



Engage • Inspire • Enjoy



ARARAT COLLEGE

THE SENIOR YEARS

Handbook

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WELCOME TO SENIOR YEARS



Dear Students,

I extend a very warm welcome to all of those students embarking on their final years of secondary schooling. Our College provides exciting opportunities for all students to achieve their individual goals and aspirations.

Taking a positive and responsible approach to learning, taking advantage of the experiences on offer, being highly motivated and prepared to put in the hard work will inevitably lead to a successful outcome.

The timetable is methodically organized so that all students can attempt subjects at a higher level. Don't be afraid to take risks, and extend yourself.

Remember we offer a comprehensive curriculum including an extensive range of VCE subjects, the VCAL certificate, as well as an excellent selection of Vocational Education and Training units. In fact past experience indicates that our College caters for the diverse needs of all students: those wishing to go to university, those who want to attend a TAFE College, those aiming at an apprenticeship or traineeship and those seeking employment.

The staff work exceptionally hard to foster a caring learning environment which emphasizes self discipline, respect and the importance of taking personal responsibility for your actions.

We, in fact, pride ourselves on being a considerate, nurturing community so please ask for assistance if there are issues or concerns. It is essential that you are happy and contented because this will help you to be successful.

Enjoy your time in the senior part of the College. Take advantage of the opportunities to develop new skills, knowledge and personal qualities that will hold you in good stead for the future. Strive to achieve your full academic, physical and social potential.

Throughout your senior years, you will make many friendships and create lifelong relationships with many of your peers and teachers.

Best wishes for the future. Remember the following quotes:

"Nothing is achieved without effort"

"Only those who dare to fail can ever achieve greatness."

"Achieving starts with believing."

Geoff Sawyer

Principal

WHICH PATH IS RIGHT FOR ME?

Choosing between the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning) pathways can be a difficult decision. Therefore it is essential that students understand the differences between the two pathways.

VCAL

VCAL gives you practical work-related experience, as well as literacy and numeracy skills whilst also providing an opportunity to build personal skills that are important for life and work. Like VCE, VCAL is also a recognised senior secondary qualification. If you like hands-on learning and would like to go to TAFE or university, do an apprenticeship or traineeship, or start a job when you finish school, VCAL may be a good choice.

This course is flexible and enables you to undertake a study program that suits your interests and learning needs in a variety of settings.

VET

Vocational Education and Training (VET) allows you to do nationally recognised training as part of your VCE or VCAL. Studying VET enables you to combine general and vocational studies, explore career options and pathways, learn in the workplace and develop skills that prepare you for the workforce and further study.

VCE

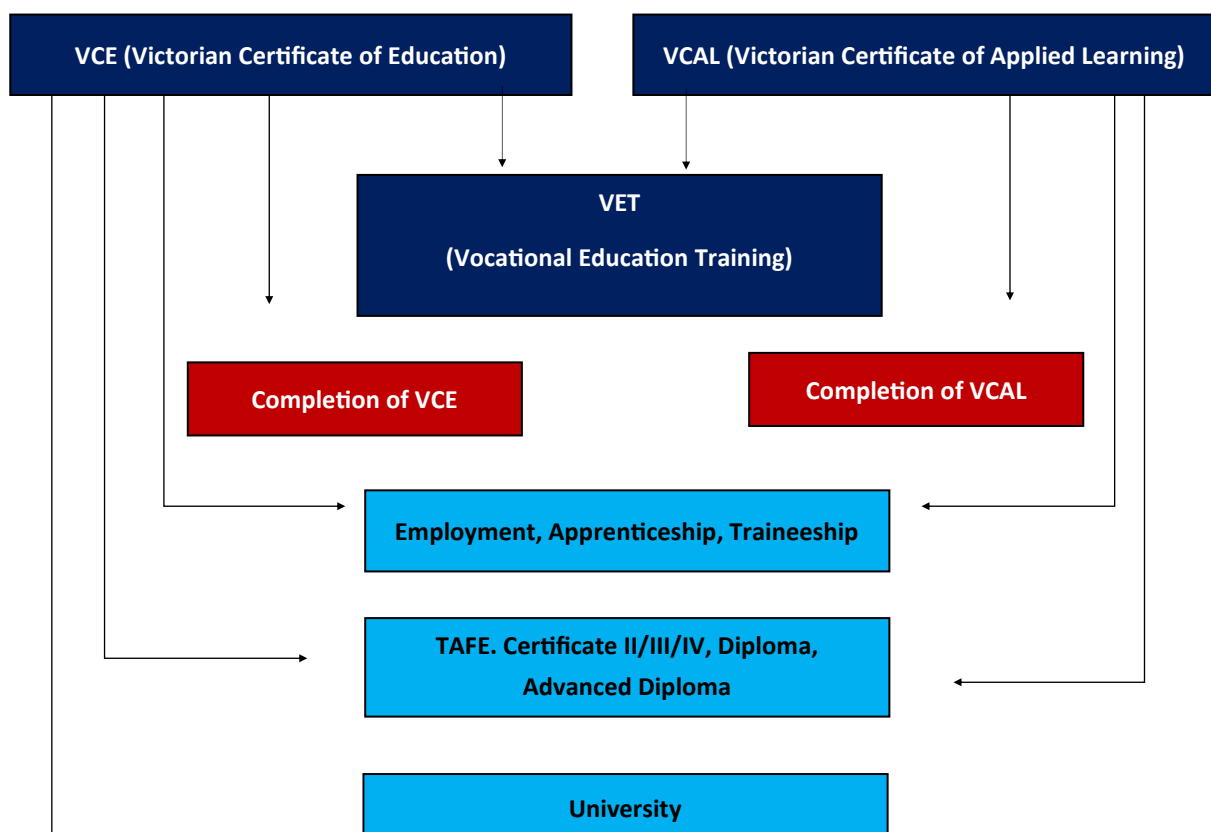
VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years. The VCE provides a diverse pathway to further study or training at University or TAFE or employment.

Things to consider

It is important when selecting your senior pathway to consider what interests you, what you are good at, and how it will help you get into your career of choice. Your teachers, year level coordinators and Mr Sherwell are here to help you with your subject selections and assist in designing the appropriate program for chosen pathway.

Resources

- VCAA website
- VTAC
- Ararat College Careers Website



What is offered?

Most of the courses contained in this booklet are offered at this College. Some, however, can be accessed from the other members of the VET Cluster or via Video conferencing through the Wimmera Virtual School.

VCE subjects carrying the “VET” (Vocational Education and Training) tag have extra advantages. These courses, as well as being VCE subjects, also result in an additional certificate - equivalent to a TAFE Training Certificate. These qualifications are recognised nationally by industry groups and training institutions. Courses with the VET tag may also have a workplace learning component which is becoming increasingly sought by employers and seen as very useful even for those who will complete tertiary studies. Some completed VET courses may also attract a 10% bonus towards the student’s Australian Tertiary Admission Rank (ATAR).

What Type of Course Can I Choose?

Year 10 students may choose one Unit 1/2 subject (subject to approval)

Subject to approval some Year 10 students may gain early entry into the VCE or VET programs.

Year 10 (subject to approval) and Year 11 students may choose a VET subject

This will widen a student’s program and allow the attainment of a nationally recognised certificate as well as their VCE. It also provides valuable, on the job learning. Starting a VET program at Year 10 allows students to finish a certificate before starting Year 12 in some cases.

Year 11 student may do a Unit 3/4 subject (subject to approval)

This gives an early entry into a Year 12 program and provides a sixth subject. This allows for the maximum 4 primary scores and 2 10% bonus subjects to be calculated for a student’s ATAR score.

Year 11 and 12 Students may undertake the Victorian Certificate of Applied Learning (VCAL)

This is an alternate course to VCE. (See page 8 for further details).

Students wishing to undertake any course outside that offered directly to their year level must complete an “Accelerated Subject Application” which can be found on SMT. This will then be reviewed by the Senior School Coordinator and Principal.

Checklist for Course Selection

Points for discussion with your parents, teachers, Level Coordinators and your Careers Teacher.

- What are your interests, possible careers, and courses you will need to consider?
- Academic results?
- Have you checked the information provided by the Careers office?
- Do you realise that VET units will also give you an additional certificate?
- Do you realise that VCAL can include a VET qualification ?

What units of study do you need for:

- The course of study you have chosen?
- The careers you have chosen?
- To obtain the qualifications you need?
- To meet VCAA requirements?
- Are you really clear why you have selected these units?

If not, **please seek help.**

What is the Victorian Certificate of Applied Learning?

VCAL is a senior secondary certificate that provides you with practical work-related experience as well as literacy and numeracy skills that are important for life and work.

Like VCE, the VCAL is a senior secondary qualification and a pathway to many careers and future education.

The course is flexible and enables you to undertake a study program that suits your interests and learning needs in a variety of settings including schools, TAFE institutes.

VCAL has three levels: Foundation, Intermediate and Senior.

The VCAL gives you:

- practical work-related experience
- employability skills
- literacy and numeracy skills
- personal skills that are important for life and work.

VCAL Subjects (Strands)

The VCAL's flexibility offers you a study program that suits your interests and learning needs. You are enrolled in accredited modules and units for each of the following compulsory strands:

- **Literacy and Numeracy Skills**

Each VCAL program includes literacy and numeracy subjects selected from VCAL units .

- **Industry Specific Skills**

Each VCAL program at the intermediate and senior level includes studies from nationally recognised vocational educational training (VET) programs. Students can also do a school-based apprenticeship as part of VCAL.

- **Work Related Skills**

Each VCAL program includes work-related skills to make students employable. Students can do a structured work placement, a school-based apprenticeship or part-time work as part of VCAL.

- **Personal Development Skills**

Each VCAL program includes projects and activities in students' community or school to help them develop teamwork skills, self-confidence and other skills important for life and work

How do I achieve my VCAL?

To achieve your VCAL you need to complete 10 units of study from four compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills
- Minimum of 90 hours per VET Unit

If you successfully complete your VCAL, you will receive a Statement of Results that details the areas of study you have completed.

VCAL Induction

Students intending to undertake the VCAL certificate will be required to attend a meeting with their parents, the Senior School Leader and the VCAL Coordinator where the requirements and expectations of the VCAL course will be outlined. Any students unsure as to whether they can commit to the requirements of VCAL may need to consider an alternative pathway.

VET subjects will again be offered through delivery from Ararat, Stawell and Marian Colleges. We also have exciting news that we gain access to the larger option of subjects provided by the Wimmera and Southern Mallee (WASM) VET Cluster. Travel arrangements will be in place to support any student wanting to take up these options. Students need to understand the commitment that this required for successful completion as delivery of Vet subject may not be at Ararat College and may require weekly attendance at another educational facility within the Wimmera region.

The learning opportunities that the Current Industry qualified trainers give to our young people is one that will set them up for greater employment opportunities.

Vocational Education subjects generally involve:

- The completion of a certificate which is a nationally recognized qualification;
- On the job training in the form of Structured Workplace Learning (SWL);
- 2 year course.

These subjects are a normal part of a VCE or VCAL study program. As a general rule, every 90 hours of VET training equates to one VCE VET unit contribution towards a student's study program. These programs can also contribute towards an ATAR score for tertiary entrance.

Vocational Education and Training subjects will be dependent on demand from students and where this demand is centred. For example most schools in the Cluster offer a number of subjects within their school timetable, while some VET programs have shared access.

The form of delivery will vary according to the requirements of each subject. Some parts of a course may be delivered at a secondary school, via the internet, through on-the-job training, or a combination of these.

The delivery costs of VET programs are met by DEECD subsidies, school funding and individual VET student levies. The aim of the Cluster is to ensure that access to VET programs is available to all interested students.

Consult your VET Coordinator (Andrew Sherwell) for further information on any studies listed here. A VET handbook will be provided online listing all subjects

SCHOOL BASED APPRENTICESHIPS

A school-based apprenticeship or traineeship combines:

- part-time, practical experience in the workplace
- formal, structured training with a TAFE or training provider
- your school studies

A school-based apprenticeship may also give you credit towards your Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

What you need to know

A school-based apprenticeship or traineeship must have the agreement of each of the following:

- your parent or guardian (if you are under 18 years of age)
- your school
- your employer
- your TAFE or training provider

You, your parent or guardian (if you are under 18 years of age) and your employer, will be required to sign a training contract.

- Undertake training over two years at an average of 13 hours per week for employment and training per week. This 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program.
- Spend at least one timetabled day during the normal school week on the job or in training.

In all four units of Art offered in VCE, students will be expected to examine artists in different societies and cultures and develop their own points of view, as well as observe the meanings and messages of the studied artworks.

Students will also apply interpretive frameworks to document and reflect on their own ideas and art making. Their practical work will explore areas of personal interest and show an appreciation for the characteristics and qualities of different materials.

Each of the four units has two Areas of Study and both areas are equally weighted for assessment.

UNIT 1

Artworks, experience and meaning

Area of Study 1. Artworks and Meaning

Students will learn how to use the Structural and Personal interpretive framework to examine a range of contemporary and historical artworks.

Area of study 2. Art making and meaning

Students will create visual responses to topics, generating their own ideas about Art and learn how to work successfully with their chosen media and techniques.

UNIT 2

Art works and contemporary culture

Area of Study 1. Contemporary artworks and culture

Students will investigate the ways different cultures have impacted on the artworks produced in the nominated era. They will learn to use the Cultural and Contemporary interpretive frameworks to develop an understanding of the unique qualities and purposes of a number of artworks.

Area of study 2. Art making and contemporary culture

Students will experiment with areas of personal interest that is related to cultural identification. Technical and artistic development, using a range of media and materials, will be demonstrated in the final artworks.

UNIT 3

Artworks, ideas and values

Area of study 1. Interpreting art

Students will make a study of artworks made before 1990 and artworks made since 1990. Analysis, comparisons and interpretation, using all four of the interpretive frameworks, will be produced.

Area of Study 2. Investigation and interpretation through art making

Students will use the art process to develop their own art responses to produce at least one artwork and document and evaluate their progressive development.

UNIT 4

Artworks ideas and viewpoints

Areas of study 1. Discussing art

Students will discuss art ideas and issues and the varying interpretations about the role of art in society. They will use a range of commentaries and viewpoints to support and challenge different ideas about the purposes of Art.

Area of study 2. Realisation and Resolution

Students will continue to develop the body of work they began unit 3. By using the art processes to work toward resolving ideas and concepts leading to at least one finished artwork. The analytical frameworks will need to be used to document and reflect on their artistic practice in their progressive refinement of their artwork.

BIOLOGY

UNIT 1

How do living things stay alive?

Students consider challenges for an organisms survival, examine the cell structure and function as a unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse adaptations enhancing an organism's survival in particular environments and consider the role of homeostatic mechanisms. Students investigate how diverse groups of organisms form living interconnected communities and utilise the abiotic resources of their habitats. Students undertake an extended practical investigation related to organisms or species survival.

UNIT 2

How is continuity of life maintained?

Students focus on cell reproduction and the transmission of biological information from generation to generation. Students explore the mechanisms of asexual and sexual reproductive strategies, considering the advantages and disadvantages of both. The role of stem cells in differentiation, growth, repair and replacement of cells in humans is examined and potential use in medical therapies considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between gene regulation and the environment in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about inheritance and linked genetic conditions. The uses of genetic screening and its social and ethical issues are examined. A student directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken.

UNIT 3

Signatures of life

Students consider the molecules and biochemical processes that are indicators of life. They investigate synthesis of bio macromolecules and biochemical processes common across life forms. They investigate the universality of DNA and its structure, genes of an organism, as functional units of DNA and which code for the production of a diverse range of proteins in organisms.

Students investigate the significant role of proteins in cell function, their structure, and how this has given rise to applications such as the design of proteins for specific purposes. Students consider advances in applied proteomics such as, medical diagnosis and the development of specific proteomic medications, new pharmaceuticals, nutraceuticals and vaccines.

Students investigate how cells communicate with each other at molecular level to regulate cellular activities, how they recognise 'self' and 'non-self' in detecting possible agents of attack, and how physical barriers and immune responses can protect the organism against pathogens. Students apply concepts relating to cell structure and function, the needs of cells and their activities.

* Pre-requisite - Unit 1 and/ or Unit 2 Biology

UNIT 4

Continuity and change

The evidence for evolution of life forms over time is examined. In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet.

Students investigate how the study of molecular genetics has expanded into genomics. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species.

Students study generational gene transmission by examining meiosis and patterns of inheritance. The relationship between heritable variations and the environment and impact on species over time.

Students examine interrelationships between biological, cultural and technological evolution. Students investigate emerging technological applications and the implications of advances in molecular genetics. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

* Entry to Unit 4 subject to successful completion of Unit 3

BUSINESS MANAGEMENT

UNIT 1

Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed 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, and the effect of these on planning a business.

UNIT 2

Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making 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 satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

DRAMA

UNIT 1

Introducing performance styles

Introducing performance styles In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance.

UNIT 2

Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

CHEMISTRY

UNIT 1

How can the diversity of materials be explained?

In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

This unit may be delivered using a 3rd party provider.

UNIT 2

The chemistry of water

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

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

This unit may be delivered using a 3rd party provider.

UNIT 3

How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

* Pre-requisite - Unit 1 and/ or Unit 2 Chemistry

This unit would be delivered using a 3rd party provider.

Unit 4

How are organic compounds categorised, analysed and used?

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.

Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

* Entry to Unit 4 is subject to successful completion of Unit 3

This unit would be delivered using a 3rd party provider.

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

VCE requires three units of English for successful completion. These can be from:

- English Units 1 to 4
- For an ATAR score, at least one 3 / 4 sequence of English must be completed.
- Unit 3 is a prerequisite entry into Unit 4.

UNIT 1

Reading and creating texts

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Analysing and presenting argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

UNIT 2

Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Analysing and presenting argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

UNIT 3

Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

UNIT 4

Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

FOOD STUDIES

UNIT 1

Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its 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 particular food-producing regions 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 small-scale domestic 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. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

HEALTH AND 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 also 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. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2

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.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

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. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

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

TWENTIETH CENTURY HISTORY

UNIT 1

1918-1939.

In this unit, students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations. Students also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

UNIT 2

1945-2000

In Area of Study 1, students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. In Area of Study 2. Students a focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

UNITS 3 & 4

Revolutions

Unit 3: The American Revolution

Unit 4: The Russian Revolution

Revolutions mark the greatest cause of change throughout history and indicate deliberate attempts at new directions. They aim to break with the past by destroying the old regimes and societies and begin on a new program of political and social transformation. Revolutions have a huge impact on the country in which they occur, as well as important international affairs.

The study of revolutions involves looking at destruction and construction, dispossession and liberation, civil war and counter revolution, deployment of armed forces and policies of terror and repression.

The two units have two Areas of Study. Area of Study 1 looks at revolutionary ideas, leaders, movements and events and Area of Study 2 looks at challenges facing the new society.

This unit would be delivered using a 3rd party provider.

GENERAL MATHEMATICS

UNITS 1 and 2

These units involve the study of statistics, arithmetic, linear functions, algebra discrete mathematics and geometry.

Outline of Course

- Computation and Practical Arithmetic
- Financial Arithmetic
- Matrices
- Graph and Networks
- Number Patterns and Recursion
- Linear Graphs and Models
- Investigating and Comparing Data Distributions
- Investigating Relationships Between Two Numerical Variables

General Mathematics contains assumed knowledge for related material in Further Mathematics Units 3 and 4.

A Casio Classpad CAS calculator is essential.

FURTHER MATHEMATICS

UNITS 3 and 4

Further Mathematics can be taken on its own or with Mathematical Methods 3 and 4. It consists of two Areas of Study: A compulsory core Area of Study for Unit 3 covering 'Data analysis' and 'Recursion and financial modelling'. Unit 4 consists of two modules selected from the four topics 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

Further Mathematics satisfies tertiary entrance requirements for courses requiring a Unit 3 & 4 Mathematics, however, you should make inquiries regarding the specific needs of the tertiary institutions you are interested in.

Unit 3 Core Material:

Data Analysis

- Investigating data distributions
- Associations between two variables
- Modelling linear associations
- Modelling time series data

Recursion & Financial Modelling

- Depreciation of assets
- Compound interest investments and loans
- Reducing balance loans
- Annuities and perpetuities

Unit 4 Selected Modules:

Matrices

- Matrix arithmetic
- Communication and dominance matrices
- Solving simultaneous equations
- Matrix recurrence relations
- Transition matrices

Networks and decision mathematics

- Graphs and networks
- Exploring and travelling problems
- Trees and minimum connector problems
- Flow, shortest path and matching problems
- Scheduling and critical path analysis

A Casio Classpad calculator is essential.

MATHEMATICAL METHODS

UNITS 1 and 2

These units contain the study.

- Linear Functions
- Quadratic Functions
- Cubic Functions
- Other Functions and graphs
- Exponential & Logarithmic Functions
- Trigonometry
- Calculus
- Combinatorics
- Probability

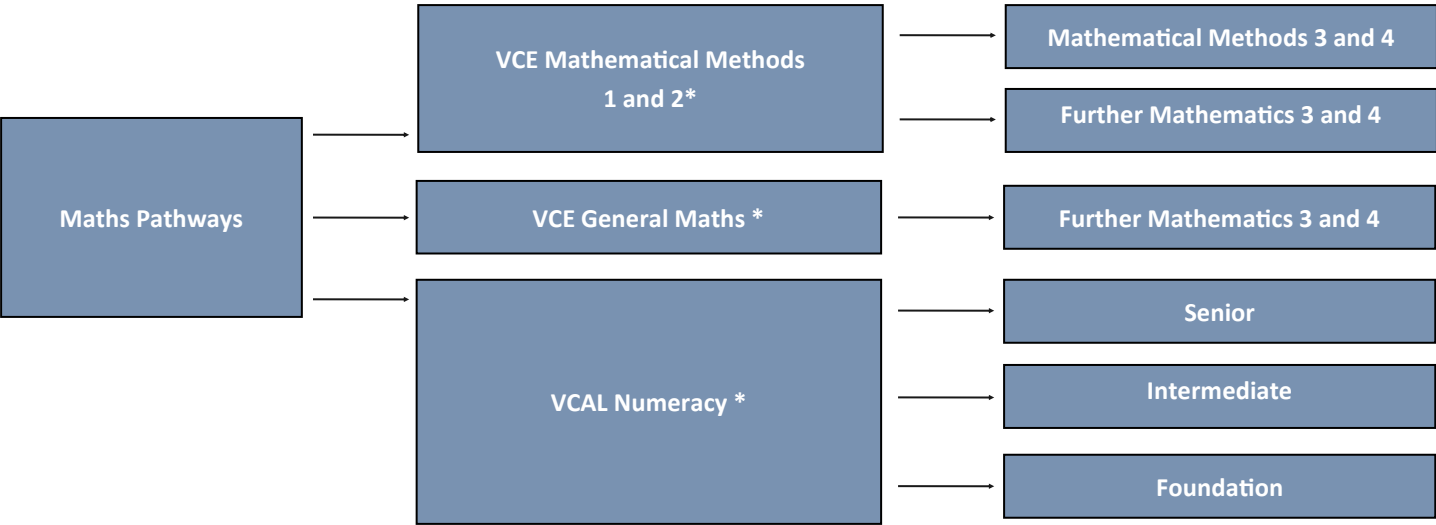
Mathematical Methods 1 and 2 may be taken alone or with General Mathematics. These units contain assumed knowledge for Mathematical Methods 3 and 4.

A Casio Classpad CAS calculator is essential.

MATHEMATICAL PATHWAYS

A range of mathematical courses are offered to suit different abilities and all career paths.

Suggested pathways starting at Year 10.



*This class selection will be based on a consultation with the Head of Maths

UNIT 1

Media forms, representations and Australian stories

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

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students can choose to work in film, photography, print or another media form as discussed with their teacher.

UNIT 2

Narrative across media forms

New media forms and technologies enable participants to design, create and distribute narratives in multiple forms. Collaborative and user-generated content, such as YouTube videos, Twitter or podcasting challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new ways of audience engagement, consumption and reception.

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, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

UNIT 3

Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement. Students can choose a media form such as film, photography, radio or print.

They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

UNIT 4

Media production and issues in the media.

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

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1

Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interfacing with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

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

UNIT 2

Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

UNIT 3

Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments.

They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

UNIT 4

Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

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.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

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.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4

Training to improve performance

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.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

PHYSICS

UNIT 1

What ideas explain the Physical World?

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

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

This unit would be delivered using a 3rd party provider.

UNIT 2

What do experiments reveal about the physical 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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

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

This unit would be delivered using a 3rd party provider.

PRODUCT DESIGN & TECHNOLOGY

Metal - Engineering - Wood

UNIT 1

Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. In Area of Study 1 students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option. In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

UNIT 2

Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement. In Area of Study 2 the finished product is evaluated.

UNIT 1

Development of behaviour

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

UNIT 2

Description and Explanation of Human Behaviour

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

UNIT 3

The conscious self

Do you need a better understanding of how to remember information? Is sleep vital to our survival and the way we function?

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

Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. The brain continually receives and processes vast amounts of information from its internal and external environment. Memory involves the selective retention and retrieval of this information and it plays an important role in determining behaviour. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences. Students analyse research methodologies associated with classic and

UNIT 4

Brain, behaviour and experience

Why do we behave in the manner we do? Is our behaviour innate or is it learned?

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a bio psychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders. Students use a bio psychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person's mental state – to explore the nature of stress and a selected mental disorder. The intent of the study is not that of diagnosis and treatment but to explore causes of mental illness, avenues of assistance and factors that promote mental wellbeing. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

SYSTEMS ENGINEERING

This study allows students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of Automotive and Electronic technological systems and to gain awareness and understanding of the interactions of these systems with human society and natural ecosystems.

UNITS 1

Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electro technological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems

UNITS 2

Electro Technological Systems

In this unit students study fundamental electro technological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

VCE VET SPORT AND RECREATION

UNITS 3 and 4

The VCE VET Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries. These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

VISUAL COMMUNICATION AND DESIGN

UNIT 1

Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves:

- acquiring and applying design thinking skills
- drawing skills to create messages
- ideas and concepts
- both visible and tangible.

Students are introduced to four stages of the design process:

- research
- generation of ideas
- development of concepts
- refinement of visual communications

Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

UNIT 2

Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

Students apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

UNIT 3

Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

Students investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

UNIT 4

Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.

Students utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

SENIOR SCHOOL POLICY STATEMENT

Ararat College Senior Student Expectations Contract

As a VCE/VCAL provider the staff and students of Ararat College are required to adhere to the Victorian Curriculum and Assessment Authority's (VCAA) rules and procedures in order to maintain the integrity of these recognised qualifications.

In line with the VCAA rules and procedures, and Ararat College policy, students at Ararat College are expected to:

- Take responsibility for their own learning
- Submit work on time
- Submit work that is distinctly their own
- Respect the rights of others to learn
- Wear full and correct school uniform at all times
- Respect staff, fellow students and all members of the wider college community
- Arrive to class on time and with all required equipment
- Attend a minimum of 80% of classes for all subjects enrolled in
- Follow the Ararat College computer policy

Before commencing senior studies **ALL** students will be required to sign a contract committing to abide by the above standards. Any breach of these standards could result in consequences, including the possibility of suspension or an Alternative Pathways Meeting where your eligibility for a future educational pathway at Ararat College will be discussed.

VCE Completion

To be awarded the full **VCE Certificate** a student must **satisfactorily complete** at least **16 Units**, which may include an unlimited number of VET Units and **MUST** include **3 Units of English** and **3 other sequences of Units 3 & 4**

School Assessed VCE Coursework/Tasks (SACs/SATs/Outcomes) and VCAL Tasks

School Assessed Coursework/Task – This is a section of work completed by a student that is graded by the class teacher. For a satisfactory completion of a unit a student must satisfactorily complete all SACs and SATs. Satisfactory completion of all SACs and SATs will be indicated by S.

Coursework assessment and relevant dates will be outlined by teachers at the beginning of the Unit. Outcomes are received when students successfully complete assessment tasks. These are completed mainly in class time so that work can be authenticated by teachers. Work that is not completed by the due date may not be accepted and may be awarded an NA unless Special Provision applies.

SAC/SAT/Outcomes Completion Dates

In VCE a SAC or SAT has the same status as an examination.

- Students must accept responsibility to attend Outcome assessment sessions. If a student anticipates that she/he will not be able to attend an Outcome assessment task, she/he must make an "Application to reschedule an Assessment Task" via SMT at least one week prior to the scheduled date. Sanctioned applications are rare and only occur in extreme circumstances. **Deliberate non-attendance to gain extra preparation for a SAC may lead to an "N" for that task.**
- **If a student is absent from a SAC, a medical certificate/statutory declaration must be provided on the day of returning to school, otherwise the SAC result will be NA (not assessed) or UG (ungraded). The task will still need to be completed within five business days to qualify for an S.**
- **Missed SACs will be completed Wednesdays in the Senior Centre from 3:30pm - 4:30pm on. Students must schedule this in with their Year Level Coordinator through the VCE Assessment Calendar on SMT.**
- If a student does not attend this alternative date parents/guardians will be invited to discuss the ramifications of their student's actions.

Redemption

Where a student completes a SAC/SAT marked as an "N" then she/he has one opportunity per task on a determined evening from 3:30pm-4:30pm to redeem to an "S" standard. However, the student's mark must remain at the original grade.

Where a student needs to redeem work, the student's parent or guardian will be informed.

Redemption must be carried out by the student within five days of being notified by the subject teacher.

Medical Certificate must be provided for any missed SAC/SAT.

Appeals

Students will be able to make appeals to the Course Management Committee, consisting of the Principal/Assistant Principal, KLA Leader, subject teacher and the Year Level Coordinator, against “N” decisions. Appeals are serious matters.

Unsuccessful Completion of a VCE Unit

In this situation there will be consultation between student/parent (or guardian) and the VCE Course Management Committee to decide whether it is appropriate for that student to progress to the next unit. **Progression will not necessarily be automatic.**

Please note that a failure to complete normal classwork/homework to the subject teacher’s satisfaction and/or poor attendance may lead to an “N” for that unit.

Examinations Units 1 and 2

Formal exams are held at a designated exam centre for every Unit 1 and Unit 2 VCE subject in each semester. As such it is expected that students will sit exams for all of their subjects, prepare for exams appropriately and treat the experience seriously. Any student who disturbs the atmosphere of the exam venue or refuses to take a serious approach during the exam will be asked to leave by the supervising staff and their exam paper will be cancelled or reviewed by the teacher concerned.

Any student who does poorly on an exam due to unpreparedness or lack of seriousness will be interviewed by the Principal and Senior School Coordinator. The exams are an important learning process in Year 11 and all students must make the most of the opportunity provided by the College.

Examinations Units 3 and 4

These exams will follow VCAA guidelines.

Practice exams will be held in the September holidays and all Unit 3 and 4 students will be expected to attend as this is important for preparation for their final exams.

Exam timetables for November will be given to students when available.

It is expected that students will sit exams for all of their subjects, prepare for exams appropriately and treat the experience seriously.

Official Documents

- All VCE and VCAL enrolments and school-based assessments are entered via the VASS computer system. From time to time, official enrolment detail sheets and assessment summary sheets are issued to students.
- It is each student’s responsibility to examine these carefully, checking for any errors, and to inform the Year 11/12 Coordinator(s) **immediately** if a mistake is detected. Errors, if not corrected, may hinder a student’s tertiary prospects.
- **All course changes, including deletion of units, must have the approval of the Year 11/12 Coordinator(s), and be registered officially on the VASS computer system. Completion of the “Subject Change or Exit Request Form” is essential. The link to this can be found on SMT.**
- A change of address or name must likewise be notified.

Special Provision

Special provision may be granted for:

- Students who experience significant hardship during their VCE studies.
- Students with physical disabilities or impairments.
- Students from non-English speaking backgrounds.
- Students who are deaf or hearing impaired.
- Aboriginal students whose first language is not English.

Such students may be granted extra time to complete SACs and SATs as outlined in the VCE Administrative Handbook.

For examination purposes, at Year 12, Special Provision will not be granted to students who have existing or long-term medical conditions. However, these students may be granted Special Examination Arrangements by the VCAA on application.

Any student who may be eligible for Special Provision or Special Examination Arrangements should speak directly with the Senior School Coordinator.

Attendance

- The College provides the 50–60 hours of classwork required by the VCAA and it is College policy that VCE and VCAL students attend school ALL DAY, EVERY DAY. Selective absences from classes will not be tolerated under any circumstances.
- It is important for the student to receive the guidance and assistance necessary to complete all work requirements and to fulfil the conditions necessary to establish verification of the student's work.
- If a student misses any classes, a written explanation of the absence (or Medical Certificate or documented compassionate/legal reason) should be given immediately on return to the College by the student to the Year 11 or Year 12 Coordinator(s).
- **It is the decision of the Coordinator(s) as to whether the absence will be approved or non-approved.**
- **After notification of unexplained absences in any particular subject a letter will be sent home which will explain to the student and parent(s)/guardian the consequences of continuing to be absent. Parent(s) or guardian will be requested to make an appointment with the Coordinator(s) to discuss the situation. The subject teacher will also speak with the student re progress, reason for absences and the consequences of continuing to not attend class.**
- **If a student has non-approved absences for more than 5 classes of any one unit in a semester she/he may be awarded an N for the unit even if the student has completed all set tasks in that unit. In special cases this may be modified after consideration by the VCE Course Management Committee. The student and a parent/guardian will be required to attend.**
- If a student believes that she/he is going to miss substantial time in future she/he should make this known to the Year 11/12 Coordinator(s).
- **Students must attend at least 80% of all scheduled classes in each subject unless there are extenuating circumstances.**

Lateness

Students are expected to be in class **BEFORE** the starting time of classes for periods 1, 3 and 5.

Students who are in the Years 11/12 locker area after the starting time will:

- **be warned.**
- **for repeated offences, be given lunch and/or after-school detention.**
- **place the satisfactory completion of VCE at risk.**

Students who are late to school will be required to get a late pass, from the Office.

Scheduled Study Periods

During study periods students are expected to work to their maximum in the Study Room located in the Senior School Centre. Any changes must be negotiated with, and approved by, the Coordinator.

The Library

The library is a quiet area for study. All work done here is on an individual basis only.

School Uniform

Students are expected to wear school uniform. A note from a parent/guardian is required when a student is not in appropriate school uniform.

Year 12 students are permitted to wear the Year 12 jumper as an alternative to the prescribed school uniform.

Please note that cargo pants and sports footwear are not part of the College uniform. The Uniform Policy clearly indicates plain black shoes. This is an OH&S issue and must be observed by all students attending the College.

Travelling in Cars Driven by Students

Students who have their licence and intend to travel to and from school or any school activity need to complete the application to drive a motor vehicle form which is located on SMT.

- **Students are not permitted** under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times. This includes during lunchtimes, study periods and recess.
- For safety reasons students are not permitted to drive on to the school property, or to park cars in the school grounds. Street parking in Laby Street is the preferred parking option.
- Applications to vary the policy for students with disabilities will be considered by the College Principal on a case by case basis.
- Siblings are permitted to be transported by students in private cars but names must be included on the **"Application to drive a motor vehicle"** form from your coordinator.

SUBJECT SELECTION PROCESS YEAR 11 & 12

Please follow the following steps to complete your subject selection.

1. Please take the time to read the Course Handbook thoroughly so you are familiar with all your options.
2. Students must go to their Sub School Leader **from Monday 12th August** to book an appointment time to discuss their subject selection options. Parents are encouraged to attend these meetings. Appointments must be scheduled to occur between **Wednesday 14th of August and Wednesday 21st August at the latest.**
3. Please attend the Subject Selection Information Evening on **Wednesday 14th August** at the College. We recommend all students and parents attend this important information session.
4. Students will be issued with their Online Booking Code sheet on **Wednesday 14th August** (instructions below).
5. Log on to the Edval online subject portal (details below) and submit your preliminary choice. Students should aim to have preliminary subject choices entered **before** attending their subject selection appointment.
6. Final subject selections need to be submitted to your Sub School Leader by **Friday 23rd August.** This form **must be signed by a parent or guardian** before it is submitted.

SUBJECT SELECTION PROCESS

All students will be required to submit their 2020 subject selections online at the Edval WebChoices portal:

<https://spring.edval.education/login>

Students will need to enter their webcode to gain access to the portal.

Once logged into the portal students will select their chosen course – VCE or VCAL. They will then be able to select their subject preferences for their chosen course.

Notes for VCE students:

- All students must complete two (2) units from the English group.
- Please use the appropriate handbooks to select the subjects that you would like to do **IN ORDER OF PREFERENCE.**
- In Year 11 Five (5) subjects will be studied after English (each contributing 2 units).
- In Year 12 Five (4) subjects will be studied after English (each contributing 2 units).
- Students must also select three (3) other reserve subjects which they would like to study if they are unable to be in their first 5 preferences.

Notes for VCAL Students:

- All students must undertake the four (4) core subjects of VCAL – Literacy, Numeracy, Personal Development Skills, Work Related Skills. These must be selected from the relevant drop down menu.
- Students must then select their preferred VET subject and one reserve VET subject from the drop down menu.

Once students have completed the online form, they should click submit. They are then required to print their subject selections and have the print-out signed by a parent. This signed form should be returned to their Sub School Leader by **Friday 23rd August.**

The subject selection portal will be open from **Wednesday 14th August to Friday 23rd August.** Students may alter their selections at any time during this period. Final Subject Selections must be submitted by **Friday 23rd August.**

