undertake a unit 3 & 4 sequence and for Year 12 students to undertake university studies as part of their program.

Students who wish to do this must gain an application form from their Year Level Coordinator. Approval for enrolments will be made in consultation with:

- VCE Coordinators
- Relevant Year Level Coordinator
- Subject Teacher

Students who undertake VCE studies in the program are expected to enrol in the full number of units the following year.

University Studies

Links have been established with Monash University and the University of Melbourne, which enable talented Year 12 students to undertake a first year university subject whilst completing their VCE, and thus gain credit towards a first year degree course.

Very able Year 10 students may wish to bear this in mind when planning a total program of study in Years 11 and 12.

The enhancement studies are inappropriate for the majority of secondary students whose academic needs can be met by normal progression through the secondary school system.

The associated university provides assessment.

The general guidelines for student eligibility for enhancement studies include:

- Students may have completed units 3 & 4 of the associated study in Year 11
- Students will have achieved exceptionally high results across all subjects in Year 11; and
- Students must be undertaking units 3 & 4 of at least four VCE studies in Year 12, and must have completed at least five VCE studies at this level by the end of Year 12.

University (enhancement) studies count as a student’s sixth VCE study. On successful completion of the entire first year study (i.e. two semester subjects) the student will have their ATAR credited with 4 – 5.5 bonus points, depending upon the level of performance.

Completion of the course is credited towards a first year degree course at either Monash University or the University of Melbourne (there is agreement between the universities to accept cross-accreditation).

The studies offered to country students in 2016 from Monash University will be Accounting, Chemistry, Australian History/Politics, Japanese, Mathematics, Philosophy, Psychology, Communication/Media Studies, English Literature, Geography, History of WWII, Jewish Civilisation and Music Performance.

Credit Transfer

Students need to be aware that credit transfer arrangements exist that is designed to accelerate the pathway through the TAFE system. Selected VCE units are credited to certain courses.

How do I become eligible for credit transfer?
1. Obtain details of TAFE Certificate courses providing credit transfer from the Careers Room or your VCE Coordinator at the start of your VCE
2. Complete the prescribed VCE units
Example: VCE Art 3 & 4 and VCE Studio Art plus a specified range of work in a folio provides significant credit in the two year Art & Design TAFE Certificate
3. Receive from the college the credit transfer certificate that will detail the credits you have received

Tertiary Entrance

The minimum entrance requirement for all institutions is the satisfactory completion of the VCE including English 3 & 4.

Selection into Tertiary Courses in based on
- ATAR (Australian Tertiary Admission Rank) calculated by VCAA from the study scores for unit 3 & 4 studies
- Completion of prerequisite studies, some courses specify a minimum study score as well
- Completion of extra requirements as set out in the VTAC Guide eg. folio of work or an interview

VCE Unit Descriptions

Only the VCE units offered by Mirboo North Secondary College for 2016 are described. They are alphabetically listed.

Students should take advantage of resources such as the Job Guide, VICTER Guide, VTAC CourseLink, OZJAC, Career Voyager and the Careers Room to fully explore the career opportunities that are open to them.

Accounting

Rationale
This study focuses on the procedures of accounting and finance and the way in which these procedures may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information as a basis for planning, control and effective decision-making. It introduces financial information in a range of forms: raw data, records and reports.

Additional Information
Any student wishing to do Units 3 & 4 Accounting should see Unit 2 Accounting as a compulsory prerequisite where possible.

Unit 1 – Establishing and Operating a Service Business
Course Description
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Areas of Study
- Going into Business
- Recording Financial Data and Reporting Accounting Information
Unit 2 – Accounting for a Trading Business
Course Description
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Areas of Study
- Recording Financial Data and Reporting Accounting Information
- ICT in Accounting
- Evaluation of Business Performance

Unit 3 – Recording and Reporting for a Trading Business
Course Description
Students are introduced to a double entry system using the accrual basis of accounting. The unit emphasises the role of accounting as an information system and the role of information and communications technology in completing procedures. It also investigates alternative approaches in accounting and their impact on financial reports. The accounting system should be applied to trading businesses only using the perpetual method of stock recording with the FIFO method.

Areas of Study
- Recording Financial Data
- Balance Day Adjustments and Reporting and Interpreting Accounting Information

Unit 4 – Control and Analysis of Business Performance
Course Description
This unit further develops the role of accounting in providing information. It covers recording and reporting as well as budgeting for cash, financial performance and financial position. Financial and key performance indicators are used to evaluate business profitability, liquidity, stability and efficiency in order to assist with the making of business decisions.

Areas of Study
- Extension of Recording and Reporting
- Financial Planning and Decision-Making

Biology

Rationale
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.
Unit 1 – How do Living Things Stay Alive?

Course Description
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Areas of Study
- How do organisms function?
- How do living systems sustain life?
- Practical Investigation

Unit 2 – How is Continuity of Life Maintained?

Course Description
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Areas of Study
- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Unit 3 – Signatures of Life

Course Description
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Areas of Study
- Molecules of Life
- Detecting and Responding

Unit 4 – Continuity and Change

Course Description
In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism.
Areas of Study
- Heredity
- Change Over Time

Business Management

Rationale
In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

Unit 1 – Small Business Management
Course Description
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and often utilised in daily life. This unit provides and opportunity for students to explore the operation of a small business and its likelihood of success.

Areas of Study
- Introducing Business
- Small Business Decision Making, Planning and Evaluation
- Day-to-Day Operations

Students will study one of the following options:
- Accounting
- Management of staff
- Future development and growth
- Information and communications technologies
- Legal responsibilities
- Dynamic managements

Unit 2 – Communication and Management
Course Description
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

Areas of Study
- Communication in Business
- Managing the Marketing Function
- Managing the Public Relations Function
Unit 3 – Corporate Management
Course Description
In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Areas of Study
- Large-scale Organisations in Context
- Internal Environment of Large Scale Organisations
- The Operations Management Function

Unit 4 – Managing People and Change
Course Description
This unit continues the examination of corporate management. Students learn about the key aspects of Human Resource Management and strategies used to most effectively manage human resources. Students also learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study
- The Human Resource Management Function
- The Management of Change

Chemistry

Rationale
VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Unit 1 – How can the Diversity of Materials be Explained?
Course Description
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Areas of Study
- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-demals be explained?
- Research investigation
Unit 2 – What makes Water such a Unique Chemical?

Course Description
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Areas of Study
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation
  - The origin of the elements
  - The development of the periodic table
  - The lanthanoids and actinoids
  - Using light to solve chemical puzzles
  - Glass
  - Crude oil
  - Surfactants
  - Polymers and composite materials
  - Nanomaterials
  - The life cycle of a selected material or chemical

Unit 3 – Chemical Pathways

Course Description
This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. The investigation of quality control introduces students to a range of analytical techniques and the work of analytical chemists. All areas of study in this unit involve the design and performance of experiments, including the generation, collection and evaluation of experimental data.

Areas of Study
- Chemical Analysis
- Organic Chemical Pathways

Unit 4 – Chemistry at Work

Course Description
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products in everyday use; we will also investigate the use a range of energy sources. Students will investigate the application of principles of green chemistry to chemical processes.

Areas of Study
- Industrial Chemistry
- Supplying and Using Energy

English

Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.
Unit 1
Course Description
In this unit, 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.

Areas of Study
- Reading and creating texts
- Analysing and presenting argument

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

Areas of Study
- Reading and comparing texts
- Analysing and presenting argument

Unit 3
Course Description
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Areas of Study
- Reading and Responding
- Creating and Presenting
- Using Language to Persuade

Unit 4
Course Description
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Areas of Study
- Reading and Responding
- Creating and Presenting

Food & Technology

Rationale
Food and Technology is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production in industry.

The food production industry is dynamic and creative. Innovative food products are developed to meet the changing social, economic and environmental needs of society. There has been a rapid development of
technology related to the manufacture of food. This has influenced the way food is produced, processed, packaged and marketed.

**Materials Cost:** All units have a **semester fee** of $115 (Units 1 & 2) and $120 (Units 3 & 4) to cover the cost of food. **Additional costs** may be incurred if students choose food items for their folios that are expensive or hard to source.

**Unit 1 – Food Safety & Properties of Food**

**Course Description**

This area of study provides students with an understanding of the work practices involved in preparing food hygienically to prevent food spoilage and food poisoning, and the principles of working safely when preparing food. Students examine causes of food spoilage and poisoning, and the requirements for the correct storage of food. They use tools and equipment safely to produce quality outcomes in food production.

**Areas of Study**

- Keeping Food Safe
- Food Properties and Preparation

**Unit 2 – Planning and Preparation of Food**

**Course Description**

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

**Areas of Study**

- Tools, Equipment, Preparation & Processing
- Planning & Preparing Meals

**Unit 3 – Food Preparations, Processing and Food Controls**

**Course Description**

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food.

Students devise a design brief from which they develop a detailed design plan. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

**Areas of Study**

- Maintaining Food Safety in Australia
- Food Preparation and Processing
- Developing a Design Plan

**Unit 4 – Food Product Development and Emerging Trends**

**Course Description**

This unit requires students to work independently to complete the design plan established in Unit 3. Students then examine food product development, including societal pressures to improve health, technological developments, packaging and marketing and environmental considerations in regard to food product development.

**Areas of Study**

- Implementing a Design Plan
- Food Product Development
Health & Human Development

Rationale
The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 1 – Health and Development of Australia’s Youth
Course Description
This unit focuses on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.
In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Areas of Study
- Understanding Health and Development
- Youth Health and Development
- Health Issues for Australia’s Youth

Unit 2 – Individual Human Development and Health Issues
Course Description
Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

Areas of Study
- The Health and Development of Australia’s Children
- Adult Health and Development
- Health Issues

Unit 3 – Australia’s Health
Course Description
Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia’s good health status, there is still potential for improvements.
The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health.

Areas of Study
- Understanding Australia's Health
- Promoting Health in Australia
Unit 4 – Global Health and Human Development

Course Description
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people’s choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

Areas of Study
- Introducing Global Health and Human Development
- Promoting Global Health and Human Development

History

Rationale
The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Unit 1 – Twentieth Century History (1918-1939)

Course 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. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

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. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.
Areas of Study
- Ideology and Conflict
- Social and Cultural Change

Unit 2 – Twentieth Century History (1945-2000)
Course Description
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.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

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. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. 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.

Areas of Study
- Competing Ideologies
- Challenge and Change

Units 3 & 4 – Revolutions
Course Description
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social change. Revolutions have a profound impact on the country in which they occur as well as important international repercussions.

As revolutions involve destruction and construction, dispossession and liberation they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deployed armed forces and instituted policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement has been made.

Areas of Study
- Revolutionary Ideas, Leaders, Movements and Events
  The periods for this area of study are:
  Unit 3: Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
  Unit 4: Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)
- Creating a New Society
  The periods for this area of study are:
  Unit 3: Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin)
  Unit 4: Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao)
Languages: German

**Rationale**
This study develops students’ ability to understand and use a language that has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology. As well as being extensively used within communities in Europe, Latin America, the Far East, and Africa there is a significant German heritage within Australia. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

**Unit 1 & 2**
**Course Description**
The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. This unit should allow the students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

**Areas of Study**
- Themes and Topics
  - *The individual*
  - *The German-speaking communities*
  - *The changing world*
- Kinds of writing
- Vocabulary

**Unit 3 & 4**
**Course Description**
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of German-speaking communities.

**Areas of Study**
- Themes and Topics
  - *The individual*
  - *The German-speaking communities*
  - *The changing world*
- Kinds of writing
- Vocabulary

Legal Studies

**Rationale**
Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of the students’ knowledge of their basic legal rights and responsibilities.
Unit 1 – Criminal Law in Action
Course Description
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Areas of Study
- Law in Society
- Criminal Law
- The Criminal Courtroom

Unit 2 – Civil Law and the Law in Focus
Course Description
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Areas of Study
- Civil Law
- The Civil Law in Action
- The Law in Focus
- The Question of Rights

Unit 3 – Law Making
Course Description
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Areas of Study
- Parliament and the Citizen
- Constitution and the Protection of Rights
- Role of the Courts

Unit 4 – Dispute Resolution
Course Description
Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.
Areas of Study
- Dispute Resolution Methods
- Court Processes & Procedures, & Engaging in Justice

Mathematics

Prerequisites
Students need to be aware of the necessity to be committed to this subject throughout their senior schooling if they intend to use it as an entry subject to further study. Students will have a mathematics subject recommended to them near the completion of each semester. This recommendation is made on the basis of what the current Mathematics teacher feels the student is capable of, in light of their observations of the student and their results over the semester. It is unlikely that a student who fails to meet the prerequisite level will be allowed into that subject. Past experience has shown us that these grades are a very realistic assessment of future success in the various subjects.

Rationale
This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Unit 1 & 2 – General Mathematics
General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

*For these units of study students must have a TinSpire or T183/84 calculator.

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

Mathematical Methods – Unit 1
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2.

*For this unit of study students must have a TinSpire calculator.

Areas of Study
- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics
Mathematical Methods – Unit 2
In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’ areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.
*For this unit of study students must have a TinSpire calculator.

Areas of Study
- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

Unit 3 & 4 – Further Mathematics
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. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2.
*For these units of study students must have a TinSpire or T183/84 calculator.

Areas of Study
- Data Analysis
- Recursion and Financial Modelling
- Applications

Unit 3 & 4 – Mathematical Methods (CAS)
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.
*For these units of study students must have a TinSpire calculator.

Areas of Study
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics
Media

Rationale
VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media’s contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

Materials Cost: All students are required to pay an equipment bond of $100 prior to the commencement of the course. $40 of which will be retained for rental, wear and tear on equipment. Remainder of the bond will be withheld should damage occur whilst in student’s possession. Refunds will be paid at the end of the school year, provided that all school fees are fully paid.

Unit 1 – Representation and Technologies of Representation
Course Description
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Areas of Study
- Representation
- Technologies of Representation
- New Media

Unit 2 – Media Production and the Media Industry
Course Description: The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

Areas of Study
- Media Production
- Media Industry Production
- Australian Media Organisations

Unit 3 – Narrative and Media Production Design
Course Description
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as
a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Areas of Study
- Narrative
- Media Production Skills
- Media Production Design

Unit 4 – Media: Process, Influence and Society’s Values

Course Description
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Areas of Study
- Media Process
- Media Texts and Society’s Values
- Media Influence

Music Performance

Rationale
Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising, and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Materials Cost: Students who undertake Units 1 & 2 and Units 3 & 4 will be required to pay $60 fee to cover online subscription costs.

Additional Information
All students undertaking Music Performance must be having regular lessons on their main instrument, either privately or through the SGSMP.

Unit 1

Course Description
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.
The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for solo performance.

**Areas of Study**
- Performance
- Performance Technique
- Musicianship

**Unit 2**

**Course Description**
In this unit students continue to build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

**Areas of Study**
- Performance
- Performance technique
- Musicianship
- Organization of sound

**Unit 3**

**Course Description**
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character of performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist.

Students may use a different instrument for study and performance for each of the group and solo works.

**Areas of Study**
- Performance
- Performance technique
- Musicianship

**Unit 4**

**Course Description**
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Students continue preparation to complete the end-of-year performance examination as a member of a group OR as a soloist.
Students may use a different instrument for study and performance for each of group and solo works.

Areas of Study
- Performance
- Performance technique
- Musicianship

Outdoor and Environmental Studies

Rationale
VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

Materials Cost: All units have a semester fee of $350 (Units 1 & 2) and (Units 3 & 4), to cover the costs of camps and excursions.

Unit 1 – Exploring Outdoor Experiences
Course Description
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.

Areas of Study
- Motivations for Outdoor Experiences
- Experiencing Outdoor Environments

Unit 2 – Discovering Outdoor Environments
Course Description
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts 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 human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Areas of Study
- Investigating Outdoor Environments
- Impact on Outdoor Environments
Unit 3 – Relationships with Natural Environments
Course Description
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies 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 contemporary 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 provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Areas of Study
- Historical Relationships with Outdoor Environments
- Contemporary Relationships With Outdoor Environments

Unit 4 – Sustainable Outdoor Relationships
Course Description
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 in relation to the capacity of outdoor environments to support the future needs of the Australian population.

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 provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Areas of Study
- Healthy Outdoor Environments
- Sustainable Outdoor Environments

Physical Education

Rationale
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

Unit 1 – Bodies in Motion
Course Description
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.
Areas of Study
- Body Systems & Human Movement
- Biomechanical Movement Principles
- Detailed Study: selected from
  - Technological advancements from a biomechanical perspective
  - Injury prevention and rehabilitation

Unit 2 – Sports Coaching & Physically Active Lifestyles
Course Description
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Areas of Study
- Effective Coaching Practices
- Physically Active Lifestyles
- Detailed Study: selected from
  - Decision making in sport
  - Promoting active living

Unit 3 – Physical Activity Participation & Physiological Performance
Course Description
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Areas of Study
- Monitoring and Promotion of Physical Activity
- Physiological Responses of Physical Activity

Unit 4 – Enhancing Performance
Course Description
This unit examines the factors that influence an individual's initial and life-long involvement in physical activity.

Areas of Study
- Planning, Implementing & Evaluating a Training Program
- Performance Enhancement & Recovery Practices

Physics

Rationale
Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling.
in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1 – What Ideas Explain the Physical World?
Course Description
Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students undertake quantitative investigations involving at least one independent, continuous variable.

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

Unit 2 – What do Experiments Reveal about the Physical World?
Course Description
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Areas of Study
- How can motion be described and explained?
- Options
  - What are stars?
  - Is there life beyond Earth’s Solar System?
  - How do forces act on the human body?
  - How can AC electricity charge a DC device?
  - How do heavy things fly?
  - How do fusion and fission compare as viable nuclear energy power sources?
  - How is radiation used to maintain human health?
  - How do particle accelerators work?
  - How can human vision be enhanced?
  - How do instruments make music?
  - How can performance in ball sports be improved?
  - How does the human body use electricity?
Unit 3
Course Description
This unit covers the motion of objects on earth and in space and the effect of the earth’s gravity on the motion of the Moon, the planets and satellites is analysed. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices is introduced. Students continue to have regular experience in experimental investigation in the laboratory.

Areas of Study
- Motion in One and Two Dimensions
- Electronics and Photonics
- Detailed Study: One of the following
  - Einstein’s special relativity
  - Materials and their use in structures
  - Further electronics

Unit 4
Course Description
This unit covers the use of mathematical models to explain the complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. Students continue to have extensive and regular experimental work in the laboratory.

Areas of Study
- Interactions of Light and Matter
- Electric power
- Detailed Study: One of the following
  - Synchotron and applications
  - Photonics
  - Sound

Product Design & Technology – Wood

Rationale
Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

Materials Cost: Students who undertake Units 1 & 2 and Units 3 & 4 will be required to pay $85 per year in material costs. When undertaking any major pieces, students will need to purchase/supply the necessary materials for their chosen projects.

Unit 1 – Product Re-design and Sustainability
Course Description
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.
Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

**Areas of Study**
- Product Re-design for Improvement
- Producing and Evaluating a Re-designed Product

**Unit 2 – Collaborative Design**

**Course Description**
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated human-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. In Area of Study 2 the product produced individually or collectively is evaluated.

**Areas of Study**
- Designing within a Team
- Producing and Evaluating a Collaboratively Designed Product

**Unit 3 – Applying the Product Design Process**

**Course Description**
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for others.

**Areas of Study**
- The Designer, Client and/or End-User in Product Development
- Product Development in Industry
- Designing for Others

**Unit 4 – Product Development and Evaluation**

**Course Description**
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.
Psychology

Rationale
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1 – How are behaviour and mental processes shaped?
Course Description
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study
- How does the brain function?
- What influences psychological development?
- Student-directed research investigation
  - Biopsychology
  - Brain and the use of technology
  - Cognition
  - Psychological development
  - Mental health and disorder
  - Changing thoughts, feelings and behaviour
Unit 2 – How do external factors influence behaviour and mental processes?

Course Description
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

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

Unit 3 – The Conscious Self

Course Description
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Areas of Study
- Mind, Brain and Body
- Memory

Unit 4 – Brain, Behaviour & Experience

Course Description
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues.

Areas of Study
- Learning
- Mental Health

Studio Art

Rationale
VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.
The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices. Students’ research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their art making.

**Materials Cost:** Students who undertake Units 1 & 2 will be required to pay $50 and $70 (Units 3 & 4) per year in material costs. When undertaking any major pieces for Unit 3 & 4, students will need to purchase/supply the necessary materials for these projects.

**Unit 1 – Artistic Inspiration and Techniques**

**Course Description**

This unit focuses on using sources of inspiration as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and source of inspiration and used materials and techniques in the production of artworks.

**Areas of Study**

- Developing Art Ideas
- Materials and Techniques

**Unit 2 – Design Exploration and Concepts**

**Course Description**

This unit focuses on establishing and using a design process to produce artworks. The design process includes the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks from different times and locations are analysed to understand artists’ ideas and the creation of aesthetic qualities and identifiable styles.

**Areas of Study**

- Design Exploration
- Ideas and Styles in Artworks

**Unit 3 – Studio Production and Professional Art Practices**

**Course Description**

This unit focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential solutions.

The unit also explores professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks. Students investigate the response of artists to a wide range of stimuli and their use of materials and techniques. Considerations arising from the use made of the work of other artists in the making of new artwork are analysed.

**Areas of Study**

- Exploration Proposal
- Design Process
- Professional Art Practices and Styles

**Unit 4 – Studio Production and Art Industry Contexts**

**Course Description**

This unit focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential solutions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities.
This unit also explores aspects of artists’ involvement in the current art industry focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students analyse current art industry issues about the content and context of art in a contemporary setting.

**Areas of Study**
- Folio of Artworks
- Focus, Reflection and Evaluation
- Art Industry Contexts

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**Visual Communication & Design**

**Rationale**
Visual communicators in fields such as architecture, engineering, graphic design, multimedia design, industrial design, cartography, advertising and fashion all depend on graphics to develop and communicate ideas and information. Visual communication uses text and image (though not necessarily both in the same presentation) in either two- or three-dimensional form to communicate messages to audiences. Such information can be presented in imaginative and original ways while conforming to conventions or accepted rules.

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

**Materials Cost:** Students who undertake Units 1 & 2 and Units 3 & 4 will be required to pay $40 per year in material costs. When undertaking any major pieces for Unit 3 & 4, students will need to purchase/supply the necessary materials for these projects.

**Unit 1 – Visual Communication**

**Course Description**
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. This unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

**Areas of Study**
- Instrumental Drawing
- Freehand Drawing and Rendering
- Design Elements and Design Principles
- Design Process

**Unit 2 – Communication in Context**

**Course Description**
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication production process will be applied by modifying existing final presentations for specified audiences.
Areas of Study
- Representing and Communication Form
- Developing Imagery
- Developing Visual Communication Solutions
- Visual Communication in Context

Unit 3 – Visual Communication Practices
Course Description
The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communications produced.

Areas of Study
- Communication Design
- Communication Analysis
- Investigating Professional Practice

Unit 4 – Designing to a Brief
Course Description
The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.

Areas of Study
- Developing a Brief
- Developmental Work
- Final Presentations
The Victorian Certificate of Applied Learning (VCAL) is a Senior Secondary Certificate that sits alongside the VCE and is based on vocationally orientated applied learning principles. The course will provide an accredited program of studies in the following four compulsory strands:

- literacy and numeracy
- industry-specific skills
- work-related skills
- personal development skills

At Mirboo North Secondary College, VCAL builds on the successful Year 9 Community Breakout program by developing students’ independence, leadership and work readiness.

Students will enrol in a VET program, delivered by our education partners and have the opportunity of completing one VCE subject. Students will undertake a work placement, and participate in team based community projects that will support them to develop independence, problem solving and leadership skills. Projects could include establishing small enterprises, sports coaching, and charity fundraising or community connections.

Successful completion of the VCAL will provide students with skills that are important for life, work and further study as well as a VCAL Certificate and/or Statement of Attainment. In Year 11, students will receive their Intermediate VCAL Certificate and in Year 12 their Senior Certificate.

The VCAL will develop and extend pathways for students from school to further education, training and work. For example upon completion of VCAL, students can enter into a traineeship, an apprenticeship and/or a TAFE course.

Depending on the subjects chosen in year 11, it is also possible for VCAL students to transition into VCE after one year of VCAL.

To apply to enrol in VCAL for 2016, complete the application form in the Information Evening pack and included in the Senior School Policies and Procedures Handbook. Details about individual subjects are included in the following pages.

Please note that the school levy for VCAL is $270. This includes travel expenses of all excursions; school produced booklets, some guest speakers and activities.

Further information about VCAL is available from the following Website: [http://www.vcaa.vic.edu.au/vcal/students/index.html](http://www.vcaa.vic.edu.au/vcal/students/index.html)

**Literacy & Numeracy Strand**

The purpose of this strand is to develop student literacy and numeracy skills. At Mirboo North Secondary College accredited units can include:

- VCE English and Mathematics units – Normally 5 periods per week
- VCAL Literacy and Numeracy Units – Normally 5 periods, and undertaken at Foundation, Intermediate or Senior level, depending on the student’s learning plan.

Students must demonstrate competence in 6 of the Learning Outcomes for Senior Literacy and Numeracy to achieve an ‘S’ for the Strand. For the Foundation and Intermediate Numeracy Strands students must demonstrate competency in 5 out of the 6 Learning Outcomes.

**Industry Specific Skills Strand**

The purpose of this strand is to develop skills, knowledge and behaviours that enable development of industry specific skills and progression to further learning and work.
The Intermediate/Senior VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs. At Mirboo North Secondary College, students are expected to complete one VET certificate. The range of VET options is extensive with recognized training packages available from industries including automotive, engineering, building and construction, hospitality, agriculture, horticulture, and electrical.

*Students undertaking Industry Specific Strands must meet the Learning Outcomes for each unit/module in their learning program to gain a credit towards their VCAL.*

**Work Related Skills Strand**
The purpose of this strand is to develop skills, knowledge and personal attributes valued by employers. At Mirboo North Secondary College, students Work Related skills training will include OH&S, working in teams, applying for jobs, interview techniques and using ICT.

In addition, students will complete at least 100 hours of work placement in an appropriate industry. They will document particular details about the placement to meet Learning Outcome.

External, non-accredited programs or experiences can be included in a student’s learning program if it enables the achievement of the Learning Outcomes of a Work Related Skills unit. It can include:

- Work experience
- Part-time work undertaken
- TAFE Taster programs

Work related skills tasks will be assessed at a level appropriate to each VCAL level – Foundation, Intermediate or Senior. Students must meet the Learning Outcomes for each unit/module in their learning program to gain a credit towards their VCAL.

**Personal Development Skills Strand**
The purpose of this strand is to develop skills, knowledge and behaviours that lead toward:

- social responsibility
- building community
- civic responsibility & participation, and
- improved self confidence and self esteem

This strand of VCAL is delivered through elective units. Each unit is aimed at developing:

- Planning and organisational skills
- Problem solving skills
- Knowledge and skills for goal/activity achievement
- Interpersonal, communication and teamwork skills

Personal Development units are delivered over 4 periods per week and over full day workshops. Units are developed in consultation with students and could include:

- Outdoor Education
- Community Development
- Catering
- Performing Arts
- Media
- Art
- Horticulture

**VCE Units**
VCAL students must also select a VCE unit to achieve the Personal Development learning outcomes of the Personal Development units. The units will be assessed at a level appropriate to each VCAL level –
Foundation, Intermediate or Senior. Please discuss this option with course counsellors. Please see the VCE Course Details in this handbook for details.

Vocational Education & Training (VET)

Students considering doing a VET subject need to be aware that they will be required to catch up on work missed because of their VET day (1 period per subject) during their study periods.

What does a course involve?
Students can complete a VET program as part of their VCE or VCAL certificate. This allows students to gain two certificates at the end of Year 12. They will receive their VCE/VCAL Certificate and a TAFE qualification.

Students will normally complete the following number of VCE studies as well as their VET program.

<table>
<thead>
<tr>
<th>Year</th>
<th>VCE Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>(student would usually complete 6)</td>
</tr>
<tr>
<td>12</td>
<td>(students would usually complete 5)</td>
</tr>
</tbody>
</table>

Many VET programs will count in students ATAR. Some VET certificates generate a study score at Year 12 and have an exam. Other VET certificates such as Automotive and Agriculture are counted as a 5th or 6th study (i.e. 10%).

Programs such as Building and Electrotechology do not contribute to a student’s ATAR score, however they allow a student to complete a pre-apprenticeship course during VCE. This will give them an advantage when seeking employment because they have already achieved an industry recognised skill level.

All VCAL students must complete one VET subject.

Attendance
It is compulsory for students to attend all VET days. Students who miss days risk not successfully completing their VCAL or VCE Certificate and may further risk being enrolled in a VET course for Senior VCAL.

Fees
There are a number of fees/payments that are required

- A TAFE materials fee that is made paid directly to TAFE by the student – cost varies depending on the chosen course
- A TAFE course fee that is paid by the school
- A non-refundable Administrative Services Fee is payable to the school
  - $450 for new VET students
  - $300 for continuing VET students

Applying for a VET or Vocational Course
VET and Vocational Courses are proving to be very popular among students in Gippsland. Students will not automatically be accepted into VET courses and they must do the following:

- Complete an application form (available from the careers teacher)
- Have an interview with the VET Coordinator and a member of the Senior School team
- After interviews have been conducted, students will be notified if they were successful in gaining a VET position.
- Payment of the Administrative Services Fee – paid by December 9th to ensure your place in the VET course
Students needing assistance with the application process should see Mrs Hopkins soon to avoid a last minute rush when interviews are scheduled.

VET Programs

This is a selection of some of the VET course on offer. See the VET coordinator for a full list.

- Animal Handling - Certificate II in Animal Studies
- Automotive - Certificate II in Automotive Studies
- Business Services - Certificate II in Business
- Carpentry - Certificate II in Building & Construction (Carpentry, Painting & Civil Construction)
- Community Services - Certificate II in Allied Health Assistance Certificate II in Community Services
- Electrical - Certificate II in Electrotechnology - Pre-Vocational
- Engineering - Certificate II in Engineering Studies
- Hairdressing – Certificate II in Hairdressing
- Hospitality - Certificate II in Hospitality, Catering Operations
- Information Technology - Certificate III in Information & Communications Technology Certificate III in Media
- Plumbing - Certificate II in Plumbing (Pre Vocational)

PROGRAMS UNDERTAKEN AS SCHOOL BASED APPRENTICESHIPS

- Certificate II in Agriculture - offered for study through the NCDEA
Contact Us

Principal: Karen Lanyon
Assistant Principal: Stephen Klemke
Senior School Leader: Marina Bruzzese
Junior School Leader: Kay Chandler
Careers / VET: Leah Barns

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