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Wangaratta High School Vision:

Wangaratta High School is an innovative flexible learning community.

We are committed to:
- enabling every individual to achieve their personal best,
- building positive relationships,
- supporting our students to become active contributors in their community.

Wangaratta High School believes in and values:

- Ready to Learn
- Personal Best
- Respectful
- Safe
## Subjects offered 2017

### Middle Years Quality Learning Community - Years 7, 8 & 9

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Product Design &amp; Technology</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English</td>
<td>SEAL English</td>
<td>Humanities</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Science</td>
<td>Italian</td>
<td>Drama &amp; Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL English</td>
<td>Maths</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Science</td>
<td>Japanese</td>
<td>(One semester each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL English</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Extreme Reading</td>
<td>Music</td>
<td>(1 period all year)</td>
</tr>
<tr>
<td>8</td>
<td>English</td>
<td>SEAL English</td>
<td>Humanities</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Science</td>
<td>Italian</td>
<td>Art &amp; Visual Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL English</td>
<td>Maths</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Science</td>
<td>Japanese</td>
<td>(One semester each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL English</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Extreme Reading</td>
<td>Extreme Reading</td>
<td>(Sem 1 only)</td>
</tr>
<tr>
<td>9</td>
<td>English</td>
<td>SEAL English</td>
<td>Humanities</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Science</td>
<td>Italian</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL English</td>
<td>Maths</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Science</td>
<td>Japanese</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL English</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Please note: Language is compulsory for students in the SEAL program.</td>
<td>Performing Arts</td>
<td>(Drama)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seal English</td>
<td>Extreme Reading</td>
<td>SEAL</td>
<td>SEAL</td>
<td>SEAL</td>
<td>Italian</td>
<td>Photography</td>
<td>Visual</td>
</tr>
</tbody>
</table>

Please note: Language is compulsory for students in the SEAL program.

### Community Leadership Challenge (CLC)

**9 CLC**

**Community Leadership Challenge (CLC)**

**Project Based Learning**

*(Full day for ½ year)*

**Skill Elective**

**VET Taster Electives:**

- VET Sport & Recreation
- VET Music Industry
- VET Hospitality

**Skill Compulsory**

**Digital Technology**

**Elective Co-Curricula Program:**

**Duke of Edinburgh Award**

(Elective accreditation – students complete logbook in their own time)
## Senior Years Quality Learning Community – Years 10, 11 & 12

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Product Design &amp; Technology</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>English Extensions Or English Team teaching prioritised</td>
<td>Humanities</td>
<td>Mathematics Extensions Or Mathematics</td>
<td>Core Science Semester One Core Science Elective Choice Semester Two</td>
<td>Italian Japanese</td>
<td>Intro to Studio Arts Photography Visual Communication Music Performance Drama Media Studies</td>
<td>Health and Physical Education (HAPE) &amp; Traffic Safety</td>
<td>Outdoor Education Child Development Advanced Physical Education</td>
<td>Product Design &amp; Technology Wood Product Design &amp; Technology Textiles Food &amp; Technology Catering</td>
</tr>
</tbody>
</table>

## Victorian Certificate of Education (VCE) Units 1 and 2 / Vocational Education & Training (VET) & Victorian Certificate of Applied Learning (VCAL)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Product Design &amp; Technology</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>English</td>
<td>Humanities</td>
<td>Mathematics</td>
<td>Science</td>
<td>Languages</td>
<td>The Arts</td>
<td>Health &amp; Physical Education</td>
<td>Product Design &amp; Technology</td>
<td>Digital Technology</td>
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</tr>
<tr>
<td>12</td>
<td>English Literature</td>
<td>VCAL Literacy</td>
<td>VCAL Numeracy</td>
<td>Biology</td>
<td>German</td>
<td>Studio Arts</td>
<td>Physical Education</td>
<td>Product Design &amp; Technology</td>
<td>VCE: Informatics (previously IT Applications (Units 3&amp;4))</td>
</tr>
<tr>
<td></td>
<td>VCAL Work Related Skills</td>
<td>Legal Studies</td>
<td>Further Maths</td>
<td>Chemistry</td>
<td>Japanese</td>
<td>Visual Communication</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>or Product Design &amp; Technology Wood</td>
<td>VCE VET: Media Certificate III (2nd year.)</td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>Japanese</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
</tr>
</tbody>
</table>

Please note; subjects highlighted in grey in the previous tables are compulsory.

**University Enhancement Studies** – available online

In Year 10 or Year 11 students may begin their Vocational Education and Training (VET) studies. A VET program usually takes two years to complete. A School Based Apprenticeship or Traineeship (SBAT) can be counted as one VET program.

The VET’s listed in the Year 11 & Year 12 rows of the table above are taught by appropriately qualified teachers at WHS, and are based at Wangaratta High School.

Please note; the Wangaratta High School Whole School Curriculum Overview contains the complete list of ‘Subjects Offered’ at Wangaratta High School for 2017. The actual running of classes is dependent on student pathways choices. Where a subject does not attract enough student enrolments to be considered viable it may not run, it may be run as a combined class or it may run as a Unit 3 & 4 only.
The following Vocational Education and Training (VET) programs are available to students via external Registered Training Organisations (RTO's) and usually require students to attend another training facility such as a TAFE College or other Education Provider:

<table>
<thead>
<tr>
<th>Vocational Education and Training (VET) programs available via external Registered Training Organisations (RTO’s)</th>
</tr>
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<tbody>
<tr>
<td>Certificate II in <strong>Automotive Studies</strong> (Pre-Vocational) (VCE VET) – ($90- year 1 fees / $90 Year 2)</td>
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<tr>
<td>Certificate II <strong>Beauty Services</strong> – ($575 year 1 fees / $685 year 2)</td>
</tr>
<tr>
<td>Certificate II in <strong>Building &amp; Construction</strong> (Carpentry) (Pre-Apprenticeship) (VCE VET) (<strong>partial completion</strong>) ($380- year 1 fees / $200 year 2)</td>
</tr>
<tr>
<td>Certificate II in <strong>Community Services</strong> ($170- year 1 fees / $50 year 2)</td>
</tr>
<tr>
<td>Certificate II in <strong>Engineering Studies</strong> (VCE VET) ($220- year 1 fees / $190 year 2)</td>
</tr>
<tr>
<td>Certificate II in <strong>Hairdressing</strong> (including selected units from Certificate III Hairdressing) ($680- year 1 fees / $370 Year 2)</td>
</tr>
<tr>
<td>Certificate III in <strong>Health Services Assistance</strong> &amp; Certificate III in <strong>Allied Health</strong> (Combined) (VCE VET) (($300- year 1 fees / $150 Year 2)</td>
</tr>
<tr>
<td>Certificate II in <strong>Kitchen Operations</strong> (Hospitality) (VCE VET) (($380- year 1 fees / $200 Year 2)</td>
</tr>
<tr>
<td>Certificate III in <strong>Laboratory Skills</strong> (VCE VET) (($150- year 1 fees / $150 Year 2)</td>
</tr>
</tbody>
</table>

(Please note: these programs may not be ‘VCE / VET’s’ and therefore attract no / or only a partial A.T.A.R score.)

The details of the courses listed above are found in the ‘VET in Schools 2017 Course Guide.’

Given the requirements and costs association with access to external VET programs requires in internal interview with WHS Pathways Leaders as well as the external provider and a deposit for the materials fees payable on acceptance into the course / at time of interview.
All Year 10 students will follow a **core English curriculum** as described in the Australian Curriculum (AusVELS). This will prepare each student to select the most appropriate pathway to meet their future goals from a variety of English courses; **VCAL Literacy, VCE English, VCE Literature and VCE English Language**

### Year 10 English - Core

Students will listen to, read, view, interpret, critique, evaluate and perform a range of spoken, written and non-print texts. These include:

- print texts, such as novels, poetry, plays, biographies, reference, magazines, newspapers
- digital texts, such as blogs, websites, social media
- non-print texts, such as short films, animations and advertisements
- media texts, such as podcasts, radio and television
- rich examples of contemporary and classical literature from Australia and the rest of the world

Students will review, create, transform, review and innovate on a range of imaginative, informative and persuasive texts including; narratives, procedures, performances, reports and discussions. They will analyse literary and media texts and use these as models for their own writing. They will learn how to review and edit their own and others' writing, in order to apply correctly the conventions of grammar, spelling and punctuation.

As independent readers, Year 10 students will experience **literary texts** drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience in different cultural and historical contexts as well as ethical and global dilemmas within real-world and fictional settings representing a variety of perspectives. They will also experience **informative texts** that include technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text **structures are more complex** including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

They will continue to develop their **interaction skills** to reflect on, discuss and explore ideas about language and literature. They will also have the opportunity to plan, rehearse and deliver live and video presentations, including persuasive and dramatic performances.

### Year 10 English Extensions - Core

English Extensions (Core) also follows the Australian curriculum. However, students opting for this course of study will have well developed skills in English as well as a passion for language and literature. They may be wishing to work towards tertiary entry and as such will be seeking to experience a wider variety of more complex texts that require more sophisticated language skills than those needed to meet the outcomes in mainstream English. Students will be expected to commit to the additional private study required to meet the extended outcomes of this course.

http://victoriancurriculum.vcaa.vic.edu.au/level10
In year 10 Humanities, students explore the four banners of Humanities: History, Civics and Citizenship, Economics and Geography.

In Civics and Citizenship students build an understanding of Australia’s political system and how it enables change. Students investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also study the purpose and work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.

During the history component, students investigate the history of the modern world and Australia from 1918 to the present. They look at how war, rights and freedoms had an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

Economics sees students continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government. They explain the role of financial institutions in their interactions with consumers, businesses and the government. Students examine the role of innovation and its influence on business success. Students explore the way the work and business environment is changing in contemporary Australia and globally, and the implications this has for current and future work and the work of entrepreneurs. They investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments.

In Geography students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students’ conceptual thinking is developed through two sub-strands:
- Geographies of interconnections
- Geographies of human well-being

*Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

*Geographies of human wellbeing* focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

http://victoriancurriculum.vcca.vic.edu.au/level10
In Level 10, students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. They recognise the role of logical argument and proof in establishing mathematical propositions. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They use exponential functions to model compound interest problems.

Students expand, factorise, simplify and substitute into a wide range of algebraic expressions, including linear, quadratic, and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of non-linear relations, including circles with centres at any location in the Cartesian plane.

Students solve problems involving surface area and volume for a range of objects, and follow proofs of key geometric results involving the application of congruence and similarity. They solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry.

Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independence, and their application to solving problems involving chance events.

Students use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots, in particular with time as the independent variable. They discuss claims made using statistics in various media articles and other reports, on issues of interest.

**Mathematics Pathways Year 10-12**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Maths Extensions</td>
<td>10 Maths Core</td>
<td>11 Maths Methods</td>
</tr>
<tr>
<td>11 Maths Methods</td>
<td>11 Specialist Maths</td>
<td>12 Maths Methods</td>
</tr>
<tr>
<td>11 General Maths</td>
<td></td>
<td>12 Specialist Maths</td>
</tr>
<tr>
<td>11 Foundation Maths</td>
<td></td>
<td>12 Maths Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 Further Maths</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 Further Maths</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VCAL Numeracy</td>
</tr>
</tbody>
</table>

http://victoriancurriculum.vcaa.vic.edu.au/level10
Science

In Years 9 and 10, the curriculum focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales.

At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They apply their understanding of energy and forces to global systems including continental movement.

Students explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements. Students understand that motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people’s lives. They explain the concept of energy conservation and model energy transfer and transformation within systems. They analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations.
Languages

Year 10 Italian or Japanese

Students develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences. They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. Students read, view and interact with texts for social, informative, transactional, imaginative, expressive and instructional purposes. They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.

Italian


Japanese


Arts

Year 10 Introduction to Studio Arts

In Year 10, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of art works.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

(i) Explore and Express Ideas

1. Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works
2. Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works

(ii) Visual Arts Practices

1. Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes
2. Conceptualise, plan and design art works that express ideas, concepts and artistic intentions

(iii) Present and Perform

1. Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience

(iv) Respond and Interpret

1. Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences
2. Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints

Cost: This elective includes an essential $30 materials contribution per semester.

### Year 10 Photography

You will learn about…..

- Digital camera techniques and extending your knowledge of photographic and photo manipulation software processes. These skills are applied through a sequence of planned folios leading to the presentation of a “perfect print” exercise.
- Participating in the analysis, interpretation and evaluation of your own work and the work of other artists.

You will learn how to …..

- Explore digital camera techniques and processes.
- Develop skills in digital manipulation
- Analyse, interpret, describe, and record technical and aesthetic qualities of photographic works.

Cost: This elective includes an essential $30 materials contribution per semester.

### Year 10 Visual Communication

In levels 9 and 10, students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.

Students critically reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications.

Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

(a) Visual Communication Design Content Descriptions

(i) Explore and Represent Ideas

1. Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience
2. Generate, develop and refine visual communication presentations in response to the brief

(ii) Visual Communication Design Practices

1. Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design

Present and Perform

1. Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief

Respond and Interpret

1. Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
2. Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

Year 10 Music Performance

In Years 9 and 10, learning in Music involves students using their voices, instruments and technology as they make and respond to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing, developing a personal voice as composers, performers and audience.

Students continue to develop their listening skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex performance techniques, compositional devices and forms and explore styles and genres in greater depth. They build on their understanding of how musicians communicate with audiences in solo and ensemble contexts. Students maintain safety, correct posture and technique in using voice, instruments and technologies.

As they experience music, students draw on music from a range of cultures, times and locations. They evaluate performers’ and composers’ success in communicating ideas intentions and the use of performance conventions and technical and expressive skills in music they listen to and perform. They identify characteristics of performance styles and genres and learn about ways that musicians influence and challenge ideas and contribute to cultural expression in their local communities and at national and international levels.

By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.

Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
**Year 10 Drama**

In Years 9 and 10, students develop more sophisticated approaches to making and responding to drama independently, in small groups, and with their teachers and communities. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations as sources of ideas for their practice.

As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors’ success in expressing the directors’ intentions and the use of expressive skills in drama they view and perform and identify characteristics of performance and theatrical styles.

Students maintain safety in drama and in interaction with other actors and extend their exploration of ways that they and others nurture, develop and sustain drama practice.

By the end of Year 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.

Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.

**Year 10 Media Studies**

You will learn about….
- Communication – students describe how media communicates messages and ideas through reading, viewing, listening and analysis
- Investigation - Students investigate the way issues are presented by the mass media including ratings, programming and censorship, media codes and conventions and social representations.
- Technical and production skills - undertake a study of the characteristics of different genres found in film; draft an essay comparing genre conventions.

You will learn how to…..
- Make media products in different forms
- Deconstruct different forms of media
- Analyse how genre affects content
- Develop visual literacy awareness
- Present information about issues arising from analysis of different forms of media

Cost: This elective includes an essential $30 materials contribution per semester.

http://victoriancurriculum.vcaa.vic.edu.au/level10
Health and Physical Education

Year 10 Health and Physical Education & Traffic Safety (HAPE) - Core

Physical Education
Year 10 Physical Education is run as three week elective units. Students choose the sporting elective that they would like undertake. In these units students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Students will also reflect on how fair play and ethical behaviour can influence the outcomes of movement activities and perform and refine specialised movement skills in challenging movement situations. Some of the sporting electives include; Yoga, Pilates, Self-defence, Squash and Racquet ball.

Health Education
In year 10 health, students complete the following units. Traffic Safety, Food and Nutrition, the Health benefits of being physically active, relationships and sexuality. These units allow students to evaluate health information from a range of sources and apply to health decisions and situations. Students will also investigate how empathy and ethical decision-making contribute to respectful relationships and evaluate factors that shape identities and analyse how individuals impact the identities of others.

Year 10 Outdoor Education – Elective (one semester)

Year 10 Outdoor Education is a great introduction to VCE Outdoor and Environmental studies. It is a one semester subject.

Field work Cost
Students are expected to attend all the field trips for this subject. Payment needs to be made prior to the trip. Note all costings are approximate.

<table>
<thead>
<tr>
<th>Term</th>
<th>Activity</th>
<th>Venue</th>
<th>Number of days / nights</th>
<th>Approximate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High Ropes</td>
<td>Valley Homestead</td>
<td>1 day</td>
<td>$110 $80</td>
</tr>
<tr>
<td></td>
<td>Bushwalk</td>
<td>Wobonga Plateau</td>
<td>2 days / 1 night</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Canoe</td>
<td>Lake William Hovel</td>
<td>1 day</td>
<td>$80</td>
</tr>
<tr>
<td>3</td>
<td>High Ropes</td>
<td>Valley Homestead</td>
<td>1 day</td>
<td>$110 $150</td>
</tr>
<tr>
<td></td>
<td>Snow camp</td>
<td>Mt Sterling</td>
<td>2 days / 1 night</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Canoe</td>
<td>Lake William Hovel</td>
<td>1 day</td>
<td>$80</td>
</tr>
</tbody>
</table>

Total sem 1 = $270
Total sem 2 = $340

You will learn about…

- Practical activities and theory related to the outdoors. Three to four field trips are spread across the unit to put the newly acquired skills into practice. At the end of the unit, students are expected to have an understanding of clothing and equipment used for the safe participation in outdoor activities, practical skills including map reading, minimal impact bushwalking, and an understanding of hypothermia, weather reports and trip planning.
Year 10 Child Development – Elective (one semester)

Year 10 Child Development is a great introduction to VCE Health and Human Development. It is a one semester subject.

You will learn about...

The growth and development of children throughout the early childhood stages of the life span (under 5 years). It explores areas such as:

- Pregnancy and childbirth
- Stages of child growth and development
- Childhood health, nutrition and safety
- Promoting positive behaviour in young children
- Play and the developing child
- Children’s services
- Issues in childhood
- Pregnancy – stages, factors influencing development, test, nutrition
- Birth – adaptations of newborn, tests
- Feeding – birth to 6 months
- Influences on Development – Theories of Development
- Physical Development – length, weight, sensory changes
- Safety – home, yard and car
- Parenting styles
- Looking after other people’s children
- Child neglect, abuse, domestic violence – Mandatory Reporting

Pathway

- Students who have been successful in Health in Years 8 are strongly recommended to consider this elective. Students interested in working in child care, midwifery or who are interested in studying VCE Health and Human Development should consider this one semester subject.

Year 10 Advanced Physical Education – Elective (one semester)

You will learn about...

- This elective is for the student who is strongly considering the study of VCE Physical Education in years 11 and 12. This elective mainly focuses on Sports Science and would suit the student who is very keen to understand the body and its relationship with physical activity. Topics covered in this elective include exercise physiology, which covers the body systems of cardio-vascular, muscular, skeletal, and respiratory. Concepts relating to skill acquisition, application of training principles, and evaluation of performance will be investigated.

Pathway

- Students who have been successful in Health and PE in Years 8 and/or 9 are strongly recommended to consider this elective. Independent study skills will be practised, as well as assessment in the criteria of acquire, apply and evaluate, to prepare students for study in the senior subject. A variety of physical activities will be engaged in, balanced by the theoretical foundations of this subject.
In Year 10, students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Students undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. They are introduced to a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors, and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Students will have the opportunity to create designed solutions at least once in each of the following four Design & Technologies contexts:

- **Food**
  - Food and Technology
  - Catering (see additional descriptor)
- **Textiles**
- **Wood**

**Cost:** Textiles, Food, Catering and Wood include an essential $60 materials contribution per subject.

### Year 10 Product Design and Technology: Wood

**You will learn about...**

- Safety issues relating to processes and equipment.
- Complex construction methods.
- The various components of the design process: investigate, design, produce and evaluate.
- The ethical use of resources.
- Innovative new technologies in the timber industry.

**You will learn how to...**

- Write a student directed design brief for a coffee table.
- Identify constraints and considerations within a design brief.
- Develop and maintain a design folio
- Use appropriate technical language.
- Use tools, equipment and small machines safely to produce a coffee table.
- Sequence and plan production stages.
- Make a timber product that shows consideration for quality, aesthetics and functionality.
- Develop evaluation criteria and respond to them.

**Cost:** This elective includes an essential $40 materials contribution per semester.

### Year 10 Product Design and Technology: Textiles

**You will learn about...**
- Storyboards and annotated drawings.
- Complex construction techniques.
- The various components of the design process: investigate, design, produce and evaluate.
- The ethical use of resources.
- Innovative new technologies in the textile industry.

**You will learn how to...**
- Write a student directed design brief.
- Identify constraints and considerations within a design brief.
- Use appropriate technical language.
- Interpret and use a commercial pattern.
- Sequence and plan production stages.
- Make a textile product that shows consideration for quality, aesthetics and functionality.
- Use a range of tools, equipment and machines.
- Develop evaluation criteria and respond to them.

**Cost:** This elective includes an essential $40 materials contribution per semester.

### Year 10 Food and Technology

**You will learn about...**
- Food safety.
- Changes to the Australian diet and eating patterns.
- Influences of social changes and other cultures on our diet.
- Australian Dietary Guidelines with particular reference to the nutritional requirements of “special needs’ groups.
- Food preparation techniques and excellence in production.
- Introduction to the properties of key foods.

**You will learn how to...**
- Examine the relationship between good nutrition and exercise.
- Develop awareness of factors influencing food.
- Develop complex food preparation skills.
- Safely use a range of tools, equipment and machines.
- Develop good management of resources.
- Develop an awareness of planning meals for special needs groups.
- Develop evaluation criteria and respond to them.


**Cost:** This elective includes an essential $60 materials contribution per semester.
Year 10 Catering

You will learn about...
- Food preparation techniques
- Food presentation skills
- Food service and business skills
- Qualities of a chef and career pathways
- Hygiene in the food industry
- Food packaging
- Practical catering opportunities
- Equipment requirements

You will learn how to...
- Complete design proposals that include: menu choices, recipes, work plans, costing and food presentation ideas.
- Use appropriate technical language.
- Sequence and plan production stages.
- Safely use a range of tools, equipment and machines.
- Develop evaluation criteria and respond to them.

Cost: This elective includes an essential $60 materials contribution per semester.
Year 10 Digital Technology - Media

Students apply systems thinking skills when considering how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When analysing problems, students consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their potential for innovation. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively and sharing them online, students comply with legal obligations, particularly with respect to the ownership of information.

Across the band, students will have had opportunities to analyse problems and design, develop and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.
VCE English

Scope of study
VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

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

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

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Structure
The study is made up of four units. Each unit contains between two and three areas of study.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. Eligibility for English as a Second Language (ESL) status at Units 1 and 2 level is a matter for school decision. At Units 3 and 4 level students need to meet the Victorian Curriculum and Assessment Authority criteria for enrolment in ESL.

Text selection
Units 1 and 2
Students are expected to read widely in Units 1 and 2 to support the achievement of all outcomes. In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the instructions provided on page 9 of the VCE English/EAL Study Design.

Units 3 and 4
Students are expected to read widely in Units 1 and 2 to support the achievement of all outcomes. In Units 3 and 4, text selection must be made in accordance with the instructions provided on page 17 of the VCE English/EAL Study Design.
Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

Satisfactory completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English/EAL students’ level of achievement will be determined by School-assessed Coursework (SACs) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE English/EAL are as follows:
Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent
End-of-year examination: 50 per cent.

Cost: This subject includes an essential $20 materials contribution for Year 12 (Units 3 & 4) students.

Scope of study
In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text’s complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.
VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Rationale
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

Structure
The study is made up of four units.
Each unit contains two areas of study.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Text selection
Units 1 and 2
In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the instructions provided on page 8 of the VCE Literature Study Design.
Units 3 and 4
In Units 3 and 4, text selection must be made in accordance with the instructions provided on page 15 of the VCE Literature Study Design.

Unit 1: Approaches to literature
In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.
Unit 3: Form and transformation
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting texts
In this unit students develop critical and analytic responses to texts. They consider the context of their responses as well as the ideas explored in the texts, the style of language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Assessment
Satisfactory completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Literature, students’ level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Literature are as follows:
Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 percent
End-of-year examination: 50 per cent.

VCE English Language
Scope of study
VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

VCE English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language understand that uses and interpretations of language are nuanced and complex, rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

Rationale
The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.
In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

**Structure**
The study is made up of four units. Each unit contains two areas of study.

Metalanguage underpins the key knowledge and key skills in each of the four units. Students are required to understand and use the metalanguage contained in the unit and area of study introductions, the key knowledge and skills, and the metalanguage lists for Units 1 and 2, and Units 3 and 4.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**Unit 1: Language and communication**

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language and the stages of language acquisition across a range of subsystems.

**Unit 2: Language change**

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

Students also explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language.

**Unit 3: Language variation and social purpose**

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers.

Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the
interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person’s language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4: Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users’ social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

Assessment
Satisfactory completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE English Language, students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE English Language are as follows:
Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 percent
End-of-year examination: 50 per cent.

Rationale: In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.
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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.


VCE History: Global Empires (Units 1 & 2)

Rationale

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

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: The making of empires 1400 –1775

The Early Modern era, 1400 –1775, was a time of transition between medieval feudalism and the modern, secular nation-state. At the dawn of the era, international trade was dominated by three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire – who between them controlled key industries, commodities and trade hubs including the Silk Road. Emerging powers Portugal, Spain, France, Britain and the Netherlands sought to circumvent the power of these established empires by gaining access to goods through alternative means and routes. By harnessing new knowledge and technology, they launched voyages of exploration to the Asia-Pacific, the Americas and Africa.

Unit 2: Empires at work 1400 –1775

In this unit students explore the operation of European colonies and the challenges they faced from within and without. In the Early Modern period, 1400 –1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents. The Mughals in India and the Ming and Qing dynasties in China gained control over vast territories but these were regional rather than global in reach.
Rationale

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 3: Global actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.
Rationale

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

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In developing a course, two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and another for Unit 4.

Society 1.

Unit 3: Living in an ancient society
Unit 3: People in power, societies in crisis

Society 2.

Unit 4: Living in an ancient society
Unit 4: People in power, societies in crisis
Rationale

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

Entry - There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Criminal law in action

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

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

Unit 2: Issues in civil law

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

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

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on
the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

**Unit 3: Law-making**

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

**Unit 4: Resolution and justice**

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these.

Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Aims

The study of Mathematics enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

Structure

Foundation Mathematics Units 1 and 2
General Mathematics Units 1 and 2
Mathematical Methods Units 1 and 2
Specialist Mathematics Units 1 and 2
Further Mathematics Units 3 and 4
Mathematical Methods Units 3 and 4
Specialist Mathematics Units 3 and 4

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.
VCE Units 1 and 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

VCE Units 1 and 2: General Mathematics

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.
VCE Unit 1 and 2: Mathematical Methods

Unit 1
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology.

Unit 2
In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology.

VCE Units 1 and 2: Specialist Mathematics
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

VCE Units 3 and 4: Further Mathematics
Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and
'Graphs and relations'. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.

**VCE Unit 3 and 4: Mathematical Methods**

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

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

**VCE Unit 3 and 4: Specialist Mathematics**


Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4.

In Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and statistics’ areas of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

**VCE Biology**

**Scope of study**

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Biology inquiry methodologies can include laboratory experimentation, fieldwork which may also involve use of technologies and sampling techniques, microscopy, local and remote data logging, simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations and bioethical standards associated with biological investigations is integral to the study of VCE Biology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

**Rationale**

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

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers.

Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology,
education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

**Aims**
This study enables students to:
- develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism
- examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species and more broadly to:
  - understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
  - develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
  - develop an informed perspective on contemporary science-based issues of local and global significance
  - apply their scientific understanding to familiar and unfamiliar situations, including personal, social, environmental and technological contexts
  - develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
  - understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
  - communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

**Structure**
The study is made up of four units.
Unit 1: How do living things stay alive?
Unit 2: How is continuity of life maintained?
Unit 3: How do cells maintain life?
Unit 4: How does life change and respond to challenges over time?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

This study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.
VCE Chemistry

Scope of study
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations, including use of safety data sheets, and ethical standards associated with chemical investigations is integral to the study of VCE Chemistry.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

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

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

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

Aims
This study enables students to:
• apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
• understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts and more broadly to:
• understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
• develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
• develop an informed perspective on contemporary science-based issues of local and global significance
• apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts
• develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
• understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
• communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Structure
The study is made up of four units:

Unit 1: How can the diversity of materials be explained?
Unit 2: What makes water such a unique chemical?
Unit 3: How can chemical processes be designed to optimise efficiency?
Unit 4: How are organic compounds categorised, analysed and used?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described with reference to key knowledge and is complemented by a set of key science skills.

The study is structured under a set of curriculum framing questions that reflect the inquiry nature of the discipline.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.
VCE Physics

Scope of study
Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

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

In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

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

**Aims**
This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts and more broadly to:
  - understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
  - develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
  - develop an informed perspective on contemporary science-based issues of local and global significance
  - apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
  - develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
  - understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
  - communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

**Structure**
The study is made up of four units:

Unit 1: What ideas explain the physical world?
Unit 2: What do experiments reveal about the physical world?
Unit 3: How do fields explain motion and electricity?
Unit 4: How can two contradictory models explain both light and matter?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key science skills.

The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

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

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers.

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

Aims
This study enables students to:
• apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
• examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology and more broadly to:
• understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
• develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
• develop an informed perspective on contemporary science-based issues of local and global significance
• apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
• develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
• understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
• communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Structure
The study is made up of four units:
Unit 1: How are behaviour and mental processes shaped?
Unit 2: How do external factors influence behaviour and mental processes?
Unit 3: How does experience affect behaviour and mental processes?
Unit 4: How is wellbeing developed and maintained?

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and is complemented by a set of key science skills.

The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.
Units 1 & 2 will be offered in 2017 and will continue with Units 3 & 4 in 2018

Aims
This study enables students to:
• develop an interdisciplinary approach to the study of agriculture and horticulture
• gain an understanding of the role of agriculture and horticulture in a local, national and global economy
• understand scientific methodologies and applications in agriculture and horticulture
• understand the concepts of environmental, economic and social sustainability as applied to agriculture and horticulture
• develop knowledge and skills associated with ethical and sustainable land, plant and animal management
• understand the systems and activities required to operate a variety of agribusinesses
• develop an awareness of the innovative practices being developed by and applied to a variety of agricultural and/or horticultural businesses.

Structure
The study is made up of four units.
Unit 1: Agricultural and horticultural operations
Unit 2: Production
Unit 3: Technology, innovation and business practices
Unit 4: Sustainable management

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

A glossary explaining terms used across Units 1 to 4 in the VCE Agricultural and Horticultural Studies study design is included on pages 37 to 39 under ‘Advice for teachers’.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

### Italian

**Rationale**
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

**Aims**
This study is designed to enable students to:

- use Italian to communicate with others;
- understand and appreciate the cultural contexts in which Italian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Italian and English, and/or other languages;
- apply Italian to work, further study, training or leisure.

**Structure**
The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

**Entry**
There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Italian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

### Japanese

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries.
The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

**Aims**
This study is designed to enable students to:

- use Japanese to communicate with others;
- understand and appreciate the cultural contexts in which Japanese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Japanese and English, and/or other languages;
- apply Japanese to work, further study, training or leisure.

**Structure**
The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

**Entry**
There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Japanese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

The study of Japanese is offered at two levels in the VCE (Japanese First Language and Japanese Second Language). Entry into these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the VCE and VCAL Administrative Handbook.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Rationale
The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices. Students’ research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their art making. The foundation for the individual design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques. In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student's working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Artistic inspiration and techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 2: Design exploration and concepts
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.
Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

**Unit 3: Studio production and professional art practices**
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialing, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

**Unit 4: Studio production and art industry contexts**
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.


**Cost:** This elective includes an essential $60 materials contribution.

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**VCE Visual Communication and Design**

**Rationale:**
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and
tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Structure
The study is made up of four units.

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 as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles 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. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced to three stages of the design process detailed on pages 12 and 13: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2: Applications of visual communication design
This unit focuses on the application of visual communication design knowledge; design thinking skills 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 investigate how typography and imagery are used in visual communication design. They 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 detailed on pages 12 and 13 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 of concepts to create visual communications.

Unit 3: Design thinking and practice
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, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They 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 visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process detailed on pages 12 and 13. 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.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

**Unit 4: Design development and presentation**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They 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 with their 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.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.


**Cost:** This subject includes an essential $45 materials contribution.

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**Rationale**
VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The media have a significant impact on people’s lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of industrial organisation, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences. All these considerations determine the nature of media products.

Media products are representations of social, personal and cultural reality. The media represent the world in a way, which is different from direct experience. These representations have been constructed through the process of selection, using codes and conventions. From this perspective media products can be examined as the expression of creative ideas, specific symbolic languages
and the ways in which the media comment on culture and values and reflect the society in which they were created.

The Study of media includes:

- Media forms including
  - Audiovisual media (film, television, radio, video, photography)
  - Print based media (newspapers, magazines and related publications)
  - Digital media technologies (the internet, computer games and interactive multimedia)
- Media and cross media processes and the developments in advertising, news and current affairs production, popular music, popular culture, cybertecture and virtual worlds, convergence and hybridization, information dissemination and retrieval technologies:
- The Media and its interrelationship with society and culture.

VCE Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.

Entry
There are no prerequisites for entry into unit 1 and 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4

Unit 1: Representation and new media
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Unit 2: Media production and the media industry
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative and media production design
The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4: Media process, social values and media influence
The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.


Cost: This subject includes an essential $60 materials contribution.
The VCE Music Study Design comprises:

- Music Performance Units 1-2
- Music Performance Units 3-4
- Music Investigation Units 3-4

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

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

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

Aims
This study enables students to:
- perform, compose, arrange and/or improvise music from diverse styles and traditions
- demonstrate musicianship
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- use electronic and digital technologies in making and sharing music and communicating ideas about music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- participate in life-long learning in music and involvement in the musical life of their community.

Structure
The study is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The units in the study are:
- Music Performance Units 1, 2, 3 and 4
- Music Investigation Units 3 and 4

Students may enrol in all units or select specific combinations of units that cater for their interests and intended pathways. Examples of combinations of units are provided on page 50 of the ‘Advice for Teachers – Music Performance’.
Students may also enrol in one or more units in the VCE VET Music program. Details of these units are provided in the VCE VET Music program booklet which can be downloaded from www.vcaa.vic.edu.au. A table showing examples of ways units drawn from VCE VET could be incorporated into a VCE program is provided on page 51 of the ‘Advice for Teachers – Music Performance’.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance or Music Style and Composition, or for entry to Unit 3 of Music Investigation. Students must undertake Unit 3 prior to undertaking Unit 4 in these studies. Students are strongly recommended to undertake Units 3 and 4 Music Performance before or in the same year that they undertake Units 3 and 4 Music Investigation.

Music Performance Units 1 to 4 is designed to a standard equivalent to the final two years of secondary education. Music Investigation Units 3 and 4 are designed for students with considerable music experience.

## VCE Drama

### Scope of study
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

### Rationale
People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### Aims
This study enables students to:
• develop an understanding of performance styles and conventions from a diversity of cultures
• explore the process used to develop the dramatic potential of stimulus material
• develop, through practice and analysis, an understanding of drama as a way of communicating stories and meaning
• manipulate dramatic elements and stagecraft in devising and performing dramatic works
• develop and refine expressive and performance skills
• devise, perform and evaluate solo and ensemble dramatic works.

### Structure
The study is made up of four units.

- **Unit 1:** Dramatic storytelling
- **Unit 2:** Non-naturalistic Australian drama
- **Unit 3:** Devised non-naturalistic ensemble performance
- **Unit 4:** Non-naturalistic solo performance
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

**Cost:** This subject includes an essential materials contribution to attend a play during the year.

### VCE VET Music Industry Skills – Unit 1/2
#### Certificate III in Technical Productions (Music Industry)

You will learn about Audio Technology, Music Event Management, Music Business, Computer Music and Sound Theory.

**You will learn how to...**
- Operate Audio Recording Systems
- Operate Live PA Systems
- Organise a Youth Event/Concert
- Understand Sound Theory/Electronics
- Understand Music Business skills
- Understand Computer Music/MIDI
- Work Experience in the Music Industry

**Why this might interest you:**
1. If you would like to know about how the Music Industry functions.
2. You will be able to record a CD, operate a PA system, organise an event, learn about computer music, etc.
3. This is a ‘hands on’ course that is accredited by a national music body, COSAMP.
4. Assessment is competency based.

This is a 2 year course where you will gain a part Certificate III in Music Technical Productions in the first year and satisfactory completion of Units 1 & 2 towards your VCE. To gain the full qualification, you must complete the second year at Unit 3-4.

**Cost:** This subject includes an essential $30 materials contribution.

### VCE VET Music Industry Skills – Unit 3/4
#### Certificate III in Technical Productions (Music Industry)

You will learn about Audio Technology, Music Event Management, Music Business, Computer Music and Sound Theory.

**You will learn how to...**
- Operate Mixing Consoles
- Operate Live PA Systems
- Mix Sound Sources
- Edit sound using computerised digital/equipment/systems

**Why this might interest you:**
1. If you would like to know about how the Music Industry functions.
2. You will be able to record a professional song, operate a large PA system, record sound for an animated film.
3. This is a ‘hands on’ course that is accredited by a national music body, COSAMP.
4. Assessment is competency based and scored assessed. There is an external exam and three work tasks that are assessed through VCAA.

You will gain a full Certificate III in Technical Productions and satisfactory completion of Units 3 & 4 towards your VCE along with a study score.

**What credit will I receive towards my VCE or VCAL?**

**VCE** - Students may study programs individually or in combination with other VCE VET Music programs. The maximum credit available to students who complete all three Music programs is eight VCE VET units: four units at Units 1 and 2, and two Units 3 and 4 sequences.

**VCAL** - The VCE VET Music Industry program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

**Cost:** This subject includes an essential $30 materials contribution.

Physical Education and Health

VCE Physical Education

Rationale
The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Note: New study design Units 1 & 2 commencing 2017. (Unit 3 & 4 commences 2018).

Unit 1: The human body in motion.
Area of study 1 – How does the musculoskeletal system work to produce movement?
Area of study 2 – How does the cardiorespiratory system function at rest and during physical activity?

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.
Area of study 1 – What are the relationships between physical activity, sport, health and society?
Area of study 2 – What are the contemporary issues associated with physical activity and sport?

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.

Note: Unit 3 & 4 new study design commences 2018. New study design Units 1 & 2 commencing 2017.

Unit 3: Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4: Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.


VCE Health and Human Development

Rationale
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that
are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The VCE Health and Human Development study approaches the concept of ‘development’ as a continuum that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Unit 4. In Units 1 and 2 the study of human development is about individual change that is a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. Unit 4 takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). In Unit 4 human development is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

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

Entry - There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: The health and development of Australia’s youth
In this unit students are introduced to the concepts of health and individual human development. The World Health Organization (WHO) defines health as ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’ (World Health Organization, 1946). The WHO’s definition is still widely used today, despite the identification of a number of limitations. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. This unit focuses on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. The health status of Australia’s youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia’s youth still experiences a range of health issues that impact on both their immediate and longer term health and individual human development.

In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues
Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood. Health and development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia’s children;
however, social environments such as the family and community are crucial, as children develop through their relationships with others. The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments. The study of health is constantly changing with many emerging issues that have impacts on Australia’s health and development. An ageing population, new advances in technology, use of alternative health services, the impact of environmental change and acknowledgement of human rights and ethics are all issues that governments and communities need to consider in planning for the future of the health system.

Unit 3: Australia’s health
Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia’s good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. Funding for the Australian health system involves a combination of both government and non-government sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

Unit 4: Global health and human development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people’s choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990). ‘Sustainability refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs’ (United Nations, 1992). The United Nations (UN) human development work is encapsulated in the Millennium Development Goals, where the world’s countries have agreed to a set of measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. A significant focus of the Millennium Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development. The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. The Australian Agency for International Development (AusAID) manages the Australian Government’s overseas aid program. AusAID aims to reduce poverty in developing countries and improve human development, with a focus on assisting developing countries to achieve the Millennium Development Goals. Non-government organisations also play a role in promoting sustainable human development.

**Rationale**

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments.

The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate differing impacts and can cause pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum.

**Field work Cost**

Students are expected to attend all the field trips for this subject. Payment needs to be made prior to the trip. Note all costings are approximate.

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<tr>
<th>Unit 1 &amp; 2</th>
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<tr>
<td>Term</td>
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</table>
Unit 3 & 4

<table>
<thead>
<tr>
<th>Term</th>
<th>Activity</th>
<th>Venue</th>
<th>Number of days / nights</th>
<th>Approximate Cost</th>
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<tbody>
<tr>
<td>1</td>
<td>Surf Camp</td>
<td>Torquay</td>
<td>3 days / 2 nights</td>
<td>$300</td>
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<tr>
<td>2</td>
<td>Overnight Bushwalk</td>
<td>Mt Samaria</td>
<td>2 days / 1 night</td>
<td>$80</td>
</tr>
<tr>
<td>3</td>
<td>Overnight Snow camp</td>
<td>Mt Cobbler</td>
<td>2 days / 1 night</td>
<td>$120</td>
</tr>
<tr>
<td>4</td>
<td>No Activity</td>
<td>Study for exam</td>
<td></td>
<td>Total = $500</td>
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Unit 1: Exploring outdoor experiences
Area of study 1 – Motivations for outdoor experiences
Area of study 2 – Experiencing outdoor environments

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

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

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

Unit 2: Discovering outdoor environments
Area of study 1 – Investigating outdoor environments
Area of study 2 – Impacts on 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
Area of study 1 – Historical relationships with outdoor environments
Area of study 2 - Contemporary 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**

Area of study 1 – Healthy outdoor environments
Area of study 2 – Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues 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.


### VCE VET Sport and Recreation

The following qualifications are available in the VCE VET Sport and Recreation program for enrolment:

- SIS30510 Certificate III in Sport and Recreation

**Note:** The Units 3 and 4 sequence of VCE VET Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2. Students cannot achieve a certificate III in Vet Sport and Recreation unless they complete the two year sequence.

### Program 3: SIS30510 Certificate III in Sport and Recreation

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

In Units 1 and 2, students complete core units such as responding to emergency situations, work health and safety and managing personal and work priorities. Students also complete an elective unit on sport coaching.

Units 3 and 4 offers scored assessment and include core units such as conduct basic warm-up and cool-down programs plan and conduct sport and recreation sessions and undertake a risk analysis of activities.

Program 3 consists of a minimum of 15 units of competency:
- Units 1 and 2: six compulsory units plus a minimum of 30 hours of elective units
- Units 3 and 4: six compulsory units plus a minimum of 40 hours of elective units.
On successful completion of Program 3, students are eligible for:

- The award of SIS30510 Certificate III in Sport and Recreation
- Recognition of up to two units at Units 1 and 2 levels and a Units 3 and 4 sequence.

**Credit in the VCE**
Credit into the VCE for the new VCE VET Sport and Recreation program:
- Program 3: SIS30510 Certificate III in Sport and Recreation: recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

Credit into the VCE for continuing students enrolled in the VCE VET Sport and Recreation program:
- Students who undertake a qualification from the VCE VET Sport and Recreation program will be eligible for up to five units of credit towards their VCE: up to three units at Units 1 and 2, and a Units 3 and 4 sequence.

**ATAR Contribution**
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study. A student who opts out of scored assessment in the VCE VET Sport and Recreation program will not be eligible for a contribution towards their ATAR.

**Scored Assessment**
From 2013, scored assessment will be available for Units 3 and 4 of the revised VCE VET Sport and Recreation program:
- SIS30510 Certificate III in Sport and Recreation.

Scored assessment consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Rationale
Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

- Area of Study 1 provides an introduction and structured approach towards the Product design process and Product design factors. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer.

- In Area of Study 2, students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief. If appropriate, a prototype made of less expensive materials can be presented; however, the specific materials intended for the final product would need to be indicated. A prototype is expected to be of full scale and considered to be the final design of a product before production of multiples.

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: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

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

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

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

- In Area of Study 2 the product produced individually or collectively is evaluated.

<table>
<thead>
<tr>
<th>UNIT 1 and 2: Product Design and Technology – Wood and Textiles</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
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<td><strong>Unit 1</strong></td>
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<tr>
<td>☐ *Re-designing a product for sustainability</td>
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<td>☐ <strong>Design brief</strong></td>
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<td>☐ <strong>Research and investigation</strong></td>
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<td>☐ <strong>Designing (Freehand drawing &amp; SketchUp)</strong></td>
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<td>☐ <em>Technical drawing (using AutoCAD)</em></td>
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<td>☐ <em>Production planning</em></td>
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**Unit 3: Applying the Product design process**

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

- In Area of Study 1, students examine how a design brief is structured, how it addresses particular Product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.

- In Area of Study 2, students examine how a range of factors, including new and emerging technologies, and international and Australian standards, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.
• In Area of Study 3, students commence the application of the Product design process for a product design for a client and/or an end-user, including writing their own design brief which will be completed and evaluated in Unit 4.

Unit 4: Product development and evaluation
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

• In Area of Study 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

• In Area of Study 2, students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.

• In Area of Study 3, students evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria and client and/or end-user feedback. Students make judgments about possible improvements. They produce an informative presentation to highlight the product’s features to the client and/or an end-user and explain its care requirements.

UNIT 3 and 4: Product Design and Technology – Wood and Textiles

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<thead>
<tr>
<th>Term 1 Unit 3</th>
<th>Term 2 Unit 3</th>
<th>Term 3 Unit 4</th>
<th>Term 4 Unit 4</th>
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<tbody>
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<td>* Choosing a client brief.</td>
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<td>* Constructed design brief.</td>
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<td>* SAC 1: Annotated Design Brief</td>
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<td>* Research and folio development</td>
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<td>*Conceptualisation drawings.</td>
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<td>* Working drawings.</td>
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<td>* SAC 2: Designing in industry</td>
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<td>* Begin production</td>
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<td>* Prototypes</td>
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<td>*Production</td>
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<td>*Product evaluation</td>
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<td>*Completion of SAT</td>
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<td>*SAC 2: Product comparison</td>
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<td>*Revision for SAC</td>
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Cost: This subject includes an essential $60 materials contribution.

VCE Food Studies

Scope of study
VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices.

Students explore food from a wide range of perspectives, studying past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. Research involves economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.
Practical work includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

**Rationale**

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

**Aims**

**Students:**
- develop as informed, discerning and capable food citizens
- build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- extend understanding of food origins, cultures, customs and behaviours
- understand global and local systems of food production, distribution and governance
- develop awareness of a diverse range of influences on food choice
- research and discuss issues relating to economic, environmental and ethical dimensions of our food system
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

**Structure**

The study is made up of four units.

Unit 1: Food origins
Unit 2: Food makers
Unit 3: Food in daily life
Unit 4: Food issues, challenges and futures

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**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.
Students consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

**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. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

**Unit 3: Food in daily life**

This unit investigates 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 physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

**Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses 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. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

**Cost:** This subject includes an essential $100 materials contribution.
Digital Technology (DT)

VCE Computing

Rationale
VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Structure
The study is made up of six units. WHS currently offers the following four units:
- Units 1 and 2: Computing
- Units 3 and 4: Informatics

Note: Students may elect to undertake one or both of the Units 3 and 4 IT sequences.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Computing
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

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

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

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

Unit 4: Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

VCE VET Media

The VCE VET Interactive Digital Media 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 knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation and 3D game development.
Qualifications

The following qualification is available in the VCE VET Interactive Digital Media program:

- CUF30107 Certificate III in Media
  
  Certificate III in Media has been designed to provide students with the opportunity to gain comprehensive entry level training in the game design industry. The program covers a broad range of skills and knowledge from the game design industry including 3D modelling, texturing, lighting, rendering, game design and production, website development and image creation and manipulation. Units 3 and 4 offers scored assessment and incorporates units such as 2D and 3D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Credit in the VCE

- Students who complete CUF30107 Certificate III in Media will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

Note: The Units 3 and 4 sequence of VCE VET Interactive Digital Media is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Note: Where a student elects not to receive a study score for VCE VET Interactive Digital Media, no contribution to the ATAR will be available.

Scored Assessment

Students wishing to receive a study score for VCE VET Interactive Digital Media must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of CUF30107 Certificate III in Media.

What is the Victorian Certificate of Applied Learning?

The Victorian Certificate of Applied Learning (VCAL) is a recognized certificate of completion of secondary education. It is for students who are likely to be interested in going on to training at TAFE, doing an apprenticeship or getting a job after completing Year 12.

Entry straight from school is not the only way a student can go to university. Some students study a VET course at TAFE during their secondary education, which may then lead to completing a diploma or advanced diploma at TAFE, and then decide they would like to complete a university course. VCAL is a step along this pathway.

Important things to know about VCAL.

- The VCAL certificate is offered to students in Years 11 and 12 Wangaratta High School
- For each VCAL level completed (Foundation, Intermediate and Senior), students will receive a VCAL certificate and a Statement of Results listing all units studied.
- VCAL students participate in the design of their curriculum, with a focus on project based, hands on learning.
- VCAL students gain employability skills and practical experience through their VET projects and Work Placements.
- VCAL is not an easy option to the VCE. VCAL focuses on a practical approach to learning, rather than an easier way to learn.
- Homework is an expectation in order to meet the requirements of the program.
- VET subjects are a compulsory component of studying VCAL, and there is an extra student materials cost. A deposit for these costs must be paid prior to the end of Term 3, 2015.
- Places are limited and applicants will need to complete a written application and interview prior to being offered a place in our VCAL program.

How is VCAL structured at Wangaratta High School?

In 2016, VCAL students will attend Wangaratta High School on Monday, Tuesday and Thursday. On Wednesday they will attend their VET program, and on Fridays they will be required to arrange a Work Placement. Cate West is available to support students obtain Work Placements.

Students will study the following compulsory VCAL subjects.

- VCAL Literacy or VCE English
- VCAL Numeracy or VCE Foundation Maths (Year 11) or any VCE Maths
- VCAL Work Related Skills or a VCE Technology Studies subject.
- VCAL Personal Development Skills
- Industry Specific Skills – VCAL students are required to study at least one VET subject from our many offerings.

NB. It is possible for VCAL students to study a VCE subject, however this opportunity will only be available once the timetable has been constructed for 2016.

Who do I speak to if I have questions?

Please speak with Alison Pickard or Libby Walters (Senior Years Learning Community Leaders) if you have any further questions.
Next steps:

If you are interested in applying for a VCAL program in 2016, you should:

- Complete and submit a VCAL application form by Wednesday 12th August at 10.30am
- Think about where you can do a Work Placement every Friday – talk to your parents, friends, contacts and Cate West. It is important to start to do this now.
- Prepare for your interview. You will need to be able to explain why you wish to undertake VCAL, how you will demonstrate your commitment to the course, and how it will assist you to achieve your future pathway.

VCAL Literacy

The VCAL Literacy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

Purpose
The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

VCAL Certificate award level requirements
There are six VCAL Literacy Skills Units; two at each of the three levels:

Foundation
- Literacy Skills Foundation Reading and Writing Unit
- Literacy Skills Foundation Oral Communication Unit Intermediate
- Literacy Skills Intermediate Reading and Writing Unit
- Literacy Skills Intermediate Oral Communication Unit Senior
- Literacy Skills Senior Reading and Writing Unit
- Literacy Skills Senior Oral Communication Unit. Each unit has a nominal duration of 100 hours

VCAL Levels
Foundation
The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects.

Intermediate
The purpose of this Reading and Writing Unit is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. At the end of the unit learners will be able to read, comprehend and write a range of texts within a variety of contexts.

Senior
This level focuses on developing skills for further study. The Reading and Writing Unit aims to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devises appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.

**Integrating curriculum**
The Literacy Skills Units are based on the concept that the application of literacy skills cannot be separated from the social context and that skills and knowledge are best developed when applied to real life (social) contexts. In most real life contexts we do not read, write, speak, listen or complete mathematical tasks in isolation. We use a range of skills and knowledge to successfully complete a task.

Integrating learning outcomes across literacy and numeracy domains and across VCAL strands reflects the integration of skills and competencies in social and work activities. The Literacy Skills Units recognise the connection between the curriculum areas and provide a structure for an integrated approach.

**READING AND WRITING UNITS**
For people to be able to participate effectively in the four social contexts they need to have competence in the four reading and writing domains: Literacy for self expression; Literacy for practical purposes; Literacy for knowledge; and Literacy for public debate. Neither the social contexts nor the domains are autonomous; they overlap and each social context and domain contains traces of the other domains.

**ORAL COMMUNICATION UNITS**
The Oral Communication Units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communications Units reflect the theory that language use varies depending upon the social context and purpose of the interaction and uses this as its main organising principle.

In the Oral Communication Units, the domains provide a framework by which learners can become aware of genres, social contexts and areas of social practices in which they operate.

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**VCAL Numeracy**

The VCAL Numeracy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

**Purpose**
Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:
- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

Numeracy and mathematics is used in all these social contexts.
Organising framework
The learning outcomes are organised into four different domains which focus on the social purposes of numeracy and mathematics:

- **Numeracy for Personal Organisation** focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- **Numeracy for Interpreting Society** relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.
- **Numeracy for Practical Purposes** addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.
- **Numeracy for Knowledge** is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions. The mathematics areas of number; space and shape, data, measurement, and algebra are present within the above domains.

VCAL Certificate award level requirements
There are four VCAL Numeracy Skills units, one at Foundation and Intermediate Level and two at Senior Level: Senior and Advanced Senior. Each unit has a nominal duration of 100 hours.

Integrating curriculum
The Numeracy Skills Units are based on the concept that the application of mathematics skills cannot be separated from social context and that skills and knowledge are best developed when applied to real life contexts. In most real life contexts we do not read, write, speak, listen or complete mathematical tasks in isolation. We use a range of skills and knowledge to successfully complete a task. Integrating learning outcomes across literacy and numeracy domains and across VCAL strands reflects the integration of skills and competencies in social and work activities. The Numeracy Skills Units recognise the connection between the curriculum areas and provide a structure for an integrated approach.

The levels
**Foundation**
The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers and graphs that are part of the student’s normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time etc. On successful completion of this unit students will be able to perform everyday mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses.

**Intermediate**
The purpose of this Numeracy Unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community. At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.
Senior

The Senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use. It seeks to apply mathematics in wider, less personal contexts such as newspapers, workplace documents, and specific projects at home or in the community. The mathematics covered includes measurement, graphs, and simple statistics, use of maps and directions, and an introduction to the use of formulae and problem-solving strategies. Learners who successfully complete the unit are expected to have the capacity to interpret and analyse how mathematics is represented and used, and to recognise and use some of the conventions and symbolism of formal mathematics.

A Guide to understanding the Learning Outcomes

Learning outcomes
Each unit has six or seven learning outcomes. The learning outcome describes the general aim and intention of the mathematics to be used. It is important to keep this 'big picture' in mind when teaching.

Elements
The elements give the detailed criteria for satisfying the learning outcomes. The learning outcome achieved when the learner can demonstrate competence in all the assessment criteria. Not all the assessment criteria need to be covered in the one activity/task. The elements are grouped according to three categories:
- Mathematical knowledge and techniques
- Language
- Interpretation

Content range
The content range illustrates the possible contexts, appropriate instruments, materials and/or text that are suitable for use at a specific level. This section also clarifies and refines specific mathematical content and language appropriate to the level.

LEARNING OUTCOME 5
Numeracy for Interpreting Society – Data
Can use and create everyday tables and graphs to represent and interpret public information which is of interest or relevance.

Elements
Not all elements need to be met in the one assessment task or activity.

Mathematical Knowledge & techniques
a) Identify the key features and conventions of everyday tables and graphs including the concept of scale
b) Use whole numbers, percentages, decimals and fractions found on tables and graphs
c) Collect, sort and record data in a table using simple techniques
d) Draw an appropriate graph for the data, labelling the graph and axes and marking in the scale
e) Interpret and discuss the meaning of tables, graphs and accompanying text.

Language
f) Use the descriptive language of tables and graphs such as maximum, minimum, increasing, decreasing, going up, constant, changing, slope, etc.

Interpretation
g) Interpret the meaning of graphs or tables in response to teacher prompting in terms of personal implications and/or social consequences
h) Decide on the fairness or bias of the data in response to teacher prompting.

Educational practices
For descriptions of teaching and learning strategies, see the Teaching/Learning strategies section at the beginning of the unit.

Content range
- The types of tables and graphs could include simple pie graphs, bar graphs, line graphs, pictograms, etc. of the kind found in newspapers, on household bills, information leaflets, etc.
- Scales created should count in ones, two, fives or tens.
- Scales interpreted from public information are not limited to the above simple scales – can interpret from more complex scales available on public information.

Supporting information
Additional supporting information is provided in each Numeracy unit. This information covers:
- Teaching/learning strategies
- Learning to learn
- Conditions of assessment
- Examples of possible assessment tasks.
VCAL Personal Development Strand

Unit purpose - The purpose of the Personal Development Skills strand is to develop knowledge, skills and attributes that lead towards:
- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

Rationale - The PDS units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community. The units enable students to develop personal development skills through participation in locally developed curriculum. The locally developed programs must be consistent with purpose statement of the PDS strand and enable the achievement of the PDS unit learning outcomes.

Structure - The PDS strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development. For further information on the three levels please refer to the VCAL Unit Assessment Planning Guide http://www.vca.vic.edu.au/vcal/providers/resources/teacherresources.html

Gaining credits towards the award of the VCAL
A student’s VCAL program must contain curriculum components to the value of ten credits, six of these must be at the award level or above, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

Personal Development Skills units
Two PDS units exist in each level.
- In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:
  - Personal development (self)
  - Health and wellbeing
  - Education
  - Family
- In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:
  - Community engagement
  - Social awareness
  - Civic and civil responsibility
  - Active citizenship.

Entry
There are no prerequisites for entry to the VCAL PDS units.

Nominal duration
Each PDS unit has a nominal duration of 100 hours – 1 credit.

Learning Outcomes
There are five learning outcomes in each unit. Students must achieve all learning outcomes to be credited with the unit.

Elements
The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. All elements, in the PDS units, within each learning outcome must be met in the one assessment task. However, one task may be used to assess a number of learning outcomes.
VCAL Work Related Skills

Purpose statement
The purpose of the Work Related Skills (WRS) Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

Aims
The Work Related Skills units are designed to:
- Integrate learning about work skills with prior knowledge and experiences
- Enhance the development of employability skills through work related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work related organisational skills
- Develop OH&S awareness
- Develop and apply transferable skills for work related contexts.

Employability Skills
Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:
- Communication
- Team work
- Problem solving
- Initiative & Enterprise
- Planning & organising
- Learning
- Self-management
- Technology

Credit towards WRS strand
The following curriculum options can be used to meet the requirements for the WRS strand.
- VCAL WRS units
- VCE units aligned to the Work Related Skills Strand e.g. VCE Outdoor & Environmental Studies, VCE Industry and Enterprise and any VCE Technology studies e.g. Food and Technology
- VCE VET units
- Selected accredited Further Education modules or certificates
- Nationally accredited VET modules/units of competency

Entry
There are no prerequisites for entry to the VCAL WRS units.

Nominal duration
Each WRS unit has a nominal duration of 100 hours – 1 credit.

Learning Outcomes
There are between 6-8 learning outcomes in each WRS unit. Students must achieve all learning outcomes to be credited with the unit.

VCAL and Structured Workplace learning
There are no formal on-the-job training or structured workplace learning requirements within the accredited units of the VCAL. However, if a VET module/unit of competency is used to meet some of the requirements of the VCAL, this VET module/unit of competency may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the WRS units. Schools will need to refer to information on structured workplace learning requirements on the following website: www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm

If a student undertakes structured workplace learning as part of their VCAL learning program, they must complete relevant accredited OH&S training prior to commencement of the structured workplace learning placement.
**Wangaratta High School Pathways Planner 2017:**

**Student name:** ____________________________  **Date of Birth:** ____________________________

**Mentor teacher:** ____________________________  **Mentor group:** ____________________________  **Date of plan:** ____________________________

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<td>CLC (one semester only)</td>
<td>E1</td>
<td>6.</td>
<td>6th subject or Study Sessions</td>
</tr>
<tr>
<td>VET IT Taster (one semester only)</td>
<td>E2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Elective</td>
<td>E3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art / Tech / Language</td>
<td>E4</td>
<td>2nd preferences:</td>
<td>2nd preferences:</td>
</tr>
<tr>
<td>2nd preference Skill:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd preferences Art / Tech:</td>
<td></td>
<td>(Please note VCE / VET ‘Acceleration’ subjects take up two (2) elective choices.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>E3</td>
</tr>
</tbody>
</table>

**Parent / Students Signatures:** __________________________________________________________
Year 10 Course Selection Sheet: 2017

Name: ____________________________
Mentor Group: ____________________
Home Phone Number: ______________

Before completing this form, read the information in the 2017 Pathways Information & Senior Years Handbooks on our website – www.whs.vic.edu.au

This form should be completed and returned to your Mentor Teacher during Course Counselling.

Late submissions cannot be guaranteed subjects / courses.

A: Core Curriculum: The following are core subjects and students are automatically placed in these subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core/Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English / English Extensions</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Maths / Maths Extensions</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>HAPE- Health and Physical Education including Traffic Safety</td>
<td></td>
</tr>
</tbody>
</table>

Your recommended English pathway for 2017 is __________________________.

Your recommended Maths pathway for 2017 is __________________________.

B: Acceleration Option – VCE / VET Units 1&2

Y / N

Selection – You may select up to two studies depending on teacher recommendation. They count as 2 choices.

Please note: Exemption from core subjects can only be obtained by those students successfully completing AusVELS Level 10 in 2016.

Please ensure you attach the relevant Acceleration application!

C: Elective Choices: You MUST select 4 subjects

Students must choose one unit from each of the Arts and Technology.

The remaining units can be chosen from any Domain Area.

Please note: Languages, VCE & VET Units are taken as full year sequences and therefore count as 2 elective choices.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Technology</td>
<td>Free</td>
<td>Free</td>
</tr>
</tbody>
</table>

Second Preferences: Please select 3 subjects as your preferred second preferences

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

Many electives have subject charges, especially Arts & Technology-based subjects.

A detailed charges sheet will be available with the Resource List in Term 4.

I consent to my son or daughter ____________________________ enrolling in the subjects listed.

I understand that:
• Confirmation of subject / unit choices is conditional upon successful completion of Year 9
• Places in some electives may not be available, and some electives may not run due to low numbers

Parent’s Signature: ____________________________ Date: ____ / ____ / 2016
Student’s Signature: ____________________________ Date: ____ / ____ / 2016
Mentor Teacher’s Signature: ____________________________ Date: ____ / ____ / 2016

THIS FORM MUST BE SUBMITTED WITH YOUR PATHWAYS PLANNER BY 11 AM TUESDAY 9TH August
Before completing this form, read the information in the 2017 Pathways Information & Senior Years Handbooks on our website – www.whs.vic.edu.au
This form should be completed and returned to your Mentor Teacher during Course Counselling. Late applications cannot be guaranteed places.

A: Core Curriculum: The following are core subjects and students are automatically placed in these subjects.

<table>
<thead>
<tr>
<th>English/English Extensions</th>
<th>Your recommended English pathway for 2017 is ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name &amp; Signature:</td>
<td>Name &amp; Signature: __________________________ (current English teacher 2016)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maths / Maths Extensions</th>
<th>Your recommended Maths pathway for 2017 is ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name &amp; Signature:</td>
<td>Name &amp; Signature: __________________________ (current Maths teacher 2016)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>or Accelerated VCE / VET (form completed ________)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th>or Accelerated VCE / VET (form completed ________)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| HAPE - Health and Physical Education including Traffic Safety (full year) | |

B: Acceleration Option – VCE / VET Units 1&2

Y / N

C: Elective Choices: You MUST select 4 subjects

Students must choose one unit from each of the Arts and Technology. The remaining unit across the year can be chosen from any Domain Area.

Please note: Languages, VCE & VET Units are taken as full year sequences and therefore count as 2 elective choices.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts</td>
</tr>
<tr>
<td>2</td>
<td>Technology</td>
</tr>
<tr>
<td>3</td>
<td>Free</td>
</tr>
<tr>
<td>4</td>
<td>Free</td>
</tr>
</tbody>
</table>

Second Preferences: Please select 3 subjects as your preferred second preferences

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Many electives have subject charges; especially Arts & Technology based subjects.

A detailed charges sheet will be available with the Resource List in Term 4.

I consent to my son or daughter ______________________________ enrolling in the subjects listed.
I understand that:
• Confirmation of subject / unit choices is conditional upon successful completion of Year 9
• Places in some electives may not be available, and some electives may not run due to low numbers

Parent’s Signature: __________________________________________ Date: ___ / ___ / 2016

Student’s Signature: _________________________________________ Date: ___ / ___ / 2016

Mentor Teacher’s Signature: _________________________________ Date: ___ / ___ / 2016

THIS FORM MUST BE SUBMITTED WITH YOUR PATHWAYS PLANNER BY 11AM TUESDAY 9TH AUGUST
A: Will you seek enrolment at Wangaratta High School in 2017?
(If YES, you MUST complete the following form or if NO, please supply 2016 details to
the Senior Years Learning Community Office.)

Yes No

Before completing this form, read the information in the 2017 Pathways Information & Senior Years Handbooks
on our website – www.whs.vic.edu.au

This form should be completed and submitted to your Mentor Teacher by 11am Tuesday 9th August.

Late submissions cannot be guaranteed subjects / courses

B: VCE ENROLMENT: Basic Requirements

To be awarded the VCE, students must satisfactorily complete at least 16 units. These 16 units must include:

An approved combination of at least three units from the group of English studies
At least 3 pairs of Unit 3/4 studies other than English, this may include VET

PLEASE NOTE: Students in Year 11 SHOULD be enrolled in at least 6 units in each semester.

B.i: VCE/VET Acceleration - Units 3&4 (Non-compulsory) – Enrolment is subject to Acceleration Approval Process

List any Unit 1/2 subject(s) studied in 2016

Do you want to apply to study a Unit 3/4 sequence in year 11?

Please attach completed Acceleration and/or VET Application

B. ii: Subject Selection: You must select 6 subjects to study in 2017. This must include an English.

Indicate your Compulsory English choice

Choice 1

1. English OR Literature OR English Language

2. Name of subject

Choice 2

Choice 3

Choice 4

Choice 5

Choice 6

Indicate 2 subjects as your second preferences

Preference 1

Preference 2

Many electives have subject charges, especially Arts & Technology-based subjects.
A detailed charges sheet will be available with the Resource List in Term 4.

I consent to my son or daughter ______________________________ enrolling in the subjects listed.

I understand that:

• Confirmation of subject / unit choices is conditional upon successful completion of Year 10
• Places in some electives may not be available, and some electives may not run due to low numbers

Parent’s Signature: __________________________________________ Date: ____ / ____ / 2016

Student’s Signature: _________________________________________ Date: ____ / ____ / 2016

Mentor Teacher’s Signature: ___________________________ Date: ____ / ____ / 2016

This form MUST be submitted with your pathways PLANNER
by 11am Tuesday 9th August
A: Will you seek enrolment at Wangaratta High School in 2017?
(If YES, you MUST complete the following form or if NO, please supply 2016 details to the Senior Years Learning Community Office.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Before completing this form, read the information in the 2017 Pathways Information & Senior Years Handbooks on our website – www.whs.vic.edu.au
This form should be completed and submitted by 11am Tuesday 9th August.

Late submissions cannot be guaranteed subjects / courses
PLEASE NOTE: Students in Year 11 SHOULD be enrolled in at least 6 units in each semester.

A: VCE/VET Acceleration - Units 3&4 (Non-compulsory) – Enrolment is subject to Acceleration Approval Process.

<table>
<thead>
<tr>
<th>List any VCE Unit ½ or VET acceleration subject(s) studied in 2016</th>
<th>Name of Subject(s)</th>
</tr>
</thead>
</table>

Do you want to apply to study a Unit 3/4 or VET sequence in year 11?

B: Subject Selection: You must select 6 subjects to study in 2017. This must include subjects relevant to each of the VCAL Strands listed below:

<table>
<thead>
<tr>
<th>VCAL Strand:</th>
<th>Relevant Subjects / Units:</th>
<th>Subject(s) Chosen:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Literacy Skills</td>
<td>VCAL Literacy / VCE English / VCE English Language / VCE Literature</td>
<td>1st preferences:</td>
</tr>
<tr>
<td>2 Numeracy Skills</td>
<td>VCE Foundation Maths / VCE Maths / VCE Chemistry / VCE Physics</td>
<td>VET – please specify:</td>
</tr>
<tr>
<td>3 Industry Specific Skills</td>
<td>Vocational Education &amp; Training (VET) Program</td>
<td></td>
</tr>
<tr>
<td>4 Work Related Skills</td>
<td>VCAL Work Related Skills / VET Program / VCE Outdoor &amp; Environmental Studies / any VCE Technology Study</td>
<td></td>
</tr>
<tr>
<td>5 Personal Development Skills</td>
<td>VCAL Personal Development Skills</td>
<td>VCAL Personal Development Skills</td>
</tr>
<tr>
<td>6 Work Placement or SBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your recommended Maths pathway for 2017 is Mathematics __________________________ (current Maths teacher 2016)

Signature: __________________________

Many electives have subject charges, especially Arts & Technology-based subjects. A detailed charges sheet will be available with the Resource List in Term 4.

I consent to my son or daughter __________________________ enrolling in the subjects listed.

I understand that:
- Confirmation of subject / unit choices is conditional upon successful completion of Year 10
- Places in some electives may not be available, and some electives may not run due to low numbers

Parent’s Signature: __________________________ Date: ___ / ___ / 2016
Student’s Signature: __________________________ Date: ___ / ___ / 2016
Mentor Teacher’s Signature: __________________________ Date: ___ / ___ / 2016

This form MUST be submitted with your pathways PLANNER by 11 AM TUESDAY 9TH AUGUST
Year 12 VCE / VET Course Selection Sheet: 2017

A: Will you seek enrolment at Wangaratta High School in 2017?
(If YES, you MUST complete the following form or if NO, please supply 2016 details to the Senior Years Learning Community Office.)

Yes  No

Before completing this form, read the information in the 2017 Pathways Information & Senior Years Handbooks on our website – www.whs.vic.edu.au

This form should be completed and submitted to your Mentor Teacher by 11am Tuesday 9th August.

Late submissions cannot be guaranteed subjects / courses

B: VCE ENROLMENT: Basic Requirements

To be awarded the VCE, students must satisfactorily complete at least 16 units. These 16 units must include:
- An approved combination of at least three units from the group of English studies
- At least 3 pairs of Unit 3/4 studies other than English this may include VET

PLEASE NOTE: Students in Year 12 SHOULD be enrolled in at least 5 units in each semester.

A.i: Acceleration studies - Enrolment is subject to Acceleration Approval Process.

List any Unit 3/4 subject(s) studied in 2016

Do you want to apply to study a University Enhancement subject in year 12?

Please attach completed Acceleration and/or VET Application

B. ii: Subject Selection: You must select at least 5 subjects to study in 2017. This must include an English.

Indicate your Compulsory English choice

Choice 1

English OR Literature

Name of subject

Choice 2

Choice 3

Choice 4

Choice 5

Choice 6 (Optional)

Please indicate 2 subjects as your second preferences:

Preference 1

Preference 2

*Please asterisk any subject choices listed above that are pre-requisites for your post-compulsory pathway studies.

Your recommended Maths pathway for 2017 is Mathematics ____________________________

Signature: ___________________________________ (current Maths teacher 2016)

Many electives have subject charges, especially Arts & Technology based subjects.

A detailed charges sheet will be available with the Resource List in Term 4.

I consent to my son or daughter ________________________ enrolling in the subjects listed.

I understand that:
- Confirmation of subject / unit choices is conditional upon successful completion of Year 11
- Places in some electives may not be available, and some electives may not run due to low numbers

Parent’s Signature: __________________________ Date: ___ / ___ / 2016

Student’s Signature: __________________________ Date: ___ / ___ / 2016

Mentor Teacher’s Signature: __________________ Date: ___ / ___ / 2016

This form MUST be submitted with your Pathways PLANNER by 11AM TUESDAY 9TH August.
A: Will you seek enrolment at Wangaratta High School in 2017? (If YES, you MUST complete the following form or if NO, please supply 2016 details to the Senior Years Learning Community Office.)

1. Before completing this form, read the information in the 2017 Pathways Information & Senior Years Handbooks on our website – www.whs.vic.edu.au

This form should be completed and submitted by 11am Tuesday 9th August.

Late submissions cannot be guaranteed subjects / courses

A.i: Acceleration studies - Enrolment is subject to Acceleration Approval Process.

<table>
<thead>
<tr>
<th>Name of Subject(s)</th>
<th>List any VCE Unit 3/4 or VET acceleration subject(s) studied in 2016</th>
</tr>
</thead>
</table>

Do you want to apply to study a University Enhancement Subject?

B. ii: Subject Selection: You must select 5 subjects to study in 2017. This must include subjects relevant to each of the VCAL Strands listed below:

<table>
<thead>
<tr>
<th>VCAL Strand:</th>
<th>Relevant Subjects / Units:</th>
<th>Subject(s) Chosen:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literacy Skills</td>
<td>VCAL Literacy / VCE English / VCE Literature</td>
</tr>
</tbody>
</table>

| 2 | Numeracy Skills | VCE Foundation Maths / VCE Maths / VCE Numeracy / VCE Chemistry / VCE Physics |

| 3 | Industry Specific Skills | Vocational Education & Training (VET) Program |

| 4 | Work Related Skills | VCAL Work Related Skills / VET Program / VCE Outdoor & Environmental Studies / any VCE Technology Study |

| 5 | PDS | VCAL Personal Development Skills |

| 6 | Optional elective Choice | VCE subject / study sessions / may be possible to negotiate a Work Placement. |

Your recommended Maths pathway for 2017 is Mathematics ____________________________

Signature: ____________________________ (current Maths teacher 2016)

Parent’s/Guardian’s Statement:

Many electives have subject charges, especially Arts & Technology-based subjects. A detailed charges sheet will be available with the Resource List in Term 4.

I consent to my son or daughter ____________________________ enrolling in the subjects listed. I understand that:

- Confirmation of subject / unit choices is conditional upon successful completion of Year 11
- Places in some electives may not be available, and some electives may not run due to low numbers

Parent’s Signature: ____________________________ Date: ____ / ____ / 2016

Student’s Signature: ____________________________ Date: ____ / ____ / 2016

Mentor Teacher’s Signature: ____________________________ Date: ____ / ____ / 2016

This form MUST be submitted with your pathways PLANNER by 11AM TUESDAY 9TH AUGUST
Acceleration Application Form 2017

Name:  
Mentor Group:  

Process:
- You may complete this form if you are a current year 9 or 10 student who wishes to accelerate into a VCE Unit 1&2 or 3&4 subject in 2017.
- You MUST complete the form in the correct order and submit with your Course Selection form by 11AM TUESDAY 9TH AUGUST 2016.
- This application will be presented to a panel that will make a recommendation to the Principal regarding your suitability for acceleration.

Guidelines:
Approval for acceleration will only be granted if the following guidelines are met:
- You have a valid reason for wanting to accelerate in a particular subject.
- You have generally strong academic performance.
- You possess strong personal organisational skills.
- You possess independent working habits and self-discipline.
- You are able to use materials and equipment safely.
- Exemption from a ‘core’ year ten subject can only be obtained upon completion of Australian Victorian Essential Learning Standard (AusVELS) Level 10 in year nine.

Applicant’s information:
I wish to accelerate in 2017 into: (please list VCE subject) ______________________________________________

My reasons for this acceleration application are:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Parent/Guardian Signature:  
Date:
Teacher’s Comments:

2016 Classroom Teacher: (where possible this should be completed by a teacher that you have had for a subject similar to that in which you wish to accelerate into VCE).

Relevant Australian Victorian Essential Learning Standards (AusVELS) Level
____________________(Aug 2016)

- Academic progress
  - H [_____] M [_____] L [_____]
- Independent working habits
  - H [_____] M [_____] L [_____]
- Regular class attendance
  - H [_____] M [_____] L [_____]
- Ability to catch up work
  - Comments:

Signature: ___________________________ Date: ____________

Domain Leader/Specialist Subject Teacher/E-learning Leader
(This section needs to be signed to show student has sought information about the VCE subject.)

- Demonstrated interest in the subject area
  - Comments:

Signature: ___________________________ Date: ____________

Mentor Group Teacher

- Overall academic progress
  - H [_____] M [_____] L [_____]
- Consistent attendance patterns
  - H [_____] M [_____] L [_____]
- Ability to cope with increased workload
  - Comments (or you may submit further information in writing to the panel):

Signature: ___________________________ Date: ____________

Panel Recommendation:

We recommend that ___________________________ be accepted into ___________________________.

OR

We recommend that ___________________________ not undertake ___________________________ because

_____________________________________________________________________________________

Signature: ___________________________ Date: ____________
NAME

__________________________________________________________________________

Mentor Group 2015

__________________________________________________________________________

Please tick each box to show that you understand the following:

- I am interested in enrolling in a VET program provided either through an Registered Training Organization (RTO) or Wangaratta High School in 2017.
- I am aware of the additional costs associated with enrolling in VET and will pay this cost or negotiate a payment plan with the Business Manager and pay a deposit by Friday 16th September 2016. Non-compliance will result in withdrawal of the offer of a place in the VET program.
- I understand this is the first stage of the application process only
- I understand that selection for a VET program will be made on the basis of an interview.

**Parent Consent**

Parent/Guardian Signature: ______________________ Date: __________

**Permission to release details to Goulburn Ovens TAFE (GOTAFE)**

I give permission for Wangaratta High School to provide my telephone number and postal address to GOTAFE for the purposes of organising selection interviews and enrolment in the VET study of my child’s choice for 2017.

Parent/Guardian Signature: ______________________ Date: __________

Contact Phone Number

Current Postal Address

**At the interview the following criteria will be considered.**

- Clear interest in and suitability to an appropriate VET (TAFE) course
- Application to current studies
- Previous experience and performance during Work Experience and/or part time work
- Demonstrated ability to work independently
- Demonstrated examples of team work, responsibility and leadership
- Suitability to applied, practical learning

You may bring supporting documents, reports, references or examples of your school work to support your application to the interview.
Please outline your reasons for wanting to study VET in 2017:

Which VET course do you wish to undertake in 2017? List at least two which are of most interest to you. Please note the name of the course if you have done a VET in 2016 and will be going into your second year.

1. 
2. 

This application form does not guarantee acceptance into the VET program and all students should also nominate further subject choices on their course selection forms in case they are not successful in obtaining a place in a VET course.

If conditionally accepted to the, students will have to provide payment towards VET materials fees before the place can be confirmed. A part payment may be accepted.
NAME

Mentor Group 2015

Please tick each box to show that you understand the following:

- I am interested in enrolling in VCAL at Wangaratta High School in 2017.
- I am aware of the additional costs associated with enrolling in VCAL
- I understand this is the first stage of the application process only
- I understand that selection for the VCAL class will be made on the basis of an interview.

At the interview the following criteria will be considered.

- Clear interest in and suitability to an appropriate VET (TAFE) course
- Application to current studies
- Previous experience and performance during Work Experience and/or part time work
- Demonstrated ability to work independently
- Demonstrated examples of team work, responsibility and leadership
- Suitability to applied, practical learning as an alternative to VCE.

You may bring supporting documents, reports, references or examples of your school work to support your application to the interview.

Please outline your reasons for wanting to study VCAL in 2017:

<table>
<thead>
<tr>
<th>Reason 1</th>
<th>Reason 2</th>
<th>Reason 3</th>
<th>Reason 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Which VET course do you wish to undertake in 2017? List at least two, which are of most interest to you. Please note the name of the course if you have undertaken a VET in 2016 and will be going into your second year.

1. 
2. 

Undertaking a Work Placement is compulsory for the WHS VCAL course in 2017. What are your planned Work Placement/SBAT details for 2017?

This application form does not guarantee acceptance into the VCAL program and all students should also complete a VCE course selection form.

If conditionally accepted to the program at year 11, students will have to provide evidence of work placement and payment towards extra-curricular activities and VET materials fees before the place can be confirmed. A part payment may be accepted.
<table>
<thead>
<tr>
<th>Key Contacts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Years Learning Community Assistant Principal</td>
<td>Ms. Michelle Lappin-Raeck</td>
</tr>
<tr>
<td>Senior Years Learning Community Assistant Principal</td>
<td>Ms. Mandy Smith</td>
</tr>
<tr>
<td>Quality Educational Leadership &amp; Learning Community Leaders - Middle Years (Years 7 - 9)</td>
<td>Ms. Kasey Doyle &amp; Mr. James Bourke</td>
</tr>
<tr>
<td>Quality Educational Leadership &amp; Learning Community Leaders - Senior Years (Years 10 - 12)</td>
<td>Ms. Alison Pickard &amp; Ms. Libby Walters</td>
</tr>
<tr>
<td>Transitions Year 6 into 7</td>
<td>Ms. Kasey Doyle</td>
</tr>
<tr>
<td>Pathways &amp; Transitions Years 8 &amp; 9</td>
<td>Mr. James Bourke</td>
</tr>
<tr>
<td>Pathways &amp; Transitions Years 10 - 12</td>
<td>Ms. Alison Pickard &amp; Ms. Libby Walters</td>
</tr>
<tr>
<td>Business Manager/School Organisation</td>
<td>Ms. Emily Hordern</td>
</tr>
<tr>
<td>Quality Educational Leadership - Staff Professional Learning</td>
<td>Ms. Lesley Milne</td>
</tr>
<tr>
<td>Pathways &amp; Careers Officer</td>
<td>Ms. Cate West</td>
</tr>
<tr>
<td>Quality Educational Leadership - Student Learning</td>
<td>Ms. Meryl Herman</td>
</tr>
<tr>
<td>Quality Educational Leadership - ELearning</td>
<td>Mr. Paul Thomas</td>
</tr>
<tr>
<td>Literacy / Extreme Reading</td>
<td>Ms. Doreen Wheeler</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Ms. Jackie Mitchell</td>
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<td>Wellbeing Support</td>
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<td>Student Wellbeing Leader</td>
<td>Mr. Bruce Hordern</td>
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<tr>
<td>Chaplain</td>
<td>Mr. Todd Werner</td>
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<td>Integration Coordinator</td>
<td>Ms. Karen Mascas</td>
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<tr>
<td>Aboriginal Torres Strait Islander (ATSI)</td>
<td>Ms. Sharon Mellington</td>
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<td>Domain Leaders</td>
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<tr>
<td>Arts</td>
<td>Mr. Brett Webber</td>
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<td>Performing Arts</td>
<td>Mr. Scott Solimo</td>
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<td>Technology</td>
<td>Mr. Gary Michael</td>
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<tr>
<td>English</td>
<td>Ms. Lesley Milne</td>
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<td>Languages</td>
<td>Mr. Ryuichi Kashima</td>
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<tr>
<td>Mathematics</td>
<td>Ms. Lisa McLean</td>
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<tr>
<td>Science</td>
<td>Ms. Erika Lombard &amp; Mr Rob Findlay</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Ms. Zelda Yeates</td>
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<tr>
<td>Humanities</td>
<td>Ms Belinda Fuller &amp; Mr. Tony Carr</td>
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<tr>
<td>Select Entry Accelerated Learning (SEAL)</td>
<td>Ms. Meryl Herman</td>
</tr>
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