

# 2024 Senior School Subject Handbook



**Mirboo North Secondary College**

• **TRUST**

• **RESPECT**

• **PRIDE**



## Welcome to Senior School

This handbook is designed to provide students and their guardians, with information to help navigate the senior school years at Mirboo North Secondary College. Designed to highlight pathway opportunities which exist to best suits the needs and aspirations of our senior students.

Students select a program over two or three years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to be aware of choosing a meaningful course of study, which will provide pathways into their chosen further study and employment. For students wishing to follow a tertiary pathway, when selecting subjects, students should carefully check the VTAC Guide prerequisite requirements for any Tafe or University courses or career paths they may be considering. For students looking towards a vocational or employment pathway, selecting subjects which complement, or value add are encouraged.

We will always endeavour to satisfy the subject choices and requirements of as many students as possible. Unfortunately, there can be situations where students may not receive their first choice of subject and subjects will only run if there is sufficient demand from students. The feasibility of a class running is dependent on many variable constraints: the timetable, the minimum class size, and the physical and human resources available at the College.

*Marina Bruzzese, MNSC Senior School Leader*

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## Regularly Used Acronyms

Before we start, we understand that often the senior school language is new to many students and their guardians which can often be daunting. These are the most common acronyms which you may come across. A full list of senior school acronyms can be found on page 39.

- VCE Victorian Certificate of Education
- VCE-VM Victorian Certificate of Education Vocational Major
- VET Vocational Education and Training
- VCAA Victorian Curriculum & Assessment Authority
- VTAC Victorian Tertiary Admissions Centre
- Units VCE subjects – delivered as term 1 – 4.

## Senior School Key Personnel

- **Principal:** Vaya Dauphin
- **Assistant Principal:** Nicolas Ryan
- **Assistant Principal:** Melissa Neill
- **Senior School Leader:** Marina Bruzzese
- **Middle School Leader:** Clayton Cupples
- **Senior Coordinator:** Allen Riseley and Petra Hopkins
- **Careers / VET Coordinator:** Nicole Hobson

*The senior team is heavily supported by the school wellbeing team to provide support to students where required.*

# MNSC PATHWAY GUIDELINES

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

## Year 10

Have access to accelerate with a VCE (Unit 1 and 2) sequence.

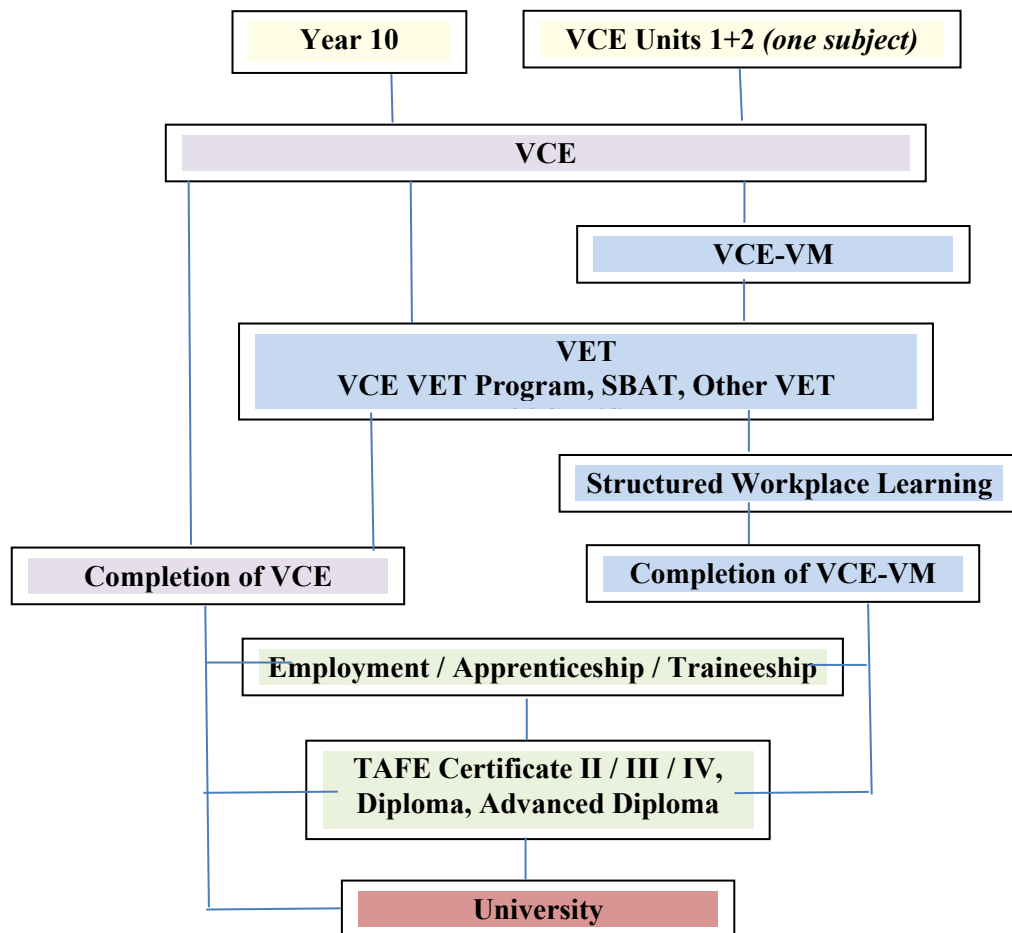
## Year 11

Have the option to undertake a straight VCE program or undertake a VCE-Vocational Major stream. VCE students may accelerate with a Unit 3 and 4 sequence, or alternatively undertake a VET subject.

## Year 12

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

# COLLEGE PATHWAY OPTIONS



## COURSE COUNSELLING & SUBJECT SELECTION

During Term 3, all students entering the senior school undertake a course counselling session with a trained course counsellor to assist with subject selection. This process ensures that each student is well informed when making subject choices which in turn helps map their senior school pathway and ensures any tertiary education prerequisites are met and we are giving students who wish for a vocational or employment pathway the fundamental skills to succeed.

For students who are unsure of their pathway outcome, students are encouraged to undertake a wide range of subjects with an emphasis on subjects they enjoy or are good at. These students are encouraged to undertake the vast variety of career exploration opportunities presented at school.

Use the following checklist and you should be well on your way to choosing a program that meets your needs. Remember the senior school team and course counsellors will be there to help you.

### Step 1: 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
- Achieve prerequisites for the tertiary courses you are considering
- Give you an advanced standing in a VET course, or are part of a VET
- DSS program leading to a VET qualification within your VCE

## CAREERS AND PATHWAYS AT MNSC

There are many resources available which will provide information on Career Pathways. The careers and pathways office, located in the Senior Centre is a good starting point - the door is always open. Students and parents are welcome to make an appointment to discuss pathway options and receive advise.

Job Guides and University & TAFE Handbooks are available for loan from the Senior Centre. The Career Tools program is another package that is particularly useful for senior students when they are planning their senior pathway. All students have access to the Career Tools program and parents can access information from this program by visiting [www.mirboonorthsccareers.com](http://www.mirboonorthsccareers.com)

Teachers and coordinators are another important source of information. Teachers can assist you in deciding whether you would cope with a particular subject at VCE level.

Externally, there are a huge number of resources available such as the resources to the right.

Taking the time to visit tertiary (both university & TAFE) Open Days from year 10, is highly recommended. These open days are *generally* held in July and August and help students start to determine campus locations and courses which are of interest to them which helps refine the course selection process in year 12. **Don't leave visiting Open Days to year 12.**

### Where to obtain information?

#### CAREERS ADVICE:

Available from the school Careers and Pathways office located in the senior school. Telephone: 5667 9000

#### 'WHERE TO NOW' BOOKLET:

Hard copy provided to all Year 10 students. Also available to everyone as a digital download:

<https://www.vcaa.vic.edu.au/Documents/wtn/2023WhereToNow.pdf>

#### VTAC WEBSITE:

Tertiary and TAFE course listings including prerequisites, ATAR requirements and more.

[www.vtac.edu.au](http://www.vtac.edu.au)

#### CAREER TOOLS PROGRAM:

An all-in-one website for discovering pathways and planning post-secondary options.

<https://mirboonorthsccareers.com/>

# SENIOR SCHOOL - MINIMUM REQUIREMENTS

## Year 10

Year 10 at Mirboo North Secondary College (MNSC) is part of the Colleges' Senior School. This allows a greater focus on preparing students for the VCE and other future pathways, study, or work choices.

Compulsory Year 10 subjects ensure that students complete a wide variety of subjects which keep their VCE and vocational pathways open. Students will be required to satisfactorily meet outcomes in English, Mathematics, Science, Humanities, and Individual & Global Health. They will also choose from a range of electives. A full description of the subjects and course outline is provided on page 18-20.

## Year 10 Electives Options

### **Arts**

Digital Photography  
Public Art  
Visual Communication and Design

### **Humanities**

Money and the Law  
Work Ready (semester 1)  
Work Ready (semester 2)

### **Health & Physical Education**

Game Sense  
Leisure and Outdoor Sports  
Peak Performance

### **Languages**

German (semester 1)  
German (semester 2)

### **English**

Literature

### **Mathematics**

Pre-VCE Maths

### **Technology Studies**

Digital Technologies  
Food Today  
Introduction to Cabinet Making

It is possible for Year 10 students to enrol in a Unit 1 & 2 VCE study which allows them in Year 11 students to undertake a 3 & 4 Unit sequence and in some cases, for Year 12 students to undertake university studies as part of their program. Approval for acceleration in subjects will be made in consultation with the Senior School Team and subject teacher. This will be discussed with your counsellor during your course counselling session

Students are encouraged to choose their VCE subject based on personal interests and ability. There are many advantages for students who start their VCE early:

- Allow students to learn what is required of them at VCE level.
- A wider range of subjects completed.
- To accelerate and motivate students.
- A chance to complete more Unit 3 & 4 sequences to improve chances for tertiary selection.

Although all VCE subjects are open entry, it is important to realise that some year 10 subjects are essential preparation for future study. For example, students wishing to complete German at VCE should ensure that they do not drop the language in Year 10 and Mathematics is another area where students need to be careful and should discuss their options before limiting their choices in the future. Our course counsellors will guide students ensuring they keep their pathway options open.



## SENIOR SCHOOL - MINIMUM REQUIREMENTS CONT'D

### Work Ready

If students opt not to undertake a VCE subject, they may choose to undertake the subject, Work Ready. Work Ready focuses on the world of work and has a compulsory work experience component. Students are expected to source their own work experience after consultation with staff and family. Work Ready is derived from Units 1 & 2 of Industry and Enterprise which is categorised as an accelerated learning class. Because of this, it is counted as a Unit 1 and 2, and students will not be disadvantaged if they choose to complete a full VCE in years 11 & 12.

### Unit 1 and 2 subjects open for year 10 students to study as their VCE subject.

VCE Art Making and Exhibiting– Units 1 & 2 \*  
VCE Biology - Units 1 & 2  
VCE Business Management - Units 1 & 2  
VCE Design & Technology (Wood) - Units 1 & 2 \*  
VCE Food Technology - Units 1 & 2 \*  
VCE General Maths - Units 1 & 2  
VCE History - Units 1 & 2  
VCE Health & Human Development - Units 1 & 2  
VCE Legal Studies – Units 1 & 2  
VCE Media Studies – Units 1 & 2 \*  
VCE Music – Units 1 & 2  
VCE Physical Education - Units 1 & 2  
VCE Psychology - Units 1 & 2  
VCE Visual Communication & Design - Units 1 & 2 \*  
VCE Industry & Enterprise Unit 1 & 2 (Work Ready)

\* A voluntary materials fee is requested, please refer to the subject descriptions on pages 21-32 for clarification.

All Year 10 students will also be encouraged to participate in a broad range of co-curricular activities such as senior school forums, the Year 7 'Peer Support' program, the Keys Please program, Mock Interviews, sport, school productions, the South Gippsland Schools Music Program, and a wide variety of leadership options.

### Sample Year 10 Timetable

Below is an example of a year 10 timetable. Please note that this is just an example and students will do health and careers in either the first or the second semester depending on which elective units' students have prioritised.

<b>Semester 1</b>	English	Maths	VCE Unit 1 Or Work Ready	Science	Humanities	Health	Elective Unit	Elective Unit
<b>Semester 2</b>	English	Maths	VCE Unit 2 Or Work Ready	Science	Humanities	Careers	Elective Unit	Elective Unit

### Exams

Year 10 students undertake mid-year and end of year exams. To help prepare students, the Year 10 exams are taken under the same conditions as what is expected in the VCE.





# SENIOR SCHOOL - MINIMUM REQUIREMENTS (CONT'D)

## VCE

The differences between the:

VCE (Victorian Certificate Education) and

VCE-VM (Victorian Certificate Education- Vocational Major)

Your VCE program is where things become quite flexible and tailored to students' pathways and needs. The VCE is completed over two years – or longer if you choose. Students have the choice to undertake either.

- the straight VCE stream, with an optional VET (Tafe) subject. This stream is designed predominantly for students wishing to obtain an ATAR and undertake a tertiary pathway. OR
- the VCE-Vocational Major (VCE-VM) which allows student to combine the VCE with vocational training and experience in the workplace. This stream is designed predominantly for students wishing to undertake a vocational pathway such as an apprenticeship, traineeship, a Tafe pathway or directly enter the workforce. Successful completion of the VCE-VM will provide students with skills that are important for life, work, and further study as well as a VCE Certificate and/or Enhanced Statement of Results if a student chooses to exit prior to completion of the two years. For example, if a student exits at the end of year 11, they will receive an Enhanced Statement of Results.

Both streams require students to obtain a minimum number of Units and subject requirements to successfully complete the certificate as described below.

## VCE Minimum Requirements

<b>VCE</b>	<ul style="list-style-type: none"> <li>▪ Must successfully pass 16 VCE units to obtain a certificate.</li> <li>▪ Able to obtain an ATAR.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 3 units of English over the two years (which must include Units 3 &amp; 4)</li> <li>▪ Plus, 3 other sequences of 3 &amp; 4 Units</li> </ul>
<b>VCE – VM</b>	<ul style="list-style-type: none"> <li>▪ Must successfully pass 16 VCE units to obtain a certificate.</li> <li>▪ Units can be a mixture of Units from the VCE and VCE-VM streams.</li> <li>▪ No ATAR obtained.</li> </ul>	<ul style="list-style-type: none"> <li>▪ At least 3 units of Literacy over the two years (which must include Units 3 &amp; 4)</li> <li>▪ 3 other sequences of 3 &amp; 4 units</li> <li>▪ Plus, a minimum of 180 Hours of VET at Certificate II or higher.</li> <li>▪ Students are encouraged to undertake a day of Structured Workplace Learning in a field that compliments their VET course.</li> </ul>

## Proposed VCE Units Offered in 2024

*(Descriptions of the following units are contained on the pages 21-32).*

### Visual Arts

Art Making and Exhibiting	Unit 1-4
Media	Unit 1-4
Visual Communication Design	Unit 1-4

### English

English	Unit 1-4
Literature	Unit 1-4

### Health & Physical Education

Health & Human Development	Unit 1-4
Physical Education	Unit 1-4

### Humanities

History	Unit 1-4
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### Business and Economics

Business Management	Unit 1-4
Legal Studies	Unit 1-4

### Languages

German	Unit 1-4
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### Mathematics

General Maths	Unit 1-4
Mathematical Methods	Unit 1-4

### Performing Arts

Music	Unit 1-2
Music -Contemporary Performance	Unit 3-4

### Science

Biology	Unit 1-4
Chemistry	Unit 1-4
Physics	Unit 1-4
Psychology	Unit 1-4

### Design and Technology

Food Studies	Unit 1-4
Product Design & Technology	Unit 1-4



Further information about VCE and VET subjects offered at Mirboo North Secondary College, and their job outcomes is available on pages 21-37 of this handbook. Further subject information can be obtained from the VCAA Website. (Accessible via this QR code).

*NB: VCE subjects will run depending on; student choices, availability of staff, and the provision of a sequential program.*

VCE and VCE-VM students can include a VET course within their studies. (See details below)

## VET – VOCATIONAL EDUCATION & TRAINING

### What is VET?

VET (Vocational Education and Training) enables students to gain nationally recognised qualifications and skills to help them in the workplace. A VET course is delivered to students usually one day a week at TAFE or another training organisation and contributes towards the completion of the VCE certificate.

Students completing the VCE-VM must complete a minimum of 180 hours of VET at a Certificate II level or above over the 2-year course. Course are offered at various locations depending on the course with some being offered online.

VET studies can be counted as a Unit 3-4 sequence, but this must be counselled and confirmed with college course councillors.

Students make their own way to a VET course. Buses to Leongatha may be available depending on numbers.

### Applying for a VET Course

- Students will not automatically be accepted into VET courses and must complete a VET application form which can be obtained from Nicole Hobson in the careers and pathways office.
- Students considering a VET subject need to be aware that they will be required to catch up on work missed because of their VET day.
- It is compulsory for students to attend all VET days. Students who miss days risk not successfully completing their VCE Certificate.

*See pages 36 and 37 for the full list of VET courses on offer for Mirboo North Secondary College students in 2024. Please note, providers may not run a course if there are not sufficient numbers.*



# OPTIONAL CURRICULUM ACTIVITIES

## Early Access University

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.

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
- 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.

## Year 11 Tertiary Awareness Camp – 2024

An overnight camp in Melbourne has been planned for all Year 11 students. It is intended to be an enjoyable learning experience, focussing on further study options including university and TAFE. Students attend the Victorian Careers Expo, a variety of Universities and Tafe campuses where students get to see firsthand what tertiary studies look like and an accommodation walk through offers opportunity to see what on campus living can look like.

## Year 12 Study Skills Days – 2024

All Year 12 students will take part in Elevate Education sessions run focussing on skills that will be valuable for their study, planning and organisation assisting them to achieve success, particularly in VCE. Activities undertaken will promote student connectedness with the school, staff, and their peers.

## End of Year – Step Up Classes

Following the Year 10 & 11 exams in November we will begin classes for all Year 9, 10 and 11 students intending to undertake Year 10, 11 & 12 subjects in 2024. All students are expected to attend.

## Exchange with Sister-School in Germany

Mirboo North Secondary College has been offering a sister-school based cultural exchange with Germany to Year 10 students of German since 2003.

Our sister school is called the Alfred-Amman Gymnasium. It is situated in Bönningheim in the South-West of Germany. Bönningheim is 30km southwest of Stuttgart, about one hour from the French border, one and a half hours from Heidelberg and approximately 4 hours from Munich and the Alps.

The application process starts when the students are in Year 9, with the students from the AAG in Germany visiting for 28 days in March/April and our students reciprocating the visit in September during year 10.

## Work Experience

Work Experience gives students a great understanding of the work environment and what employers expect of their workers. It allows student the opportunity to explore possible career options and allows students to develop increased self-understanding, maturity, independence, and self-confidence qualities.

Year 10 students undertake a Week of compulsory Work Experience during Term 3.

We encourage Year 10, 11 and 12 students to consider extra work experience during school holiday breaks to help with their career development and to assist with helping career decision making processes. Students must complete Department of Education Work Experience paperwork even if they are undertaking Work Experience during holiday periods. See the Careers and Pathways Coordinator for paperwork and further discussion.

# OPTIONAL CURRICULUM ACTIVITIES

## School Based Apprenticeships / Traineeships | Head Start

Opportunity to commence an Apprenticeship/Traineeships whilst still completing your senior school studies is available to students who are deemed ready. A Head Start team has been introduced into all Victorian Secondary Colleges to provide ongoing support for students who undertake a School Based Apprenticeship/Traineeships.

A School Based Apprenticeship/Traineeship is a great way for students to commence an Apprenticeship/Traineeship with the support of the school at the same time continuing to build essential numeracy and literacy skills. A School Based Apprenticeship/Traineeship is the same as a 'normal' Apprenticeship/Traineeship, you get paid while you attend work and Tafe, you accrue leave etc, you just start off in a part time capacity and flip to full time as soon as you leave school.

### **A few common questions.**

**Am I Ready for A School Based Apprenticeship/Traineeships? School Based Apprenticeships/Traineeships are available to students:**

- in years 10-12
- who are 15 years of age
- have been undertaking work experience / part time work and the employer is looking to take on an apprentice/trainee.
- To not set students up for fail, students must display:
  - maturity and self-control in and out of the classroom
  - a self-driven nature and be able to handle a school workload, work, and Tafe workload.
  - be confident that the qualification is something that they can commit to for 4-6 years of the apprenticeship/traineeship.

### **How does it work?**

Depending on the student's year level, timetable, and the qualification, students will normally go to work for 2 days, school for 2 days and training for 1 day a week. Once a student has been offered an apprenticeship / traineeship discussion with the school careers/pathways advisor will occur and students will be referred to our school Head Start Coordinator who will contact the employer and see how the employers' needs can meet the student timetable and educational needs.

### **How do I get a School Based Apprenticeship/Traineeship?**

Students must have explored the industry (work experience), have the maturity and be sure that they are ready to commit. Undertaking work experience/part time job is a great way to make sure you are happy undertaking the type of work, which is required, and the employer is happy to work with you. Once you have established this connection, contact Nicole in the careers and pathways office who will refer you to the schools Head Start Coordinator for an interview. The Head Start Coordinator will then contact the employer and help progress the arrangement.

### **Can I do a School Based Apprenticeship/Traineeship if I am doing a straight VCE stream?**

Yes, but it will depend on the employers needs and what your timetable looks like.

If you'd like to discuss School Based Apprenticeships contact Nicole in the Careers and Pathways office at school.

# OBTAINING YOUR VCE CERTIFICATE

## Obtaining your VCE

Graduation in the VCE depends on the satisfactory completion of Units that make up each of your studies. Work must be completed in a timely manner and to a satisfactory standard as outlined in the Study Design. Learning outcomes are specified in the Study Design for each subject. They describe the knowledge and skills you should have by the time you have completed a unit. For all studies, the college decides whether you have satisfactorily completed a unit, by achieving the learning outcomes.

To make this decision, the college will set assessment tasks to see how you are going. Any such tasks are set and marked within the college. Early each semester your teachers will give you a list of the work and the deadlines for handing it in. You would need to give a very good reason for a deadline to be extended, so if you have more than one deadline within a short period of time, you'll need to plan to get all your work done by the time it is due. Failing to meet your college's deadlines may mean failing a unit.

For units 3 & 4 VCE, there are additional types of assessment, for which you will receive a score as well as an 'S' or 'N'. These graded assessments are either school assessed or external examinations. Each study has three graded assessments over Units 3 & 4, either two school assessed and one examination or one school assessed and two examinations.

There are two kinds of assessment. The first is called *School-assessed Coursework (SAC)*. This assesses how you have performed the assessment tasks specified in the Study Design. These tasks must be done mainly in class time, and this is one way in which the workload on students is spread over the year.

The second is called a *School-assessed Task (SAT)*. The kind of task will be the same for every school, and the specifications will be set by VCAA. However, your college will decide the exact content so that it matches what you have been taught. The VCAA specifies how marks and grades are to be awarded.

For both types of assessments your teacher does the marking, and the college will send the VCAA a score to show how you performed in each assessment task.

## Reporting of Results VCE

### **Unit Result**

- S satisfactory completion of the outcomes
- N four possible reasons
  - one or more outcomes not achieved as work is not of required standard
  - student has failed to meet a required deadline.
  - work cannot be authenticated.
  - there has been a substantial breach of rules, possibly school attendance rules.

### **The College. will provide a report at the completion of units 1, 2 and 3 that will contain:**

- S or N for each outcome
- S or N for satisfactory completion of the Unit
- A performance rating (grade) for each assessment task (Units 1 and 2 only)
- Teachers' comments on performance and progress

### **VCAA will provide statements which:**

- List all Units attempted and whether an S or N has been awarded.
- Indicate that the student has satisfied the requirements of the award of the VCE if this has been achieved.
- States your school, assessment and examination grades and your study score. This is a score on a scale of zero to 50 showing your achievement relative to that of all other students doing a particular study. VTAC will use the study score to determine the ATAR – the percentile ranking of the applicant.
- Gives your GAT results.

# OBTAINING YOUR VCE CERTIFICATE (CONT'D)

## Statement of Results

- S or N for each unit
- Grades for scored assessment and examinations.
- VCE Certificate for those students who satisfactorily complete their VCE.

VCE-VM Students who exit without meeting the eligibility requirements will receive an enhanced statement of results. For example, a student who exits at the completion of year 11.

## ATAR and Scaling

### Why are VCE results scaled?

VCE results are scaled because individual study scores are not an absolute measurement of overall performance. On behalf of tertiary institutions, VTAC combines study scores to form an aggregate (total) which is then converted into a rank called the 'ATAR'.

Before study scores can be fairly added together, they must be compared and adjusted. This is because students take very different combinations of VCE studies and VTAC can only legitimately add study scores together if the strength of competition in each study is about the same. For example, it is unfair to compare the best and fairest of an individual football team with the best and fairest in the national competition. Scaling overcomes this difficulty and ensures that each study contributes equally to the ATAR (that is an ATAR subject score of 25 in English is equivalent to an ATAR subject score of 25 in Psychology or an ATAR subject score of 25 in Chemistry).

### How is scaling carried out?

Study scores are adjusted (and the strength of competition in a study is judged) by looking at the total performance of students taking that study. For example, the performance of students taking

Chemistry is compared with (and adjusted against) the total performance of all Chemistry students in all their studies. This comparison is carried out for each VCE study and VCE VET program for which there is a study score. There are no pre-determined outcomes, and in the first instance, all studies including Mathematics and Languages are treated identically. The process is very stable resulting in very little difference from year to year in terms of adjusted (scaled) ATAR subject scores.

### What happens as a result of scaling?

As a result of scaling, some scores in some studies are adjusted up, some down, and some remain about the same – this reflects the overall strength of the group taking each study. Studies are scaled up only when the overall performance is high. Studies are scaled down only when the overall performance is low.

Remember: If competition is high within a study – you can expect to receive a lower VCAA study score – scaling by VTAC ensures this study is adjusted up. If competition is low within a study – you can expect to receive a higher VCAA study score – scaling by VTAC ensures this study is adjusted down. Across all studies, your ATAR subject scores can therefore be expected to be more uniform than your VCAA study scores.

Scaling Reports are available from the VTAC website. <https://www.vtac.edu.au/atar-scaling-guide-2024.html>

## Due Dates, Deadlines and Extensions of Time

For each outcome or assessment task that requires work to be completed and submitted the following rules apply.

- Teachers will set a due date for the submission of any such work. An attempt will be made to spread outcomes throughout each semester, no guarantee can be given that due dates, in different units, will not occur at the same time.
- Teachers will assess all outcomes handed in on the due date promptly so that any outcome that is unsatisfactory can be returned to the student and re-submitted to achieve an S. If a piece of work is both an outcome and an assessment task it may be re-submitted to improve from an N to an S but the original grading of the work as an assessed task will remain.
- Students who need an extension of time beyond the completion due date must apply (before the due date) to the Head of Senior School who will decide, in consultation with the unit teacher deciding its merit.
- No deadline dates will be set later than a date in term four consistent with the date set by VCAA for lodging Unit Completion Returns.

# OBTAINING YOUR VCE CERTIFICATE (CONT'D)

## Assessment and Reporting Policy

The current reporting Policy is based on the following program.

- |   |                            |   |
|---|----------------------------|---|
| ➤ | During and end of Term I   | Learning Habits Reports and Parent/Teacher Interviews |
| ➤ | During and end of Term II  | Learning Habits Reports /Written Semester Report      |
| ➤ | During and end of Term III | Learning Habits Reports and Parent/Teacher Interviews |
| ➤ | During and end of Term IV  | Learning Habits Reports /Written Semester Report      |

## Special Provisions

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. Implicit in the provisions is that students who are enrolled in VCE studies do so with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations.

Specific eligibility criteria apply to the granting of Special Provisions for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for special provision in the VCE.

There are four forms of Special Provision for the VCE:

- Student Programs
- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score

Students may apply for special provisions for the following reasons:

- Significant health impairment
- Significant physical disability
- Learning disability
- Severe language disorder
- Hearing impairment
- Vision impairment
- Illness (physical or psychological)
- Factors relating to personal environment.
- Difficult personal circumstances.

To be awarded special provision for these reasons it is necessary for students to meet set criteria including specific tests and statements from independent professionals.

The types of special provision available are:

- Rest breaks
- Permission to stand, stretch or move around the room.
- Permission to leave the room (under supervision)
- Medication (food and drink)
- Extra reading time (in production time)
- Extra writing time
- Reader
- Scribe
- Clarifier
- Computer
- Separate room
- Alternative formats

## **OBTAINING YOUR VCE CERTIFICATE (CONT'D)**

Students who believe that they qualify for special provisions are advised to speak to the Head of Senior School as soon as possible as VCAA do have specific rules regarding eligibility and require specific testing to be carried out to support applications. Each application is assessed by VCAA, the School and the student is informed of their decision.

### **Unforeseen Circumstances**

The VCAA policy may not cover all situations. Authorisation is given to the Principal in consultation with the Assistant Principal and the Head of Senior School to alter or determine policy within the guidelines set by VCAA.

### **Computer Malfunction – Loss of Work**

Computer/Flash drive malfunction does not give sufficient ground for Special Provision arrangements within the VCE. If a computer is used, the student is responsible for ensuring that:

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



# IMPORTANT SENIOR SCHOOL INFORMATION & POLICIES

## Authentication

To meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Students must observe VCAA rules when preparing work for assessment:

- ensure that all unacknowledged work submitted is genuinely his or her own.
- acknowledge all sources used including website, text and source material and name(s) and status of any person giving assistance and the type of assistance.
- cannot receive undue assistance from another person in the preparation and submission of work.
- acceptable levels of assistance include incorporation of new ideas or material which is then transformed by the student into a new context and advice from another which leads to refinement or self-correction.
- unacceptable levels of assistance include use of or copying another person's work, corrections or improvements made or dictated by another person.
- must not submit the same piece of work for assessment in more than one study.
- a student who knowingly assists another student in a breach of rules may also be penalised.
- students must sign a declaration of authenticity for work done outside the class at the time of submitting the completed work.
- a student must sign a general declaration that he or she will obey the rules and instructions for the VCE and accept its disciplinary procedures.
- students must meet school dates for submission of work.

## **Breach of Authenticity**

Teachers are required to report any breaches of Authenticity to the Head of Senior School. Should the college be satisfied that a student has submitted work that is not his or her own, or is a substantive breach of authenticity, then the Principal in consultation with the Head of Senior School and the unit teacher has the power to impose the following penalties:

- I. make other arrangements for the completion of the outcome/assessment task.
- II. reprimand a student who has enabled another student to obtain advantage.
- III. cancel the result in a specific outcome/assessment task and in effect cancel the total assessment for that unit.

## Attendance

Punctuality and attendance are essential parts of the commitment for the successful completion of the VCE, as well as being common courtesy. Failure to meet this may lead to your child receiving an unsatisfactory level of achievement according to the Victorian Curriculum and/or VCE guidelines.

- Students must ensure they meet the compulsory 80% attendance required for all studies. Work done in class time will be necessary to allow judgements of authentication to be made.
- For any student to obtain Youth Allowance they must attend school regularly and provide certificates when absent. The school is required to provide Youth Allowance with attendance records.
- If any student is absent, students must contact their teachers to find out the work they've missed.
- If a student is absent on the day when an outcome/assessment task is due, it is expected that either the student or a family member will contact the relevant teacher to negotiate an extension of the due date.

### **Absence on the SAC day (without extension)**

- A student absent on the day of a SAC, who has not negotiated an extension, is presumably ill. In this case, a phone call must be made to a Senior School Coordinator, a doctor's certificate obtained and brought to school.
- Without a doctor's certificate, the student will receive NA for the SAC.
- If the student is absent for another reason, it would need to be an absence caused by a serious and unavoidable crisis. Such matters should be raised immediately with a member of the Senior School Team.

## **IMPORTANT SENIOR SCHOOL INFORMATION & POLICIES (CONT'D)**

### Dress Code

The College expects that all students understand the responsibilities involved in senior courses. All students are to abide by college rules e.g., Behaviour and Dress.

Year 10 and 11

Full school uniform

Year 12

Full school uniform and Year 12 Rugby top optional.

### Health and Safety

The safety of students is of prime concern for teachers and instruction in the safe and correct use of tools and equipment is stressed each time a new tool or piece of equipment is to be used.

The safety of students will also be enforced by stricter disciplinary procedures in classes where tools and equipment are used. If a student acts in a dangerous manner when using tools, then the student will be removed from class and sent to a coordinator or assistant principal. If a student continues to jeopardise his or her safety or the safety of others, then they may be excluded from that class.

#### **Food Studies classes require students to:**

- Be neat and clean
- Wear aprons and leather shoes
- Have hair tied back

#### **Physical Education classes require students to:**

- Have a change of clothing and footwear.
- Wear hats and sunscreen when outdoors
- Have appropriate clothing & equipment for all activities.

#### **Science and wood classes require students to:**

- Wear leather shoes
- Have hair tied back.
- Wear and always use appropriate safety equipment.

#### **VET Delivered to School programs require students to:**

- Follow all safety procedures outlines.
- Pass OH&S Unit of Competency before completing any practical work.
- Wear and use appropriate safety equipment for all classes.

### Voluntary Payment Contributions

All students access free education and access to all items and services they need to fulfil the standard curriculum requirements. However, the cost of high-quality classes can be higher than the money we receive from the Department of Education, so we ask for optional payments from our school community to support the school and our students. This can be done by contributing to the curriculum costs as itemised per unit.

**Extra-Curricular Contributions** - Some Learning Areas in the school charge for materials that are considered outside of the standard curriculum and there is an expectation that these contributions should be paid. These areas are usually Technology based subjects.

# IMPORTANT SENIOR SCHOOL INFORMATION & POLICIES (CONT'D)

## Homework and Study

A regular homework and study pattern is crucial for the successful completion of VCE.

Homework consists of assignments, essays, reading, exercises, problems, reports, etc. and is set by the teacher for completion at home to satisfy outcomes and/or assessment tasks.

Study is revision, extra reading, problem solving practice, test, and examination preparation, etc. that is an essential part of all subjects, but not specifically set by the teacher.

### Guidelines:

- Students and their families are encouraged to allocate a home study area that becomes a familiar and comfortable workplace. A suitable homework/study area is a room where the student can work alone, at a table or desk with adequate heating and lighting and free from interference from television, radio, family conversation, etc.
- A homework diary should be kept by all students.
- Parents should be aware of and encourage their student to undertake a regular homework schedule and to complete assigned tasks.
- Homework should develop skills of organisation and responsibility in students. A regular homework pattern will mean that outcomes and assessment tasks should be completed by the date set by teachers.
- Every student should have a personal homework timetable. Contact a teacher or VCE Coordinator for assistance if required.
- The following hours are recommended:
  - Year 10 – a minimum of 2 hours per night
  - Unit 1 and 2 – a minimum of 2 hours per night.
  - Unit 3 and 4 – a minimum of 3 hours per night.

### Study Periods

- Students are expected to utilise the opportunities offered by study periods. These periods are there to assist students to meet the workload of their course.
- Subject teachers may be available for consultation and assistance between students is also encouraged.
- Time spent working effectively on subject matter during these periods will mean more time available for other activities in free time away from school.
- Games of any sort (including computer games) are not to be played anywhere at school during study periods.
- Students must not distract other students or classes during their study periods.
- Students may have music playing if they are using earphones and the music is not audible to others.
- Students who do not use their study periods effectively may find:
  - They are required to be directly supervised in a classroom during their study periods.
  - That any application for time extension for SACs/SATs could be jeopardised.

## Student Cars

Students are to sign a Driving To School Permission Form (Appendix 2)

### Passengers

No student driver may transport any other student (other than a sibling) to or from school unless the Principal has approved the arrangement. Prior to approval being given both the student driver and passenger must return:

- A letter from the driver's parent/guardian giving the driver permission to transport another student.
- A letter from the parent of each of the proposed passengers giving express permission for that driver to transport that passenger.

### Drivers

Student cars may **only** be parked on Castle Street.

The College accepts no responsibility for damage or loss that may occur to any vehicle.

# SUBJECT OFFERINGS

## YEAR 10 SUBJECT OPTIONS

### CORE/COMPULSORY SUBJECTS

#### Year 10 English

In year 10 English students continue to develop skills of reading, writing, listening, and speaking. Students continue to develop skills in effective communication as both author and audience and focus on a study of literature, the expression of informed opinion and the analysis of persuasive language.

#### Year 10 Mathematics

At year 10 students will continue to consolidate and extend their skills and understanding of mathematics, as well as prepare for the future study of mathematics at VCE and beyond. Courses are designed to provide students with the necessary skills and knowledge to continue their chosen pathway.

##### ➤ **CORE MATHEMATICS**

This year 10 unit prepares students for the study of maths at VCE. They incorporate the application of scientific and CAS calculators and computer software to a wide variety of computations. This course leads directly to the study of VCE General Maths Units 1 & 2 and VCE Further Maths 3 & 4.

Students choosing to do only Year 10 Core mathematics will **not** have the necessary skills to attempt Mathematical Methods at year 11.

##### ➤ **INTRODUCTION TO MATHS METHODS**

This unit is only available for students who successfully complete the year 9 accelerated mathematics course. This unit contains additional algebra, graph, and number work to broaden students' knowledge and understanding and prepare them for the study of Mathematical Methods at year 11. Incorporating further applications of scientific calculators, applications of graphics calculators and computer software to graphing functions students who successfully complete Introduction to Maths Methods, have access to the study of VCE General Maths 1 & 2 and Mathematical Methods 1 & 2 at year 11.

##### ➤ **CORE PLUS MATHEMATICS**

The Core Plus mathematics unit is a similar course to core mathematics but with a greater emphasis on algebra skills. Students who demonstrate a sound knowledge of the concepts covered in this unit have access to the study of all VCE mathematics Units. *\*\* Only students recommended by their teacher will be able to pursue this course.*

#### Year 10 Science

The science curriculum has been developed to give students a solid background for further studies at VCE whilst providing them with the science literacy needed to operate in the modern world. The themes over the year will include genetics and evolution, chemical reactions, psychology, physics, cosmology, and study skills. Students will be using the Science Alive textbook, which will support the units and enable regular homework to be set and completed.

#### Year 10 Humanities

Year 10 Humanities covers the four areas within Humanities: Civics and Citizenship, Economics and Business, Geography and History. Students study the legal system and human rights, financial literacy, economics, geographies of interconnections and human wellbeing, the globalising world, and World War 2.

#### Year 10 Careers (to be completed in either semester)

Students must complete one semester of Careers during the year. This unit has a focus on further education and training options, pathways and the skills required for seeking employment. All students will undertake a week of work experience either at the end of Term 3 or at the beginning of Term 4.

#### Year 10 Individual and Global Health (to be completed in either semester)

The year 10 curriculum encompasses Respectful Relationships, exploring emotional literacy, personal strengths and positive coping. Consent education, road safety, party safe practices, and online safety will be included in the unit. World health will also be explored, as an introduction to VCE Health and Human Development. This will give students the opportunity to compare Australia's health to that of other countries.

# YEAR 10 ELECTIVE UNITS

## ARTS OPTIONS

### Digital Photography

*\*A voluntary materials fee of \$30 is requested*

This unit is designed to give students a thorough grounding in the art and capabilities of DSLR (Digital SLR) photography. Students will be shown how to control a camera in manual mode, shoot for different settings and conditions and set up lighting for studio photography i.e. Portraiture.

Through photography, students learn to reflect critically on their own experiences and responses to the work of other photographers to develop their own arts' knowledge. They learn, with growing sophistication, to express and communicate experiences through and about photography in the form of practical and theoretical outcomes.

### Public Art

*\*A voluntary materials fee of \$70 is requested*

This unit provides an experience in the visual arts focusing on the creation of public art for the college environment. Students will be engaged in planning and designing a mural for a specific school site; investigating the theme, preparing designs and presenting the ideas for approval through the set processes. Students will document their experience and learn to work with mural techniques that may range in the mediums of painting, mosaic, found objects and other resources that are suitable for the theme of the selected artwork. Students will research artistic processes and cultural contexts of artists from different historical backgrounds while engaging with local artists within our community to make their practical experience authentic and meaningful.

### Visual Communication and Design

*\* A voluntary materials fee of \$70 is requested*

This unit focuses on the Visual Communication Model. Students apply graphic systems (2D and 3D), graphic elements (point, line, shape, tone, texture, letterform, colour), and graphic devices (symbols, maps, charts, technical drawings and illustrations). Students are set drawing exercises that require the use of specific methods and techniques to solve problems. They investigate the communication process and apply it to the development of graphic/visual presentations.

## ENGLISH OPTIONS

### Literature

This unit is for students who enjoy reading, thinking, talking and writing. It has a special focus on poetry, plays, novels, short stories and film. The unit will enable students to share their thoughts about great literature with a group of like-minded students who want to explore texts that are a little more challenging, but very rewarding.

The unit will also help students learn more about the nature of VCE assessment tasks, build confidence to participate in extensive classroom discussions and identify, explore and reflect on ideas and view-points about events, issues and characters portrayed in a variety of texts.

## HEALTH & PHYSICAL EDUCATION OPTIONS

### Game Sense

Students will participate in a variety of team sports in a SEPEP unit, taking on roles including playing, scoring, umpiring, and organising. Students will collect and analyse various forms of data including heart rates, movement patterns and basic statistics from activities completed in class. Theory component covers statistics, data collection and data analysis, the skeletal system and the muscular system.

### Leisure & Outdoor Sports

*\*A voluntary materials fee of \$50 is requested*

Students will have the opportunity to further develop and refine skills in leisure sports such as Lawn Bowls, Archery, Bocce, Croquet, Golf, Table Tennis, Ten Pin Bowling, and Indoor Bowls. Students will also take part in recreational activities and adopt different roles within the group. These activities may include mountain biking, fishing, bush walking and orienteering. Students will be expected to be involved in the organisation and administration of each recreational and leisure activity undertake

### Peak Performance

This unit has been designed to introduce students to the components of fitness and training methods which are required to gain improvements in health, as well as the principles that need to be followed to make training effective. Students will also learn the physiological changes which occur as a results of training. Students will develop their own training program which will prepare them for a 5km run. Students will be required to review and make changes to their training program on a regular basis. Students will complete the 5km run at the end of the semester. Other sports and activities undertaken are negotiated and cater for student interests.

# YEAR 10 ELECTIVE UNITS CONT'D

## HUMANITIES OPTIONS

### **Money & The Law**

The legal studies component of this unit introduces to students to the fundamentals of Victorian criminal justice law, including characteristics of a crime and related sanctions/punishment. Civil law is studied via the examination of negligence and defamation tort law with an emphasis on case studies.

The business management component of the elective introduces students to the fundamentals of business practice including innovation, enterprise, marketing, product development (goods and services) as well as business structures and planning.

In addition to the development of comprehension skills and analytical abilities and providing skills and knowledge pertinent to daily living, the unit provides students the opportunity to develop and explore concepts and understandings relevant to the VCE subjects Legal Studies and Business Management.

## LANGUAGE OPTIONS

### **German Semester 1**

This unit is designed to develop all the language skills of listening, speaking, reading, and writing to a higher and more sustained level competence. Students will be involved in several performance activities and will study several cultural topics. This unit is recommended to follow year 9 German. Students can host a German exchange student around Easter time.

### **German Semester 2**

This unit will consolidate the basic language skills of listening, speaking, reading, and writing. Students' cultural knowledge will be extended, and they will be involved in communicative tasks for each topic. More advanced language structures will be introduced. Students can travel to Germany for 28 days as part of our school exchange.

## MATHEMATICS OPTIONS

### **Pre-VCE Maths**

Pre VCE Maths is a subject designed to build on the learning that students have undertaken during years 7 to 9 and consolidate their understanding of concepts that they will be undertaking in VCE General and Further Maths. Students will also be given an introduction to the CAS calculator which is an essential tool for VCE Mathematics.

## TECHNOLOGY OPTIONS

The Art/Technology area has special concerns in relation to the safe use of all tools and cutting implements. To give parents and students a clearer understanding of the types of equipment used, an additional section has been included (Equipment/Tools used) in the unit descriptions.

### **Digital Technologies**

This unit is for students who are interested in further developing and consolidating their knowledge of digital systems and technologies.

Students will negotiate learning outcomes within their chosen area of interest to create a personalised curriculum. These could include areas such as web design, app development, Arduino systems, VR and others.

A design thinking model will be used to structure learning projects and encourage development of problem solving, creative and critical thinking.

### **Food Today**

*\* A voluntary materials fee of \$100 is requested*

This unit will focus on the qualities and skills required by a chef, providing students with relevant knowledge and practical experience. Students will be given the opportunity to undertake the responsibilities of a chef, including menu planning, food ordering, various food preparation skills, food presentation and service. The processes of design, production, analysis and evaluation are developed through the unit.

Food groups will be investigated to broaden the student's understanding of their properties, nutritional value and contributions to health. The study will provide students with a sound skill base as an essential life-skill and for further development in future studies and in the workplace.

### **Introduction to Cabinet Making**

*\* A voluntary materials fee of \$95 is requested*

In this unit emphasis is placed on the design and construction of a project which will enable students to learn and utilize fine motor skills in woodworking and cabinet making. The students will be involved in the construction of a Clock, which will be determined by their clients needs and give students the opportunity to learn a variety of construction and joining techniques that are used in fine intricate work: Work will be practical in nature and allow for a variety of abilities and experience in the students. Tools & Equipment Used: Electric drill, jigsaw, drill press, disc sander, biscuit joiner and assorted hand tools.



# SUBJECT OFFERINGS

## VCE UNIT DESCRIPTIONS

Only the VCE units offered by Mirboo North Secondary College for 2024 are briefly described. For full unit descriptions, visit the VCAA website at: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

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.

### BUSINESS AND ECONOMICS OPTIONS

#### **Business Management**

##### **Unit 1 – Planning a business**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

##### **Unit 2 – Establishing a business**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

##### **Unit 3 – Managing a business**

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice using contemporary Australian and global business case studies from the past four years.

##### **Unit 4 – Transforming a business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

#### **Industry and Enterprise (Work Ready)**

\* Year 10 students *only* can choose to take part in Industry and Enterprise (Work Ready) if they do not feel confident to undertake a VCE subject.

##### **Unit 1: Workplace participation**

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways.

## VCE UNIT DESCRIPTIONS CONT'D

### Unit 2: Being enterprising

Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. After completing the relevant OH&S induction program, students demonstrate practical application of their developing work-related skills by completing at least 35 hours of structured workplace learning. In Unit 2 students are strongly encouraged to undertake one or more enterprise projects or activities as part of their 35 hours of structured workplace learning.

### Legal Studies

#### Unit 1 – The presumption of innocence

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

#### Unit 2 – Rights and wrongs

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

#### Unit 3 – Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals, and uphold the principles of justice: fairness, equality, and access. In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court, and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

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

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.

## DESIGN AND TECHNOLOGY OPTIONS

### Food Studies

A **voluntary materials fee of \$120 per unit** is requested 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 origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

#### Unit 2 – Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

## VCE UNIT DESCRIPTIONS CONT'D

### **Unit 3 – Food in daily life**

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

### **Unit 4 – Food issues, challenges, and futures**

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

## **Product & Design Technology - Wood**

A **voluntary fee of \$135** per year is requested to cover the cost of materials.

### **Unit 1 – Design practices**

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products.

### **Unit 2 – Positive impact for end users**

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability, and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

### **Unit 3 – Ethical product design and development**

In this unit students research a real personal, local, or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

### **Unit 4 – Production and evaluation of ethical designs**

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools, and processes.

# VCE UNIT DESCRIPTIONS CONT'D

## ENGLISH OPTIONS

### English

#### Unit 1

In this unit students explore personal connections with, and the vocabulary, text structures, language features and ideas in, a text. Students will demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

#### Unit 2

In this unit students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

#### Unit 3

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

#### Unit 4

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

### English Literature

#### Unit 1 – Reading practices and exploration of literary movements and genres

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students closely examine the literary forms, features, and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Students explore the concerns, ideas, style, and conventions common to a distinctive type of literature seen in literary movements or genres. Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.

#### Unit 2 – Voices of country and the text in its context

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts, and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Student's focus on the text and its historical, social, and cultural context. Students reflect on representations of a specific period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on.

#### Unit 3 – Adaptations, transformations and developing interpretations.

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students explore the different ways we can read and understand a text by developing, considering, and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features, and language.

## VCE UNIT DESCRIPTIONS CONT'D

### **Unit 4 – Creative responses and close analysis of texts**

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form, and structure. Students focus on a detailed scrutiny of the language, style, concerns, and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

## HEALTH AND PHYSICAL EDUCATION OPTIONS

### **Health & Human Development**

#### **Unit 1 – Understanding health and wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable, and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

#### **Unit 2 – Managing health and development**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

#### **Unit 3 – Australia's health in a globalised world**

This unit looks at health, wellbeing, and illness as multidimensional, dynamic, and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

#### **Unit 4 – Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social, and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

### **Physical Education**

#### **Unit 1 – The human body in motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport, and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport, and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

# VCE UNIT DESCRIPTIONS CONT'D

## **Unit 2 – Physical activity, sport, and society**

This unit develops students' understanding of physical activity, sport, and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

## **Unit 3 – Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

## **Unit 4 – Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological, and sociological requirements of training to design and evaluate an effective training program.

## HUMANITIES OPTIONS

### **History**

#### **Units 1 & 2 – Empires**

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental, and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

Russian Empire (1552–1894)

Qing Dynasty (1644–1911)

#### **Units 3 & 4 – Revolutions**

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic, and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural, and economic change and transformation based on the regime's ideology.

- The Russian Revolution
- The Chinese Revolution.

## LANGUAGE OPTIONS

### **German**

#### **Unit 1**

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes listed. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken, or written texts.



# VCE UNIT DESCRIPTIONS CONT'D

## Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken, and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills.

## Units 3 & 4

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.

## MATHEMATICS OPTIONS

**\*Students require a TI-Nspire CX II CAS calculator for all units of mathematics**

### General Mathematics

#### Units 1 & 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability, and statistics', 'Algebra, number and structure', 'Functions, relations, and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability, and statistics', 'Discrete mathematics', 'Functions, relations, and graphs' and 'Space and measurement'.

#### Units 3 & 4

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

Unit 3 comprises 'Data analysis and Recursion' and financial modelling, and Unit 4 comprises 'Matrices and Networks' and decision mathematics.

### Mathematical Methods

#### Units 1 & 2

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. The units 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, relations, and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability, and statistics'.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations, and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability, and statistics'.

#### Units 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability, and statistics', 'Calculus', and 'Functions, relations, and graphs', 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.

# VCE UNIT DESCRIPTIONS CONT'D

## PERFORMING ARTS OPTIONS

### Music

A **voluntary materials fee of \$60** per unit is requested to cover online subscription costs.

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

#### **Unit 1 – Organisation of music**

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

#### **Unit 2 – Effect in music**

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing, and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

#### **Units 3 & 4 – Music contemporary performance**

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

In Unit 3 students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

In Unit 4 students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

## SCIENCE OPTIONS

### Biology

#### **Unit 1 – How do organisms regulate their functions?**

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### **Unit 2 – How does inheritance impact on diversity?**

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses.

#### **Unit 3 – How do cells maintain life?**

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

#### **Unit 4 – How does life change and respond to challenges?**

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

# VCE UNIT DESCRIPTIONS CONT'D

## Chemistry

### Unit 1 – How can the diversity of materials be explained?

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

### Unit 2 – How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

### Unit 3 – How can design and innovation help to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

### Unit 4 – How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers, and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds to identify them and to ensure product purity.

## Physics

### Unit 1 – How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### Unit 2 – How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

### Unit 3 – How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic, and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

### Unit 4 – How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

# VCE UNIT DESCRIPTIONS CONT'D

## Psychology

### Unit 1 – How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions, and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### Unit 2 – How do internal and external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

### Unit 3 – How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological, and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

### Unit 4 – How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

## VISUAL ARTS OPTIONS

### Art Making and Exhibiting

A **voluntary fee of \$70** (Units 1 & 2) and **\$100** (Units 3 & 4) per year is requested to cover the cost of materials.

#### Unit 1 – Explore, expand, and investigate.

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

#### Unit 2 – Understand, develop, and resolve.

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

## VCE UNIT DESCRIPTIONS CONT'D

### **Unit 3 – Collect, extend, and connect.**

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

### **Unit 4 – Consolidate, present and conserve.**

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

### **Media Studies**

A **voluntary fee of \$30** (Units 1 & 2) and **\$50** (Units 3 & 4) per year is requested to cover the cost materials.

#### **Unit 1 – Media forms, representations, and Australian stories**

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

#### **Unit 2 – Narrative across media forms**

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

#### **Unit 3 – Media narratives, contexts, and pre-production**

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives.

Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

#### **Unit 4 – Media production; agency and control in and of the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

### **Visual Communication & Design**

A **voluntary fee of \$70** (Units 1 & 2) and **\$100** (Units 3 & 4) per year is requested to cover the cost materials.

#### **Unit 1 – Finding, reframing, and resolving design problems**

In this unit students are introduced to the practices and processes used by designers to identify, reframe, and resolve human-centred design problems. They learn how design can improve life and living for people, communities, and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

#### **Unit 2 – Design contexts and connections**

Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in

## VCE UNIT DESCRIPTIONS CONT'D

fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX).

### **Unit 3 – Visual communication in design practice**

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

### **Unit 4 – Delivering design solutions**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined, and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes.



# SUBJECT OFFERINGS

## VCE-VM UNIT OUTLINES

**VCE-VM Literacy** *IMPORTANT: Students must complete 3 units of Literacy, including a 3 & 4 sequence.*

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

### **Unit 1**

The main purpose of this unit is for students to develop their reading, viewing, responding and digital literacy skills. Students will study visual and film texts, critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media to examine how purpose, language and structure influence the audience of a text.

### **Unit 2**

The main purpose of this unit is for students to engage in issues that are characterised by disagreement or discussion, developing, and expanding upon students' learning from Unit 1. Students will practise their use of persuasive language and participate in discussion of current issues.

### **Unit 3**

The main purpose of this unit is for students to become familiar with and develop confidence in understanding and accessing texts of an informational, organisational, and procedural nature. Students will focus on texts about an individual's rights and responsibilities within organisations, workplaces, and vocational groups.

### **Unit 4**

The main purpose of this unit is for students to illustrate understanding of the use of language in advocacy by producing a range of written, visual, and multimodal texts for the promotion of self, a product, or a chosen community group. Students will use their knowledge and understanding of language, context, and audience to complete an oral presentation that showcases their learning.

**VCE-VM Numeracy** *IMPORTANT: Over the course of the 2-year VCE-VM program, students must complete 2 Numeracy or VCE Mathematic units.*

The four units of VM Numeracy are focused on enabling students to develop and enhance their numeracy skills to make sense of their personal, public, and vocational lives. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

### **Unit 1 & 2**

These units provide students with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### **Unit 3 & 4**

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

## VCE -VM UNIT OUTLINES CONT'D

VCE-VM Work Related Skills **IMPORTANT:** *Over the 2-year VCE-VM course, students must complete 2 units of Work-Related Skills. Students must meet the Learning Outcomes for each unit to gain one credit.*

Students will develop a broad understanding of workplace environments and the future of work and education, to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. This will include students completing tasks including OH&S training, applying for jobs, interview techniques and digital literacy.

In addition, students will complete at least 100 hours of structured workplace learning. This will preferably be in an industry that relates to their chosen VET course. They will document details about the placement to meet the Learning Outcomes.

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

### **Unit 1 – Careers and learning for the future**

The purpose of this unit is for the student to investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities, and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### **Unit 2 – Workplace skills and capabilities**

The purpose of this unit is for the student to consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### **Unit 3 – Industrial relations, workplace environment and practice**

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

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

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

### **Unit 4 – Portfolio preparation and presentation**

The purpose of this unit is for the student to develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the product.

## VCE -VM UNIT OUTLINES CONT'D

**VCE-VM Personal Development Skills** *IMPORTANT: Over the 2-year VCE-VM course, students must complete 2 units of Personal Development Skills. Students must meet the Learning Outcomes for each unit to gain one credit.*

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. Students will explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments.

### **Unit 1 – Healthy individual**

The purpose of this unit is for the student to enhance their understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community.

### **Unit 2 – Connecting with community**

The purpose of this unit is for students to focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community through the planning, implementation, and evaluation of an active response to an individual's need for community support.

### **Unit 3 – Leadership and teamwork**

The purpose of this unit is for the student to consider the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### **Unit 4 – Community project**

The purpose of this unit is for the student to identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. Students will engage in a process of planning, implementing, and evaluating a response to a selected community issue.

# VET OFFERINGS 2024

**TAFE Gippsland** | Campuses are located at Warragul (W), Leongatha (L), Yallourn (Y) and Morwell (M)  
 Visit [www.tafegippsland.edu.au](http://www.tafegippsland.edu.au) for details information about each course.



Study Area	Course Title	Campus
Agriculture	<b>Cert II in Agriculture</b> Animal attendant/stock person, Farm or station hand/labourer	L, W
Allied Health Assistance	<b>Cert III in Allied Health Assistance</b> Physiotherapist, Occupational Therapist, Chiropractor, Osteopath, Aged Care staff, Public and Private Hospital staff	W, M, L
Animal Studies	<b>Cert II in Animal Care</b> Vet Nurse, Pet Groomer, Shelter Worker, Kennel/Cattery Attendant, Pet Shop Worker, Community Animal Care or farm worker	L, M, W
Automotive	<b>Cert II in Automotive Studies (Prevocational)</b> Light vehicle motor mechanic, Spare parts dealer, Vehicle serviceperson	L, W, Y
Bricklaying	<b>Cert II in Building &amp; Construction</b> Builder, Carpenter, Cabinet Maker, Brick Layer,	Y
Business	<b>Cert III in Business</b> Receptionist, Administration Support Officer, Customer Service Representative, Secretary	T
Civil Construction	<b>Cert II in Civil Construction</b> Haul truck, bulldozer, excavator, or earth moving plant operator	Y
Children's Services	<b>Cert III in Early Childhood Education &amp; Care</b> Long Day Care, Occasional Care or School-Age Care Educator, Kindergarten Assistant in Preschool	L, M, W
Conservation & Land Management	<b>Cert II in Conservation &amp; Ecosystem Management</b> Indigenous land management, Lands, parks and wildlife roles, Project firefighter	M
Electrical	<b>Cert II in Electrotechnology</b> Licensed Electrician, Electrical Linesperson, Instrumentation Fitter, Automotive Elec	M
Engineering – Fabrication & Fitting	<b>Cert II in Engineering Studies</b> Engineering Fabrication, Engineering Machining, Manufacturing	Y & L
Hair & Beauty Skillset	<b>Cert II in Beauty Services &amp; Cert II in Salon Assist</b> Hairdresser, Stylist, Makeup Artist, Retail Cosmetic Consultant	L & T
Hospitality – Cookery	<b>Cert II in Kitchen Operations</b> Chef, Cook, Food Production, Kitchen Hand, Catering Manager, Waiter/Barman, Tourism Manager, Hotel/Resort Manager, Housekeeping	L & M
Hospitality – Front of House	<b>Cert II in Hospitality (1 year)</b> Bar Attendant, Catering Assistant, Café Attendant, Food / Beverage Attendant,	L & M
Horticulture	<b>Cert II in Horticulture</b> Landscaping, Nursery, Parks & Gardens, Turf Management	M
Integrated Technologies	<b>Cert II in Integrated Technologies</b> Electrician, Computer Programmer, Megatons Engineering, Engineer	L, W
Painting & Decorating	<b>Cert II in Building &amp; Construction (Paint)</b> Painter	Y
Photography	<b>Cert III in Visual Arts</b> Fine artist, Illustrator, Sculptor, Jeweller, Ceramicist, Visual Artist, Tattoo Artist, Graphic Designer, Photographer	Y
Plumbing	<b>Cert II in Plumbing (Pre-app)</b> Domestic, Commercial, and industrial plumbing, Refrigeration, Heating and Ventilating (sustainable plumbing), Sanitary and gas fitter plumbing	M
Web & Animation	<b>Cert III in Screen &amp; Media</b> Games Developer, Animator, Defence Simulations, Architecture and Town Planner, Film/Television, Advertising, Simulations, Graphic Designer	W

# VET OFFERINGS 2024

## Community College Gippsland (CCG) Campuses located in Warragul (W) and Leongatha (L)

Study Area	Course	Campus
Hairdressing	<b>Certificate II Salon Assistant</b> Hairdresser, Stylist	L, W
Beauty	<b>Certificate II in Retail Cosmetics</b> Fashion Make-Up Artist, Beauty Make-Up Artist, Freelance Make-Up Artist	W
Community Services	<b>Certificate II in Community Services</b> Social Worker, Drug and Alcohol Worker, Disability Support Worker, Nurse, Youth Worker, Aged Care Attendant	L, W
Workplace Skills	<b>Certificate II Workplace Skills</b> Fundamental Workplace Skills, Employability Skills	L, W
Horticulture	<b>Certificate II in Horticulture</b> Landscaping, Nursery, Parks & Gardens, Turf Management	W

## AGA - Campuses are located in Warragul (W) and Korumburra (K)

Study Area	Course	Campus
Plumbing	<b>Cert II Plumbing</b> Domestic, Commercial, and industrial plumbing, Refrigeration, Heating and Ventilating (sustainable plumbing), Sanitary and gas fitter plumbing	K, W
Electrical	<b>Cert II Electrotechnology</b> Licensed Electrician, Electrical Linesperson, Instrumentation Fitter, Automotive Electrician  1 year fast track pre apprenticeship course  2 year pre apprenticeship course	TBA
Building	<b>Cert II Building &amp; Construction</b> Builder, Carpenter, Cabinet Maker, Brick Layer,	K, W

## Leongatha Secondary College

Study Area	Course Title	Campus
Sport & Rec	<b>Certificate II Sport &amp; Recreation</b> Coach, Recreation Officer, Leisure/Recreation Officer, Sports Manager	Leongatha

## Kurnai College

Study Area	Course Title	Campus
Info Technology	<b>Cert III in Info, Digital Media &amp; Technology</b> Network Support Officer, Help Desk Officer, IT Technician, IT Administrative Support	Churchill
Sport & Recreation	<b>Certificate III in Sport &amp; Outdoor Recreation</b> Coach, Recreation Officer, Leisure/Recreation Officer, Sports Manager	Churchill

## Integrity Business College Online Delivery

Study Area	Course Title	Campus
Info Technology	<b>Cert III in Info, Digital media &amp; Technology</b> Network Support Officer, Help Desk Officer, IT Technician, IT Administrative Support	Online
Business	<b>Certificate III Business</b> Receptionist, Administration Support Officer, Customer Service Representative, Secretary	Online
Workplace Skills	<b>Cert II Workplace Skills</b> Fundamental Workplace Skills, Employability Skills	Online

## Foster Secondary College

Study Area	Course Title	Campus
Business	<b>Certificate III Business</b> Receptionist, Administration Support Officer, Customer Service Representative, Secretary	Foster

# APPENDIX 1: VCE STUDENT CONTRACT



## Mirboo North Secondary College Student Contract 2024

Dear Parents/Guardians

Please read and discuss the following information carefully with your child, along with the Mirboo North Secondary College Senior School Policies and Procedures booklet. (This booklet, along with the Senior School Handbook, is available on the website at [www.mnsc.vic.edu.au](http://www.mnsc.vic.edu.au). Please press on the Course Tab on the College Website and both documents can be accessed from there.)

1. It is an expectation that students have at least an 80% attendance rate. I understand that if I don't have a minimum of 80% attendance for each VCE subject that I place my ability to pass my subjects in jeopardy.
2. I understand that it is my responsibility to arrive to class on time and that I have the correct equipment ready to learn.
3. I understand that regular homework is essential in ensuring that I am committed to my studies and that I achieve the best possible outcome for myself.
4. I understand that if I have a study session that these study sessions are for learning, that I don't interrupt others from learning and that I use technology only when necessary and appropriately.
5. I understand that attendance for scheduled School Assessed Course (SAC) work is mandatory and only legitimate reasons such as illness, bereavement and approved College extracurricular activities will be considerate grounds for rescheduling.
6. I understand that it is my responsibility to call and/or notify the school if I am to be absent for a SAC. If I am to miss a SAC then I should inform the Senior School staff and the subject teacher involved to ensure other arrangements are put into place.
7. I understand when I have been away for a SAC that I must submit a Medical Certificate when possible or other relevant signed documentation to the VCE Coordinator, upon my return, substantiating my absence.
8. I understand that work must be submitted on time and it will be up to the discretion of the Senior School team and the subject teacher to determine whether late work will be accepted.
9. I understand that if I am involved with an extracurricular activity (such as a Sport's day or an excursion) or if I am absent for any reason, then it is my responsibility to approach my subject teachers to ensure that work is not missed, remembering that my VCE studies are a higher priority than any extracurricular activities.
10. I understand that it is an expectation that any student doing a VCE subject will sit the exams at the end of the year. Only those students with a proven extenuating circumstance and who undertake an interview with the VCE Coordinator and submit signed documentation will be exempt from sitting the exams.
11. I understand that the composition of classes is based on providing the best learning environment for students, and this is at the school's discretion.

As a student of Mirboo North Secondary College, I have read the Senior School Policies and Procedures booklet and understand the Rules and Responsibilities required. I agree to abide by the guidelines whilst undertaking the VCE. Please return this form by the end of Step Up.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 1: DRIVING TO SCHOOL AGREEMENT

### DRIVING TO SCHOOL AGREEMENT

Students Driving to School: Parent Permission and Student Agreement Form



*This form must be completed by any student who intends to drive to school either occasionally or regularly.*

Student Name: \_\_\_\_\_

Car Make/Model: \_\_\_\_\_

Colour: \_\_\_\_\_

Registration Number: \_\_\_\_\_

Licence Number: \_\_\_\_\_

Note: If the student intends to drive any car other than the one registered on this form, it must also be registered with the school.

**Drivers must not drive other students to school unless it is a sibling of the driver. Siblings must be listed on this paperwork and the paperwork updated if this list changes.**

#### Siblings Name and Year Level

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### **Parent Permission**

I give permission for \_\_\_\_\_ to drive to and from school and take the siblings indicated on this form. I am aware of Victoria's Graduated Licensing System conditions and the school requirements regarding students driving to school.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Student Acknowledgement**

I agree to adhere to Victoria's Graduated Licensing System conditions and the school requirements regarding students driving a vehicle to school.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: A copy of the student's driver's license must be attached to this form.**

#### **School Approval**



Copy of Licence obtained

Approved by: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



2 copies of this form should be made for: 1. Student 2. Student file (original)

#### **Victoria's Graduated Licensing System conditions**

<https://www.vicroads.vic.gov.au/safety-and-road-rules/driver-safety/young-and-new-drivers/victorias-graduated-licensing-system>



## APPENDIX 3: FAMILIAR SENIOR SCHOOL TERMS

### FAMILIAR SENIOR SCHOOL TERMS

Coursework Assessment	The assessment of work, done mainly in class time, to establish how you are performing in Units 3 and 4 (Year 12). It must conform to the study design.
Australian Tertiary Admission Rank (ATAR)	Is the overall ranking on a scale of 0-100 that you receive, based on your study scores. The ATAR is used by University and TAFE institutions to select students for most of their courses.
General Achievement Test (GAT)	A test done by all students undertaking a Unit 3 or 4 sequence. It is used by VCAA to check that schools are making school-assessed tasks to the same standard as other schools. It doesn't count towards your ATAR, but your GAT results will be reported to you with your statement of results.
Learning Outcomes	What you must know, or be able to do, by the time you have finished a Unit.
Satisfactory Completion	In plain language, this means you have passed a Unit. You get a 'S' for the Unit. If you did not satisfactorily complete a Unit, you get an 'N' for it.
School Assessed Task	A task done in school to assess how you are performing in unit 3 and 4, set and marked by your teacher according to the VCAA specifications.
Semester	One half of the academic year. Most units last for one semester.
Statement of Results	A set of documents issued by VCAA that formally states the results you achieved in the VCE, and whether you have graduated.
Studies	The subjects available in the VCE.
Study Design	The description of the content of a study, and how students' work is to be assessed. The study design for each VCE study is published by VCAA, schools and other VCE providers must adhere to the study designs.
Study Score	A score from 0-50 that shows how you performed in a study, relative to all other students doing that same study. It is based on you results in school assessments and examinations.
Unit	The parts of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.
Victorian Curriculum & Assessment Authority (VCAA)	A Victorian State Government authority responsible to the Minister of Education
Victorian Tertiary Admissions Centre (VTAC)	The organisation responsible for the coordination of student University and TAFE preferences and tertiary institutions places.
VET	Vocational Education and Training refers to a range of nationally recognised vocational studies that are integrated into the VCE. Students completing a VET program will receive credit towards their studies and many VET subjects contribute to a student's ATAR score.