Senior Studies Handbook 2017
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Assistant Principal Introduction

Over the last 13 years our College has grown dramatically to where it is now, one of the largest single campus schools in the State. We are a school who prides ourselves in offering our students a diverse range of innovative programs that cater for the individual needs and aspirations of all students. These programs also support personal growth, encourage self-discipline and promote social responsibility. With these opportunities comes an expectation of performance. Our expectation as a College is that each student will perform to the best of their ability in their chosen program.

In 2015 we equalled our excellent results of the last few years. Again we achieved the best results in the state for VCAL and VET and a VCE median score of 31.

In providing areas of study in Years 11 and 12 for 2017, a broad and inclusive range of courses will be offered. These will include: on and off site Vocational Education and Training (VET) programs, the Victorian Certificate of Applied Learning (VCAL) which conducts course components that incorporate work based training, and a large range of the courses of study offered in the Victorian Certificate of Education (VCE).

To ensure all students select and undertake appropriate and relevant programs, intensive course counselling and information sessions have been made available to all students and parents. This has also been supported through our Managing Individual Pathways (MIPS) program where all students over fifteen have received individual counselling in investigating and setting suitable goals for further education, training and future employment. A further information session and follow up course counselling session will be conducted during the final course selection period early Term 3 to assist students in their selection of courses. In view of this support all students will be well positioned to select courses and/or training programs pertinent to their individual needs and interests.

In making these decisions do not hesitate, if there is a need, to further discuss the matter with the relevant coordinators, designated course counsellors, careers staff and/or myself.

Yours sincerely,

Aaron Sykes
Senior School Assistant Principal
About Senior Studies Course Handbook

This handbook contains general information and unit descriptions for the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training in Schools (VETiS).

Students intending to undertake a Year 11 course at Narre Warren South P-12 College and their parents are advised to use the information and advice contained in this handbook to assist them in deciding on an appropriate Senior Studies program.

You are strongly encouraged to check the following websites for further information:

**Victorian Curriculum and Assessment Authority (VCAA)**

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VET and VCAL units.


Rules and regulations of VCE, VET and VCAL


**Victorian Tertiary Admissions Centre (VTAC)**

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account.

Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in CourseLink to keep track of courses that interest them.

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

The following College staff may be of assistance when planning your Senior Studies course. We encourage you to contact any of our staff members, please call the College directly on 03 9704 3333.

Alternatively you could contact the Senior School directly on 03 9704 3341.

<table>
<thead>
<tr>
<th>Role</th>
<th>Staff Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior School Assistant Principal</td>
<td>Aaron Sykes</td>
</tr>
<tr>
<td>PA to Assistant Principal</td>
<td>Tina Keyzer</td>
</tr>
<tr>
<td>VCE Team Leaders</td>
<td>Penni Roe &amp; Crystal Stanar</td>
</tr>
<tr>
<td>VCAL Team Leaders</td>
<td>Kelly Lackmann</td>
</tr>
<tr>
<td>VET Coordinator &amp; RTO Manager</td>
<td>Carmel Weber &amp; Sharni Keith</td>
</tr>
<tr>
<td>Careers/ MIPs</td>
<td>Ruth Brehaut &amp; Trudi Godkin</td>
</tr>
<tr>
<td>Progress Report Coordinator</td>
<td>Tina Keyzer</td>
</tr>
<tr>
<td>Senior Reception</td>
<td>Karin Blanco</td>
</tr>
<tr>
<td>VASS Administrator</td>
<td>Donna Mortimer</td>
</tr>
</tbody>
</table>
The Course Selection Process

This handbook has been developed to support the Senior School subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Thorough research into a future career is best done by the one whose future is being considered! The student involved really does need to go and check things out themselves wherever possible.

The Course Selection Process at Narre Warren South P-12 College has been underway since early in Term 1. Students were involved in sessions on the Victorian Certificate of Education, Victorian Certificate of Applied Learning and Vocational Education and Training courses which aimed to introduce students to these programs and to get them thinking about the options available to them.

Careers Expo – TBC

Year 12 Students attend the ‘South East Careers Expo & Try a Trade’ at Cranbourne Racecourse to obtain information on courses, apprenticeships/traineeships, and explore career options.

Senior Studies Information Session - Monday 1st August 2016

- 9.50 - 10.20 for 10B, 10C, 10D, & 10 E
- 10.20 - 10.50 for 10F, 10G, 10H & 10I

Senior Studies Information session is held during class times. The purpose of this day is to explain the Senior Courses in detail and to provide answers to the many questions which students have.

Course Counselling – 1:00pm to 7:00pm Tuesday 9th & Wednesday 10th August 2016

These are vitally important dates. It is during this time that Year 10 students will select the course of study they plan to undertake in 2017. Students and parents will be allocated a session with a Course Counsellor. This session is expected to take around 20 minutes and students should attend thoroughly prepared. Students will select the course of study they wish to pursue in 2017 at this meeting. Session times will be between 1pm and 7pm on each day. Normal classes will not run for Year 10 students on these days.

We anticipate that student and subject groupings for 2017 should be finalised by early Term 4. Parents will be notified of course costs after this date, but should be aware that some courses are expensive due to activities undertaken. Approximate costs will be outlined at the Counselling sessions.

Towards the end of the 2017 school year, students will undertake an Orientation session into Senior Studies. Students will attend the subjects they have chosen or been allocated to. They will be given some work to complete over the holiday period, and will undergo a series of examinations in February 2017.
The VCE is normally a two-year course of study although there is no upper limit to the number of years a student can take to complete the certificate.

Over the two years of VCE most full time students at Narre Warren South P-12 College will have undertaken between 21 and 23 semester length units. All Year 10 students have already commenced VCE studies. These units are credited to the student’s VCE or VCAL. In 2017, students entering Year 11 will select five subjects from those offered. This equates to ten VCE units. Students will the complete a further five subjects (at Unit 3 and 4 level) in 2018.

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units in order to be awarded the VCE. Included in these 16 units must be:

- at least three English related units
- at least three sequences of units 3 and 4 other than English

**NOTE:** For tertiary entrance students must satisfactorily complete Units 3 and 4 English.

It may be possible, depending upon teacher recommendation, for a student in Year 11 to undertake a Unit 3 and 4 sequence. This should be discussed with the student’s Course Counsellor.

Choosing a VCE Program

Choosing a career is often a difficult task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in five, ten or twenty years.

Typically, a student choosing a senior course for 2017 can expect it to be at least two years before joining the full-time workforce. For those who intend to go onto further study, TAFE or University, this could be extended by up to six more years, that is, until 2023!

Aside from all of the usual advice of consulting TAFE and University handbooks, Job Guides and Careers Counsellors, the following may be of assistance in helping you to choose your senior program:

**Keep Your Options Open**

Fortunately, with the exception of a few areas, it is possible to keep a variety of options open. You will notice that in most of the suggested programs included in this book, there is room for elective choices, which will enable you to meet at least two and potentially many more, career pathways. Not keeping options open is really only a problem if you choose to focus all of your studies on a single pathway.

**Note:** Keeping options open does not mean you should take subjects in which you have no interest or little ability! This will restrict rather than enhance your options.

**Following Your Interests**

There are three golden rules to keep in mind when choosing a VCE program. These are:

- Choose subjects you will most likely succeed in - these are usually subjects of **interest**.
- Choose subjects that you are most likely to enjoy - you will be **interested** in these.
- Check the prerequisites for university or TAFE courses of **interest** to you.

Where a career pathway involves a university or TAFE course you should check whether there are any VCE prerequisites before finalising your VCE course.

If you discover a need to take subjects in which you have little or no interest or with which you are likely to struggle, ask yourself if you are prepared and able to put in the work and effort necessary to achieve success in those subjects. If not, think again!
What Is a Prerequisite?

A prerequisite is a VCE unit or sequence of units that you must successfully complete in order to be eligible to apply for a particular course. For example, an Engineering Technology course might stipulate that Mathematics and Physics Units 3 and 4 are prerequisites. This means that if you haven’t successfully completed these units you will not be considered for entry into the course.

In some cases the prerequisite may stipulate not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, the selection officers will not consider you if your Study Score is less than 30 in Chemistry.

Why do Courses have Prerequisites?

Prerequisites are set for a number of reasons, not simply to make it more difficult for students to gain entry to the particular course. Prerequisites are usually set because:

- The course will involve study in that particular area.
- The course is designed on the assumption that students have already achieved a certain standard in the prerequisite study.

Where to Find Information on VCE Prerequisites

Each year the Victorian Tertiary Admissions Centre (VTAC) publishes a list of prerequisite subjects for that year’s group of Year 10 students. This year they will publish the Tertiary Entrance Requirements for 2017. This information is usually published as a supplement to The Age and Herald Sun in July. This is an invaluable resource, not only for choosing a VCE course, but also for checking which course you can apply for at the end of Year 12. The information is also available from the VTAC website www.vtac.edu.au

Mathematics in the VCE

Many students and parents are concerned about completing Mathematics during the VCE, and about which specific Mathematics subjects they should complete. Hopefully, this segment will make this decision simpler.

Firstly, the best advice that can be given to prospective Senior School students is complete the highest level of Mathematics of which you are capable. There is simply no question that completing Mathematics at VCE opens up many future options for students, ranging from some pre-apprenticeship TAFE courses through to all Primary Teaching qualifications.

Specific courses do have prerequisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended future courses through the relevant literature.

Secondly, students do not have to complete VCE Mathematics. It is certainly in their best interests to finish at least Unit 1 and 2 in Mathematics of the student’s choice, but it is not mandatory.

Finally, students intending to study Mathematic subjects at Year 12 will need to select the appropriate prerequisite Mathematics Units in Year 11 to allow them to enter their selections the following year.
**Victorian Certificate of Applied Learning (VCAL)**

**What Is VCAL?**

The Victorian Certificate of Applied Learning is an alternative senior program that allows you to complete practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

If you choose to do the VCAL, you will gain practical experience and ‘employability’ skills as well as the skills you will need to go onto further training in the workplace or at a TAFE institute.

At Narre Warren South P-12 College, the VCAL certificate can be studied as a one or two year course and provided students complete all of the required units, they will be awarded a certificate and statement of results for each level completed. As part of your enrolment, you are required to complete work placement and enrol in a VET course. The students who have been enrolled in VCAL have been able to greatly benefit from being able to network with potential employers and/or try out an industry to see whether they are interested in going on to an apprenticeship or traineeship.

If you have already started a VET certificate, you will be able to count this towards your VCAL certificate. If you have already completed VCE studies, you will be able to count these towards your VCAL certificate.

**Important Things to Note about VCAL**

- You may commence a VCAL certificate in Year 12.
- You may change your mind and switch back to completing the VCE; however this may require that you repeat Year 11 if you haven’t completed at least VCAL Intermediate.
- Provided you have an employer who is willing to take you on, you may be able to complete a part-time school-based apprenticeship or traineeship as part of your VCAL.

**How Does VCAL Run at Narre Warren South P-12?**

To successfully complete a VCAL certificate, students must complete 10 units. Units are drawn from the areas of Literacy, Numeracy, Personal Development, Work Related Skills and Industry Specific Skills. Students will attend school three days per week, their chosen VET course one day per week and a Structured Work Placement (SWP) on the other day. The course at Narre Warren South P-12 will involve students selecting a VCE study from Block A at Senior level or Block E at Intermediate or Foundation. This subject will account for five periods per week. The remainder of the student’s program will include those areas mentioned above.

**A possible VCAL Timetable might look like this…**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE BLOCK</td>
<td>Personal Dev. Work Related Skills</td>
<td></td>
<td>Personal Dev. Work Related Skills</td>
<td>SWP</td>
</tr>
<tr>
<td>VCE BLOCK</td>
<td>LITERACY</td>
<td>VET</td>
<td>Personal Dev. Work Related Skills</td>
<td>ALL</td>
</tr>
<tr>
<td>LITERACY</td>
<td>NUMERACY</td>
<td>ALL DAY</td>
<td>VCE BLOCK</td>
<td></td>
</tr>
<tr>
<td>NUMERACY</td>
<td>VCE BLOCK</td>
<td></td>
<td>NUMERACY</td>
<td></td>
</tr>
<tr>
<td>Personal Dev. Work Related Skills</td>
<td>VCE BLOCK</td>
<td></td>
<td>LITERACY</td>
<td></td>
</tr>
</tbody>
</table>

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**Senior Studies Course Handbook**

**Narre Warren South P-12 College**

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Costs

Students considering VCAL need to be aware that most VET courses or units of competency are a compulsory part of the program at Intermediate and Senior level. VET courses are expensive for the school to run and although the school covers most of the cost, materials fees have to be passed on to students and their families.

Information on costs for next year is not yet available but previous experience tells us that students should expect to contribute in the vicinity of $200 - $500 per year depending on the course. Failure to pay the VET fee by the due date will unfortunately result in withdrawal from the program and will affect successful completion of the course.

The VCAL component of the program has a flat cost of $100 per student. This cost covers the Literacy, Numeracy, Personal Development and Work Related Skills units, and covers most of the cost of the many excursions undertaken throughout the year.

Factors to Think About When Considering the VCAL Option

Please read the following information carefully. If you have any questions, please do not hesitate to contact Mr Sykes, Ms Lackmann or Ms Weber. Please make sure you share this information with your parents and speak to teachers who already know you and what you’re capable of. It is important that you seek out as much information as possible. You do not want to find yourself regretting your decision next year!

Is VCAL for you?

If you are seriously considering VCAL as an option for you, it is vital you read through tick sheet on the following page and check that you are making the right decision. You need to be able to confidently tick each point. If you have any problems with any one of them, make sure you speak to Mr Sykes, Ms Lackmann or Ms Weber.
If you tick all these points and wish to enrol in VCAL for 2017 please write “VCAL” across the blocks on your Course Selection Sheet and select only from Block A (Senior) or Block E (Intermediate or Foundation)

<table>
<thead>
<tr>
<th>VCAL is not a course for students needing an ATAR score.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a course suited for young people who wish to gain an apprenticeship or traineeship.</td>
</tr>
<tr>
<td>If intending going on to TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course by completing VCAL. In most cases this won’t be a problem.</td>
</tr>
<tr>
<td>Students must complete a minimum of 100 hours of a VET/TAFE course as part of their VCAL certificate.</td>
</tr>
<tr>
<td>Although the VET/TAFE component of the VCAL program is heavily subsidised by Government funding, students will have to pay costs of $500 or more per year depending on their chosen VET/TAFE course. For example a specialist make-up course can be close to $2000.</td>
</tr>
<tr>
<td>VET/TAFE attendance will require students to be able to make their own way to the course location. This will be at the students own expense.</td>
</tr>
<tr>
<td>Students must be prepared to complete ongoing work placement one day per week.</td>
</tr>
<tr>
<td>Students have to seek out their own work placements.</td>
</tr>
<tr>
<td>Work placement will need to be linked to the VET/TAFE course you are enrolled in.</td>
</tr>
<tr>
<td>Attendance at school, TAFE/RTO and work placement is vital if you are to complete your VCAL certificate.</td>
</tr>
<tr>
<td>If you were to change your mind and complete VCE, it is possible that this will involve having to repeat Year 11 although there are some VCE units that have been incorporated into the VCAL program.</td>
</tr>
<tr>
<td>Although students will be completing more practical subjects, there is still a writing/theory component to all classes including VET/TAFE.</td>
</tr>
<tr>
<td>Projects students may be involved in include the School Magazine, devising a handbook for an employer, organising and fundraising for a group camp.</td>
</tr>
<tr>
<td>You may be able to negotiate other tasks you may be completing such as volunteer work outside school to be counted towards a VCAL unit.</td>
</tr>
<tr>
<td>Students need to be prepared to work independently of teacher assistance.</td>
</tr>
</tbody>
</table>
Vocational Education and Training (VET)

VET is Essential in VCAL but not available for VCE students
Vocational Education and Training Programs assist students to make the transition to further education, training and employment. Many programs are based on entry level TAFE courses. These programs are designed so that students can develop general work related competencies and the skills and knowledge required in a particular industry.

VET Programs
- Allow students to gain the VCE/VCAL and a VET qualification
- Promote an awareness of the world of work through work placement
- Develop general work related competencies i.e. skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety.
- Develop the skills and knowledge required to work in a particular industry
- Give students a competitive edge in looking for both casual and full time employment

There are a wide variety of VET programs available. These are:

School Based Apprenticeships or Traineeships (SBATs)
Apprenticeships and Traineeships combine paid work with accredited training and are covered by a relevant industrial award. This combination of work and training provides the opportunity to develop practical skills with formal training. In most instances, apprenticeships and traineeships cover full time or part time, however it is important to check the relevant industrial awards, as this does not always apply.

Students must have an employer willing to take the student on as a Trainee or part time Apprentice. SBATs are available (but not limited to) various industries such as: Automotive, Fitness, Community Activities Program (Sport and Recreation), Children’s Services, Community Services, Printing and Graphic Arts (Multimedia). See Ms Brehaut, Careers Coordinator for more information.

Other Considerations When Selecting a VET Program…

Timing and Location
The majority of VET programs happen on Wednesdays or Fridays. They occur at a variety of schools in the local area, TAFEs and other Registered Training Organisations (RTO) however Narre Warren South P-12 College has its own very affordable range of VET programs as the school is also an RTO.

Costs
Each program has costs attached to it. They vary from program to program. Any charges listed in this handbook are based on 2017. Students will be advised of actual costs as they become available for the 2017 school year. VET students need to be reminded that a $200 deposit is required before applications will be processed.

Work Placement
Some VET programs have compulsory work placement components and others do not. Courses with work placement components require students to do structured work placement in their chosen industry.

The amount of work placement for each program varies. The time when the work placement is done varies. If students are completing a VET program whilst doing VCE then they will need to schedule work placements during the school holidays. Family holidays should be organised around these times. Students who are completing a VET program within VCAL will be allocated one day a week to complete their work placement.

Students will be expected to assist with the organisation of their work placement. They are required to get legal forms signed and in some cases attend an interview with prospective employers.
Students should initially try to find their own work placement. Students who find their own work placement should select one that suits their own travel requirements.

**Transport**
Students are expected to organise their own transport to and from other schools, TAFEs and RTOs. If this might be a problem look closely at the VET programs run at Narre Warren South P-12 College is a great option.

**Student Commitment**
There are many advantages for students who choose to do a VET program. Narre Warren South P-12 College is committed to doing all that it can to ensure that students gain entry to and are successful in the VET programs of their choice. Students need to be committed to their VET program. They will be expected to:

- Meet application deadlines, prepare for and attend interviews on time
- Attend classes on time and on a regular basis
- Notify the school, RTO or TAFE of an impending absence
- Always act in a responsible manner at school, RTO, TAFE or work place
- Abide by the rules of the RTO or TAFE
- Always be prepared for classes and have the necessary equipment required
- Organise and complete work placement when required
- Promptly notify Narre Warren South P-12 College’s VET Coordinator whenever problems or queries arise.
Selecting a Course for 2017

2017 Blocking Grid

You may like to select your subjects based on one of the programs mentioned earlier in this handbook. If not, you can develop a course by selecting from the Blocking Grid on the following page. This Blocking Grid is the anticipated set up of subjects in the Senior School at Narre Warren South P-12 College next year – please be aware that this Grid may vary from the final 2017 Grid, but it is likely not to vary much from the current structure as shown. Student choice will be the determining factor on how much the 2017 Grid changes from the current structure. This selection model allows you to develop a program for yourself, but please ensure that you consider all the requirements of the VCE and that you keep a range of options open for post-VCE careers.

From the research each student has undertaken, there should by now be a list of preferred VCE/VET subjects. If this is not so, then please complete that research, and return to this page of the selection process.

VCE Subjects

The following pages VCE subjects have a page of detailed information, including study outlines for Units 1 & 2 and Units 3 & 4 to help you decide which subjects will appeal most to you.

VET Courses

VET Courses have descriptions indicating venues for the VET Courses. Narre Warren South P-12 College is a member of the South East Vocational Consortium which means that our students can access VET programs held at other sites within the local area.

Final cost for 2017 courses are not yet available. For more detailed information on VET courses please contact Ms Weber. This is not a complete list of programs. This list will become available later in the year. Please note that places in many of these courses are restricted and entry can be competitive. Please note VET courses are not available to VCE students.

Course Selection Sheet

Your 2017 Course Selection Sheet is printed in this book following the 2017 Blocking Grid. Select a subject out of each block from the Blocking Grid, and insert it into the blank box on your 2017 Course Selection Sheet in the relevant block. We suggest you place your most important subjects in first, and consider that some subjects are in more than once to allow students some flexibility in their selections. Any VET subjects need to be included here also.

***Remember that you must choose English from one of the Blocks***

With any luck and a little juggling, you should be able to fill all the boxes in appropriately. If this is proving difficult, please don’t hesitate to seek help from College personnel. Once this course has been selected, you then need to bring your proposed course with you to your Course Counselling Session. Your Course Counsellor will ask you to include extra preferences to assist in the event of clashes or excessive class sizes.
### 2017 Blocking Grid

#### Year 11

<table>
<thead>
<tr>
<th>Block A</th>
<th>Block B</th>
<th>Block C</th>
<th>Block D</th>
<th>Block E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 1 &amp; 2</td>
<td>English 1 &amp; 2</td>
<td>Accounting 1 &amp; 2</td>
<td>Business Management 1 &amp; 2</td>
<td>Biology 1 &amp; 2</td>
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<td>Computing 1 &amp; 2</td>
<td>General Math A 1 &amp; 2</td>
<td>EAL 1 &amp; 2</td>
<td>English 1 &amp; 2</td>
<td>Business Management 1 &amp; 2</td>
</tr>
<tr>
<td>Food Technology 1 &amp; 2</td>
<td>History 1 &amp; 2</td>
<td>English 1 &amp; 2</td>
<td>General Math A 1 &amp; 2</td>
<td>English 1 &amp; 2</td>
</tr>
<tr>
<td>Health &amp; Human Dev. 1 &amp; 2</td>
<td>Physics 1 &amp; 2</td>
<td>Legal Studies 1 &amp; 2</td>
<td>Psychology 1 &amp; 2</td>
<td>General Math A 1 &amp; 2</td>
</tr>
<tr>
<td>Studio Arts 1 &amp; 2</td>
<td>Psychology 1 &amp; 2</td>
<td>PE 1 &amp; 2</td>
<td>Specialist Math 1 &amp; 2</td>
<td>Maths Methods 1 &amp; 2</td>
</tr>
<tr>
<td>VET Furnishing 1 &amp; 2</td>
<td>Media 1 &amp; 2</td>
<td>Maths Methods 1 &amp; 2</td>
<td>Visual Communication 1 &amp; 2</td>
<td></td>
</tr>
</tbody>
</table>

**VCAL Sports and Recreation 1 & 2**

All Year 11 VCAL Students must select ONE Block A Subject. Students may choose VET subject from those described in this handbook. These should be listed in one of the boxes and take the place of a selection from that Block.

#### Year 12

<table>
<thead>
<tr>
<th>Block A</th>
<th>Block B</th>
<th>Block C</th>
<th>Block D</th>
<th>Block E</th>
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</thead>
<tbody>
<tr>
<td>Business Management 3 &amp; 4</td>
<td>Accounting 3 &amp; 4</td>
<td>Business Management 3 &amp; 4</td>
<td>EAL 3 &amp; 4</td>
<td>Chemistry 3 &amp; 4</td>
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<tr>
<td>English 3 &amp; 4</td>
<td>Biology 3 &amp; 4</td>
<td>English 3 &amp; 4</td>
<td>English 3 &amp; 4</td>
<td>Food Technology 3 &amp; 4</td>
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<tr>
<td>Psychology 3 &amp; 4</td>
<td>English 3 &amp; 4</td>
<td>Further Math 3 &amp; 4</td>
<td>Further Math 3 &amp; 4</td>
<td>Health &amp; Human Development 3 &amp; 4</td>
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<td>Specialist Math 3 &amp; 4</td>
<td>Further Math 3 &amp; 4</td>
<td>Legal Studies 3 &amp; 4</td>
<td>Math Methods 3 &amp; 4</td>
<td>Informatics 3 &amp; 4</td>
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<tr>
<td>Visual Communication 3 &amp; 4</td>
<td>History 3 &amp; 4</td>
<td>Physics 3 &amp; 4</td>
<td>Psychology 3 &amp; 4</td>
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<tr>
<td>PE 3 &amp; 4</td>
<td>Maths Methods 3 &amp; 4</td>
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<td>VET Furnishings 3 &amp; 4</td>
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<td>WRS (VCAL only)</td>
</tr>
</tbody>
</table>

All Year 12 VCAL Students must select ONE Block E Subject. Only VCAL students may choose VET subject from those described in this handbook.
2017 Course Selection & Consent Form

Please bring this completed form with you to your Course Counselling appointment.

Your counsellor will discuss your program with you to ensure that it meets your present and future needs.

After referring to the 2017 Blocking Grid and subject descriptions complete the below Course Selection table. If you have chosen to study a Mathematics subject in 2017, please refer below prerequisites and consult with your current Mathematics teacher to advise on which level you should choose. Your current Math results will be given to your Course Counsellor to advise you on which level you should complete.

### VCE Math Subject Prerequisites

<table>
<thead>
<tr>
<th>VCE Math Subject</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td><strong>Unit 1/2 Maths</strong></td>
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<tr>
<td>General Math</td>
<td>Greater than 40% on Yr10 Maths Exam</td>
</tr>
<tr>
<td>Math Methods Unit 1 &amp; 2</td>
<td>Greater than 60% on Yr10 Maths Exam with teacher recommendation</td>
</tr>
<tr>
<td>Specialist Math Unit 1 &amp; 2</td>
<td>Greater than 70% on Yr10 Maths Exam</td>
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<tr>
<td><strong>Unit 3/4 Maths</strong></td>
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<tr>
<td>Further Math</td>
<td>60% or greater on General Maths Exam</td>
</tr>
<tr>
<td>Math Method Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 Methods</td>
</tr>
<tr>
<td>Specialist Math Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 General Math B and Math Methods</td>
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### 2017 Course Selection

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Current Home Group:</th>
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<td>Student email:</td>
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Please circle: VCE VCAL Career or Pathway:

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<tr>
<th>Block A</th>
<th>Block B</th>
<th>Block C</th>
<th>Block D</th>
<th>Block E</th>
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</table>

History selections please include preference of Stream 1 or 2.

Due to class numbers and subjects clashes, some subjects may not run as stated in this handbook. In case of this, please list below your extra subject preferences.

<table>
<thead>
<tr>
<th>First Preference</th>
<th>Second Preference</th>
<th>Third Preference</th>
</tr>
</thead>
</table>

Parent/Guardian Consent

I have discussed my son’s/daughter’s choices with them and with their teacher and I agree with their choices. I have been made aware of my responsibility regarding subject costs and agree to pay these as necessary.

Parent/Guardian Name: ___________________ and Signature: ___________________
### 2017 Senior Subjects & Programs

The following is a list of subjects we anticipate will be offered at Narre Warren South P-12 College in 2017. Also listed are staff who may be able to assist you with specific information about the different studies. **Just because a subject is offered does not necessarily mean that it will run.** Many factors will determine if a subject runs, including numbers who select it, blocking and available staff.

<table>
<thead>
<tr>
<th>VCE Subjects</th>
<th>Nominated Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Mrs Penni Roe</td>
</tr>
<tr>
<td>Biology</td>
<td>Ms Ravi Brar</td>
</tr>
<tr>
<td>Business Management</td>
<td>Mrs Penni Roe</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Ms Indra Walia</td>
</tr>
<tr>
<td>English</td>
<td>Mr Ben Tiffen</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Mrs Leah Hannas</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Mr Luke Ventieri</td>
</tr>
<tr>
<td>History</td>
<td>Ms Elizabeth Swan</td>
</tr>
<tr>
<td>Computing</td>
<td>Mr Steve Pearse</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Mr Josef Douglas</td>
</tr>
<tr>
<td>Mathematics - General, Methods &amp; Specialist</td>
<td>Mr Neil Smith</td>
</tr>
<tr>
<td>Media</td>
<td>Ms Cara Fenney</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Ms Kate Chambers</td>
</tr>
<tr>
<td>Physics</td>
<td>Mr David Le</td>
</tr>
<tr>
<td>Psychology</td>
<td>Ms Crystal Stanar</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Ms Susan Robson</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>Ms Kerry McLaughlin</td>
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</tbody>
</table>

**VET Programs located at NWS P-12**

<table>
<thead>
<tr>
<th>VET Programs located at NWS P-12</th>
<th>Ms Carmel Weber</th>
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</thead>
<tbody>
<tr>
<td>Certificate II in Building and Construction</td>
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<tr>
<td>Certificate II in Business/Certificate II in Retail</td>
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<tr>
<td>Certificate II in Community Services</td>
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<td>Certificate II in Engineering</td>
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<td>Certificate II in Furniture Making</td>
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<tr>
<td>Certificate III in Music Performance</td>
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<tr>
<td>Certificate III in Music (Technical Production)</td>
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</table>

**VET Programs located at other facilities**

<table>
<thead>
<tr>
<th>VET Programs located at other facilities</th>
<th>Ms Kelly Lackmann</th>
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<tbody>
<tr>
<td>VCAL</td>
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</table>
Accounting

Contact: Ms Penni Roe

What is Accounting all about?
The study focuses on the procedures of accounting and finance and the way in which these procedures may be used. It examines the processes of recording and reporting financial information to provide users with appropriate information as a basis for planning, control and effective decision making. The study is designed to develop both knowledge and skills in accounting.

Unit 1
Establishing and Operating a Service Business

This unit focuses on accounting and financial management of a small business. It introduces the fundamental processes of gathering, recording, reporting, analysing, interpreting and evaluating financial information for use by the individual in a small business.

Areas of Study
1. Going into Business
2. Recording and Reporting Financial Data
3. Financial Decision Making

Unit 2
Accounting for a Trading Business

This unit seeks to establish the process by which the required information about Financial Performance, Financial Position and Cash Flow is produced and then analysed and used to make business decisions.

Areas of Study
1. Recording and reporting financial data information
2. ICT in Accounting
3. Evaluation of Business performance

Unit 3
Recording and Reporting for a Trading Business

Students are introduced to a double entry system using the accrual basis of accounting and applying a conceptual basis. Information technology in accounting is further developed.

Areas of Study
1. Recording of Financial Data
2. Balance Day Adjustments and reporting

Unit 4
Control and Analysis of Business Performance

The focus of this unit is on accounting information for management, especially that information necessary for planning and control of the business. A conceptual framework is further developed.

Areas of Study
1. Extension of recording and reporting
2. Financial Planning and decision making
Biology

Contact: Ms Ravi Brar

What is Biology all about?

Biology is the study of life processes of all levels of living organisms, from cellular level to the biosphere. The study encompasses the examination of organisms and their interaction with each other, and their environments. Comparisons that reveal the unity of life processes are then made, and the necessary role of biological diversity and change in the continuity of life is explored. It is recommended that students have achieved a high level in Year 10 core Science.

Unit 1

How do living things stay alive?

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

Unit 2

How is continuity of life maintained?

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

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3

How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to
signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study
1. How do cellular processes work?
2. How do cells communicate?

**Unit 4**

**How does life change and respond to challenges over time?**

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Areas of Study
1. How are species related?
2. How do humans impact on biological processes?
Business Management

Contact: Mrs Penni Roe

What is Business Management all about?

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Each unit examines management theories and through exposure to real business scenarios and/or direct contact with business tests them against management in practice.

Unit 1
Planning a Business

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.

Areas of Study
1. The Business Idea
2. External Environment
3. Internal Environment

Unit 2
Establishing a Business

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.

Areas of Study
1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Unit 3
In this unit 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.

Areas of Study
1. Business foundations
2. Managing employees
3. Operations management

Unit 4
Transforming a business

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.

Areas of Study
1. Reviewing performance – the need for change
2. Implementing change
Chemistry

Contact: Ms Indra Walia de Leon

What is Chemistry all about?
Chemistry is the scientific study of the world we live in, starting at the smallest scale and working up. The different types of atoms and molecules in a substance explain its properties, from why ice floats to why rubber balls bounce so well. We are increasingly able to create molecules with the properties we want, from designer medicines to carbon fibres to fuel cell cars. Chemistry studies all of these ideas building on the work done in Junior Science.

Chemistry is important for students who are interested in a career in Health, Engineering or the Sciences. It is recommended that students have achieved to a high level in Year 10 Core Science.

Unit 1 How can the diversity of materials be explained?
Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Unit 2 What makes water such a unique chemical?
Water covers two thirds of the earth’s surface and is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Unit 3 How can chemical processes be designed to optimise efficiency?
Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Outcome 1 What are the options for energy production?
Outcome 2 How can the yield of a chemical product be optimised?

Unit 4 How are organic compounds categorised, analysed and used?
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Outcome 1 How can the diversity of carbon compounds be explained and categorised?
Outcome 2 What is the chemistry of food?
Outcome 3 Practical investigation
Computing
Contact: Mr Langham & Mr Steve Pearse

What is Computing all about?

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. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge. An important component of the study is the opportunity for students to develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem solving. VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

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.

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.
Informatics

Unit 3
Informatics

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

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

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.
Software Development

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

Unit 3
Software Development

In this area of study students focus on the design and development stages of the problem-solving methodology and computational thinking skills. Students examine the features and purposes of different design tools so they can accurately interpret the requirements for working software modules. Students interpret given designs and create working modules using a programming language, undertaking the problem-solving activities of coding, testing and documenting (development stage). The working modules do not have to be complete solutions and can focus on limited features of the programming language; however, students are expected to fully develop the working modules in accordance with the given designs. Each module should allow the testing of the program logic in readiness for creating a complete solution in Unit 4. Testing techniques are applied to ensure modules operate as intended and students learn to write internal documentation in the code that they develop.

Unit 4
Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Software Development

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

Unit 3
Software Development

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Unit 4
Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. Students continue to study the programming language used in Unit 3.
English
Contact: Mr Tiffen

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 intended to position audiences.

Areas of Study
1. Reading and Creating Texts
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

2. Analysing and Presenting Argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

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.

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

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

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

Areas of Study
1. Reading and Creating Texts
   In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

2. Analysing and Presenting Argument
   Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

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.

Areas of Study
1. Reading and Creating Texts
   In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

2. Analysing and Presenting Argument
   In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience.

Please note that some students will be eligible to study English as an Additional Language (EAL) instead of English. Eligible students will be notified before Course Counselling as this may have some impact on other subject selections.
English as an Additional Language (EAL)

Contact: Mr Jacob Givogue

Please refer to Mainstream English for Units 1, 2 and 4 as these Unit descriptions are identical to mainstream English.

Unit 3 - Unit description and the first two areas of study are the same as mainstream English, but there is a third area of study only found in EAL.

Unit 3

1. Reading and Creating Texts
   In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

2. Analysing and Presenting Argument
   Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

3. Listening to texts.
   In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities. Students demonstrate their understanding through a range of spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short-answer questions.
Food Studies
Contact: Mrs Leah Hannas

Unit 1: Food Origins
Throughout unit 1 students will investigate the origins and roles of food through time and across the world. Students will create and produce topical and contemporary practical tasks to enhance, demonstrate and share their learning with others. Students will 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. They will investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2: Food Makers
In this unit students investigate food systems in contemporary Australia. Students will use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. Students will consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities. They will 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.

Unit 3: Food in Daily Life
This unit investigates the many roles and everyday influences of food. 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. Students will explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students will investigate the functional properties of food and the changes that occur during food preparation and cooking. Analyse the scientific rationale behind food models and develop understanding of diverse nutrient requirements. 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.

Unit 4: Food Issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Students will complete Practical tasks that provide 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. Students will focus 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 will develop responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students will 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.
Health and Human Development

Contact: Mr Ventieri

What is Health and Human Development all about?

The study of Health and Human Development provide an opportunity for students to investigate health and human development across the lifespan. Students examine the factors that promote well-being in individuals, families, and their local and global communities. It explains the physical, social and emotional aspects of health and development and links health to a range of determinants such as behavioural, biomedical and social. Students look at Australia’s Health on a global scale and recognise government and non-government organisations that contribute to better health outcomes for Australia’s population.

Unit 1
Understanding Youth Health and Human Development

In this Unit, students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth. Students explore the importance of nutrition and the developmental functions it performs in the body. Students investigate in detail one health issue relevant to youth. They explore the impact of this health issue on all dimensions of youth health and individual human development.

Unit 2
Individual Human Development and Health Issues

In this Unit, students develop understanding of the health and individual human development of Australia’s unborn children. Students study the physical changes that occur from conception to birth and investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development. Students also improve their understanding of the health and individual human development of Australia’s adults, including older adults and explore the physical, social, emotional and intellectual changes that occur during adulthood.

Unit 3
Australia’s Health

This Unit uses key health measures to compare health in Australia and analyse how determinants of health contribute to variations in health status. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. Students investigate the roles and responsibilities of governments and non-government organisations in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

Unit 4
Global Health and Human Development

This Unit focuses on identify similarities and differences in the health status between people living in developing countries and Australians, and analysing reasons for the differences. The role of the United Nations’ Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. They also consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.
History

Contact: Ms Elizabeth Swan

What is History all about?

History is the practice of understanding and making meaning of the past. It is also the study of problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. It draws links between contemporary society and its history in terms of social and political institutions and language.

2017 offerings for VCE History:

Unit 1/2: Twentieth Century History
Unit 3/4: Ancient History

Unit 1/2 Twentieth Century History

Unit 1: 1918-1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Area of Study 1: Ideology and conflict
In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

Area of study 2: Social and cultural change
In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Unit 2: 1945-2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Area of study 1: Competing ideologies
In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Area of study 2: Change and challenge
In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.
Unit 3/4 Ancient History

Students explore the structures of both Egypt (Unit 3) and Rome (Unit 4) and a period of crisis in their histories. 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.

Area of Study 1: Unit 3 and Unit 4: Living in an ancient society

In this area of study students explore the historical significance of social, political and economic features of Egypt (Unit 3) and Rome (Unit 4). In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

The social, political and economic features of society are interrelated and change over time. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas. Such inquiry involves the use of written sources and the material record. The social, political and economic features of ancient societies had profound implications for the lives of large numbers of people and these can be explored through archaeological sites. In this area of study students evaluate the significance of a specific archaeological site in terms of how it enhances understanding of the social, political and economic features of an ancient society.

On completion of this unit the student should be able to explain and analyse the social, political and economic features of an ancient society.

Egypt (Unit 3)
For Egypt, students examine the social, political and economic features of life during the New Kingdom, the Third Intermediate Period and the Late Period. They also investigate the social, political and economic features of Egypt in the period 1550–332 BC. They examine causes and consequences of fragmentation of the state and war between Egypt and external powers. Students engage in an investigation of the archaeological site of the Karnak temple complex.

Rome (Unit 4)
For Rome, students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage. Students engage in an investigation of the archaeological site of Rome’s ancient harbour, Ostia Antica.
**Area of Study 2: Unit 3 and Unit 4: People in power, societies in crisis**

In this area of study students explore a crisis in ancient Egypt (Unit 3) and Rome (Unit 4) with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events. In some cases, individuals made decisions that shaped their societies. On the other hand, the power of individuals was limited in a range of ways. To comprehend these people, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals deepens students' understanding of human agency.

**Egypt (Unit 3)**

For Egypt, students explore the tensions of the Amarna Period in New Kingdom Egypt. Abandoning the name Amenhotep IV, Akhenaten (‘Spirit of Aten’) favoured the worship of Aten, the sun disk. He was supported in this change by his wife, Nefertiti. The worship of Aten was at odds with the traditional order. The resulting tensions were only resolved by the restoration of the status quo under Tutankhamun.

**Rome (Unit 4)**

For Rome, some historians argue that the demise of the Republic began with the election of Tiberius Gracchus as tribune, his attempts at reform and his death. The crisis gathered momentum under Gaius Gracchus, Gaius Marius, Sulla and Pompey. In the climactic final years of the crisis, Julius Caesar, Cleopatra VII and Augustus were important figures in the struggle for mastery of the Roman world.
Legal Studies
Contact: Mr Josef Douglas

What is Legal Studies all about?
This study investigates the ways in which the law and legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

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.

Areas of Study
1. Law in society
2. Criminal law
3. The criminal courtroom

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.

Areas of Study
1. Civil law
2. Civil law in action
3. The law in focus
4. A question of rights.

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.

Areas of Study
1. Parliament and the citizen
2. The Constitution and the protection of rights
3. Role of the courts in law-making

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.

Areas of Study
1. Dispute resolution methods
2. Court processes and procedures
3. Engaging in justice
### Mathematics

Contact: Mr Neil Smith

If you have chosen to study a Mathematics subject as part of your VCE in 2017, please refer below prerequisites and consult with your current Mathematics teacher to advise on which level you should select. Your current Math results will be given to your Course Counsellor to advise you on which level you should complete.

<table>
<thead>
<tr>
<th>VCE Math Subject</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1/2 Maths</strong></td>
<td></td>
</tr>
<tr>
<td>General Math</td>
<td>Greater than 40% on Yr10 Maths Exam</td>
</tr>
<tr>
<td>Math Methods Unit 1&amp;2</td>
<td>Greater than 60% on Yr10 Maths Exam with teacher recommendation</td>
</tr>
<tr>
<td>Specialist Math Unit 1 &amp; 2</td>
<td>Greater than 70% on Yr10 Maths Exam</td>
</tr>
<tr>
<td><strong>Unit 3/4 Maths</strong></td>
<td></td>
</tr>
<tr>
<td>Further Math</td>
<td>Greater than 60% on General Maths Exam</td>
</tr>
<tr>
<td>Math Method Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 Methods</td>
</tr>
<tr>
<td>Specialist Math Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 General Math B and Math Methods</td>
</tr>
</tbody>
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**Please Note:** All VCE Mathematics students are required to have a graphics calculator. The required calculator is the Casio Classpad 330.

There are a number of VCE Mathematics subjects offered:

- General Mathematics Units 1 & 2
- Specialist Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2

Specialist Mathematics Units 1 & 2 are more challenging than General Mathematics A. Specialist Mathematics Units 1 & 2 should be taken by those students intending on studying Specialist Mathematics in Year 12, and must be taken concurrently with Mathematical Methods. These lead to:

- Further Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Specialist Mathematics Units 3 & 4

**What is VCE Mathematics all about?**

All units of Mathematics are designed to enable students to:

- Develop mathematical skills and knowledge
- Apply mathematical knowledge analyse, investigate and solve problems in a variety of situations, ranging from well-defined and familiar situations, to unfamiliar and open-ended situations
- Use technology as an effective support for mathematical activity

**Units 1 & 2 General Mathematics**

**Prerequisite**

Students need to have achieved a grade of 40% or above in Year 10 Mathematics. This subject is for students who are either considering attempting Further Mathematics Units 3 & 4 or who require VCE units of General Mathematics at Units 1 & 2 level only.
Areas of Study
Arithmetic, Data Analysis, Algebra, Graphs of linear and non-linear relations, Decision Mathematics, Business Mathematics, Geometry and Trigonometry, and Matrices.

**Units 1 & 2 Specialist Mathematics**
Prerequisite
Students need to have achieved a grade of 70% or above in Year 10 Mathematics. This subject is for students who are considering attempting both Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4 the following year. The subject is taken in conjunction with Mathematical Methods Units 1 & 2.

Areas of Study
Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry Measurement and Trigonometry, and graphs of linear and non-linear relations.

**Units 1 & 2 Mathematical Methods**
Prerequisite
Students need to have achieved a grade of 60% or above in Year 10 Mathematics and a teacher recommendation. This subject is for students who are either considering attempting Mathematical Methods Units 3 & 4, Further Mathematics Units 3 & 4 or who require a VCE Unit of Mathematical Methods at Units 1 & 2 level only.

Areas of Study
Functions and Graphs, Algebra, Calculus and Probability.

**Units 3 & 4 Further Mathematics**
Prerequisite
Students should have successfully completed General Mathematics with a 60% minimum and/or Maths Methods to enrol in this subject.

Areas of Study
This Unit involves two core modules of Statistics, Recursion, and Financial Modelling. Two further modules are selected from Matrices, Networks and decision Maths, Geometry and Measurement, and Graphs and Relations.

**Units 3 & 4 Mathematical Methods**
Prerequisite
Students should have successfully completed Units 1 & 2 of Mathematical Methods in order to enrol in this subject.

Areas of Study

**Units 3 & 4 Specialist Mathematics**
Prerequisite
Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 3 & 4. To enrol in this subject, students should have successfully completed Mathematical Methods Units 1 & 2. It is also recommended that they successfully complete Specialist Maths B Units 1 & 2.

Areas of Study
Media

Contact: Ms Cara Fenney

What is Media all about?

The investigation of Media is really an investigation of our own society and culture. The media influences the way people spend their time, helps shape the way they perceive themselves and others, and plays a vital role in the creation of personal, social, cultural and national identity. A study of media involves the analytical and inferential reading of texts that are designed to enable students to become active participants in their society rather than passive consumers.

Unit 1

Representation and Technologies of Representation

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

Unit 2

Media Production and the Media Industry

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. 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

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

Unit 4

Media Process, Influence and Society’s Values

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

Course Description
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Unit 1 The Human Body in Motion
Area of study 1
Muscular system and human movement
Students examine the musculoskeletal system of the human body and how the bones and muscles work together to produce movement. They will evaluate the social, cultural and environmental influences on movement and the limitations of the body that may act as a barrier to physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level will be investigated as possible cause of injury.

Area of Study 2
Cardiorespiratory system and physical activity
Students examine cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system, their contributions and interactions during physical activity, sport and exercise. They will investigate enablers and barriers to physical activity, as well as social, ethical and performance considerations.

Unit 2 Physical activity, sport and society
Area of study 1
Relationships between physical activity, sport, health and society
Students focus on the role of physical activity, sport and society in developing healthy lifestyles and participation in physical activity across the lifespan. Students investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity.

Area of Study 2
Contemporary issues in physical activity and sport
Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. Students develop an understanding of the historical, and current, perspectives of the issue and forecast future trends, as well as draw conclusions in relation to the impact of these factors have on physical activity and sport in society.
Physics

Contact: Mr David Le

What is Physics all about?
Physics is about the study of natural phenomena such as energy, light, electricity, movement and the basic structure of matter. In studying physics you will learn how to interpret the world around you. Physics is also useful for pursuing hobbies, confronting technological issues and appreciating a particular way of knowing the world. It will enable you to choose a career in a wide range of technical, trade and professional areas.

Unit 1
Area of Study
1. Nuclear and Radioactivity Physics. Radiation from Radioisotopes surrounds us. While it is useful to medicine and industry it can also be hazardous. Both protection and risk estimation are important for workers and the general community. This is helped by a greater understanding of the sources and properties of radiation.
2. Electricity. Safe and effective use of electricity is important for individuals and the community generally. Basic DC circuit theory is used to explain how electricity works.
3. Investigations: Flight. This detailed study allows students to apply skills of experimental investigation to the task of designing, carrying out and reporting on a practical investigation into an aspect of flight. Conceptual models of Newton and Bernoulli are applied by aircraft designers to every type of aircraft. Designers are then able to determine such things as the overall shape of the aircraft, how many engines are required, how far it can go, and how long a runway is needed. Students will use conceptual models of Newton and Bernoulli in the context of flight.

Unit 2
Area of Study
1. Movement. Movement can be described in terms of position, velocity and acceleration. The concepts of work and energy are also investigated.
2. Wave-Like Properties of Light. In this topic students will examine the transfer of energy using a wave model and apply it to help explain a range of observed phenomena.
3. Astrophysics. This topic focuses on the development of cosmology over time examining how new models have been increasingly successful at explaining experimental observations. The study looks at the nature of stars, galaxies and their evolution.

Unit 3
Area of Study
1. How do things move without contact?
In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles. 2. How are fields used to move electrical energy?
The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.
3. How fast can things go?
In this area of study students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein’s theory of special relativity provides a better model. Students compare Newton’s and Einstein’s explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Unit 4
Area of Study
5. 1. How can waves explain the behaviour of light?
In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.
2. How are light and matter similar?
In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.
3. Practical investigation
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format according to the template provided. A practical logbook must be maintained by the student for record, authentication and assessment purposes.
Psychology

Contact: Ms Crystal Stanar

What is Psychology all about?
Psychology is the scientific study of mental processes and behavior in humans. Biological, behavioral, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

Unit 1
How are behavior and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviors. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviors.

Areas of study
1. How does the brain function?
2. What influences psychological development?
3. Student Directed Research Investigation

Unit 2
How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others.

Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of study
1. What influences a person’s perception of the world?
2. How are people influenced to behave in particular ways?
3. Student Directed Practical Investigation

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the
understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

**Areas of Study**
1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

**Unit 4 How is wellbeing developed and maintained?**

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

**Areas of study**
1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
Studio Arts

Contact: Ms Susan Robson

What is Studio Arts all about?

Studio Arts provides an opportunity for the establishment of effective and creative art making practices through an understanding and application of the studio process. The theoretical component informs students own art practice through an investigation of how selected art forms have developed; through artists’ inspiration and influences, how they communicate their ideas, used materials, techniques and processes, and art industry issues.

Unit 1 - Studio Inspiration and Techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

Areas of Study
1. Researching, identifying sources of inspiration and recording ideas.
2. Developing skills in art making with a range of materials and techniques.
3. Interpretation of how other artists use art ideas and a varied materials and techniques.

Unit 2 - Studio Exploration and Concepts

The focus of this unit is to establish an effective studio practice and develop skills in the visual analysis of artworks.

Areas of Study
1. Developing an individual studio process to produce artworks.
2. Analysing ideas and styles in artworks.

Unit 3 - Studio Practices and Processes

The focus of this unit is the implementation of an individual studio process leading to the production of a range of potential directions for finished artworks. Students will research developments in particular art forms and investigate traditional and contemporary practices of artists.

Areas of Study
1. Exploration proposal describing the personal theme to be explored.
2. Studio process.
3. Artists and studio practices.

Unit 4 - Studio Practice and Art Industry Contexts

The focus of this unit is to produce a cohesive folio of finished artworks and to gain an understanding of artists involvement in the art industry.

Areas of Study
1. Production and presentation of at least 2 finished artworks.
2. Evaluation of finished artworks.
3. Art industry contexts.
Visual Communication Design

Contact: Mrs Kerry McLaughlin

What is Visual Communication all about?
The study of this subject will be invaluable to students interested in a range of fields ranging from architecture, fashion; stage set design through to all forms of advertising and product design. The course encompasses both practical and theoretical skills.

Unit 1
Outcome 1
Covers skills needed to create drawings for different purposes using a range of drawing methods, media and materials.
Outcome 2
Students learn to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
Outcome 3
Requires students to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2
Outcome 1
On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
Outcome 2
Enables students to manipulate type (font) and images to create visual communications suitable for print and screen-based presentations while taking into account copyright.
Outcome 3
Students should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

Unit 3
Outcome 1
On completion the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
Outcome 2
In this written outcome, the student should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
Outcome 3
Students apply design thinking skills to prepare a brief which requires two distinctly different presentation concepts. They undertake research and generate a range of ideas relevant to the brief.

Unit 4
Outcome 1
On completion of this outcome the student should be able to develop distinctly different design concepts for each need as defined in the brief. They are required to select and refine for each need a concept that satisfies each of the requirements of the brief.
Outcome 2
On completion of this outcome the student should be able to produce final visual communication presentations that satisfy the requirements as set out in the brief.
Outcome 3
On completion of this unit the student should be able to devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.
VET Certificate II in Building and Construction

Course Aims
This course aims to provide students with the basic skills needed for an entry into a trade in the building industry and to offer entry level training to enhance employment prospects.

Course Details
This course is unscored and will not contribute to the VCE ATAR score.

<table>
<thead>
<tr>
<th>Location</th>
<th>Narre Warren South P-12 College</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO</td>
<td>Narre Warren South P-12 College RTO Reg. No. 22591</td>
</tr>
<tr>
<td>Attendance</td>
<td>Wednesdays or Fridays</td>
</tr>
<tr>
<td></td>
<td>Group 1 - TBC</td>
</tr>
<tr>
<td></td>
<td>Group 2 - TBC</td>
</tr>
<tr>
<td>Duration of Course</td>
<td>3 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>100 hours in each year or as required under VCAL guidelines.</td>
</tr>
<tr>
<td>Materials Required</td>
<td>Steel capped boots and safety glasses will need to be provided by student.</td>
</tr>
<tr>
<td></td>
<td>$270 Materials fee</td>
</tr>
</tbody>
</table>

Course Content

Year 1
Workplace Safety and industry induction: Workplace procedures for environmental sustainability; Basic First Aid; Building Structures; Calculations for the building industry; Career Studies; Communications for the Building Industry; Introduction to Scaffolding; Levelling; Quality principles for the building industry; Safe Handling and use of plant and power tools; Workplace documents and plans; Carpentry Hand Tools

Year 2
Carpentry, Power Tool’s Basic Setting out Sub Floor framing, Wall framing, Roof framing, External cladding, Installation of window and door frames, Interior fixing, Introduction to demolition Formwork for Concreting

Future Pathways
Apprenticeship in any Building related trade
**VET Certificate II in Business/Certificate II in Hospitality**

*Please note: This course will only be for second year students only. Only students who have completed year one can apply.*

**Course Aims**

The course is aimed at providing students with an insight into the management and operation of a café business.

**Course Details**

The program allows students to achieve two certificates over 2 years because of the common units that exist between the qualifications.

<table>
<thead>
<tr>
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<td>Narre Warren South P-12 College RTO Reg. No. 22591</td>
</tr>
<tr>
<td>Attendance</td>
<td>Wednesday or Fridays - TBC</td>
</tr>
<tr>
<td>Duration of Course</td>
<td>2 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>As required under VCAL guidelines.</td>
</tr>
<tr>
<td>Materials Required</td>
<td>$300 Materials fee</td>
</tr>
</tbody>
</table>

**Course Content**

**Year 1**

Contribute to workplace innovation, Participate in environmentally sustainable work practices, Identify suitability for micro business, Process and maintain workplace information, serve food and beverages, safe food handling.

**Year 2**

Contribute to health and safety of self and others, Work effectively with others, Source and use information on the hospitality industry, Show social and cultural sensitivity, Interact with customers, Communicate in the workplace, Produce simple word processed documents, Prepare and Serve Espresso Coffee

**Future Pathways**

There are many pathways that can be pursued. These include business, hospitality, retail and more. The skills learnt in the program are transferable to many careers.
VET Certificate II in Business/Certificate II in Retail

Please note: This course is under development so please ensure you have a second preference.

Course Aims
The course is aimed at providing students with an insight into the management and operation of a café business.

Course Details
The program allows students to achieve two certificates over 2 years because of the common units that exist between the qualifications.

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<tr>
<td>Attendance</td>
<td>Wednesday or Fridays - TBC</td>
</tr>
<tr>
<td>Duration of Course</td>
<td>2 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>As required under VCAL guidelines.</td>
</tr>
<tr>
<td>Materials Required</td>
<td>$300 Materials fee</td>
</tr>
</tbody>
</table>

Course Content

Year 1
TBC - as still developing.

Year 2
TBC - as still developing.

Future Pathways
There are many pathways that can be pursued. These include business, hospitality, retail and more. The skills learnt in the program are transferable to many careers.
VET Certificate II in Community Services

Course Aims
This course aims to provide an introduction to the Social and Community Services Industry and entry level skills into the industry. A stream is available with specific focus on child care studies.

Course Details
This course is unscored and will not contribute to the VCE ATAR score.

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</tr>
<tr>
<td>Attendance</td>
<td>Wednesday or Fridays - TBC</td>
</tr>
<tr>
<td>Duration of Course</td>
<td>2 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>A minimum of 100 hours in each year.</td>
</tr>
<tr>
<td>Materials Required</td>
<td>$300 Materials fee</td>
</tr>
</tbody>
</table>

Course Content

Year 1
Follow Occupational Health and Safety procedures; prepare for work in the community services industry; communication with people accessing the services of the organization; follow the organization’s policies, procedures and programs; work with others; apply basic first aid; ensure children’s health and safety; support the development of children; communicate with children.

Year 2
Work effectively with young people; AOD (Alcohol, Other Drugs) community Development support group activities and Mental Health activities; apply a community development framework.

Future Pathways
Certificate III/IV in Nursing; Residential Care Welfare; Disability Studies and Childcare; Degrees in Disability Studies; Social Work; Early Childhood Studies; Psychology and Nursing.
**VET Certificate II in Engineering**

**Course Aims**
The course aims to provide access to various career pathways available in the electro-technology and engineering industry and offers skill enhancement in the field.

**Course Details**

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
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<td>Narre Warren South P-12 College RTO Reg. No. 22591</td>
</tr>
<tr>
<td>Attendance</td>
<td>Wednesday or Fridays - TBC</td>
</tr>
<tr>
<td>Duration of Course</td>
<td>2 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>As required under VCAL guidelines</td>
</tr>
<tr>
<td>Other Subjects</td>
<td>There are no pre-requisites for this Certificate</td>
</tr>
<tr>
<td>Materials Required</td>
<td>$230 Materials fee.</td>
</tr>
</tbody>
</table>

**Course Content**

Develop electro-technology and engineering skills and knowledge through both theory and practical elements. Certificate II in Engineering is suited to students who have an interest in the how and why of electrical circuitry and related industry environments.

**Year 1**
Apply principles of occupational health and safety in the work environment; plan and undertake a routine task; apply quality systems; apply quality procedures; work with others in a manufacturing, engineering or related environment; perform manual soldering / desoldering – electrical / electronic components; perform high reliability soldering and desoldering; perform manual production assembly.

**Year 2**
Use hand tools; rework and repair (electrical / electronic production); perform electronic / electrical assembly (production).

**Future Pathways**
This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates’ entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.
VET Certificate II in Furniture Making

Course Aims
The course aims to provide students with the basic skills needed for an entry into a trade in the furniture industry.

Course Details
This course is unscored and will not contribute to the VCE ATAR score.

<table>
<thead>
<tr>
<th>Location</th>
<th>Narre Warren South P-12 College</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO</td>
<td>Narre Warren South P-12 College RTO Reg. No. 22591</td>
</tr>
<tr>
<td>Attendance</td>
<td>Completed during timetabled classes</td>
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<tr>
<td>Duration of Course</td>
<td>2 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>100 hours in each year or as required under VCAL guidelines.</td>
</tr>
<tr>
<td>Materials Required</td>
<td>Steel cap work boots and safety glasses will need to be provided by the student. $300 Materials fee</td>
</tr>
</tbody>
</table>

Course Content
Develop furniture making skills and knowledge through both theory and practical elements. Certificate II in Furniture Making is suited to students who have an interest in crafting wood and related industry environments.

Year 1
Use furniture making sector hand and power tools; participate in environmentally sustainable work practices; make measurements and calculations; communicate in the workplace; work in a team; work safely in the construction industry; join solid timber; prepare surfaces for finishing; provide basic emergency life support.

Year 2
Hand make timber joints; assemble furnishing components; set up and operate basic static machines; construct furniture using leg and rail method.

Future Pathways
After completing the Certificate II in Furniture Making students may wish to continue building their skills in the industry by undertaking an apprenticeship in relevant fields (for example - Cabinet Making; Building & Construction; Shopfitting and Detailed Joinery; Wood Machinist; Furniture Making) or further training within the Furniture Making field.
VET Certificate III in Music Performance

Course Aims
The course aims to provide access to various career pathways available in the music industry and offers skill enhancement in music performance.

Course Details

<table>
<thead>
<tr>
<th>Location</th>
<th>Narre Warren South P-12 College</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO</td>
<td>College of Sound and Music Production</td>
</tr>
<tr>
<td>Attendance</td>
<td>Wednesday or Fridays - TBC</td>
</tr>
<tr>
<td>Duration of Course</td>
<td>2 years</td>
</tr>
<tr>
<td>Work Placement</td>
<td>40 hours or as required under VCAL guidelines.</td>
</tr>
<tr>
<td>Other Subjects</td>
<td>There are no prerequisites for this course however you need a demonstrated understanding of music or the ability to play an instrument.</td>
</tr>
<tr>
<td>Materials Required</td>
<td>$230 Materials fee.</td>
</tr>
</tbody>
</table>

Course Content
Develop and update music industry knowledge; develop music knowledge and listening skills; follow health, safety and security procedures in the music industry; work with others; address copyright requirements; performance; playing music from writer notation.

Future Pathways
Certificate IV in Music Industry Skills; Diploma in Contemporary Performance: Undergraduate or Post Graduate Degrees.
**VET Certificate III in Music (Technical Production)**

**Course Aims**
The course aims to provide access to various career pathways available in the music production industry and offers skill enhancement in recording and production, running live sound and mixing bands.

**Course Details**

<table>
<thead>
<tr>
<th>Location</th>
<th>Narre Warren South P-12 College</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO</td>
<td>College of Sound and Music Production</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Wednesday 9:00am – 12:30pm</td>
</tr>
<tr>
<td></td>
<td>Wednesday 1:30pm – 4:00pm</td>
</tr>
<tr>
<td><strong>Duration of Course</strong></td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Work Placement</strong></td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Other Subjects</strong></td>
<td>There are no prerequisites for this course however you need a demonstrated understanding of music or the ability to play an instrument</td>
</tr>
<tr>
<td><strong>Materials Required</strong></td>
<td>$230.00 and Log Book is supplied by provider</td>
</tr>
</tbody>
</table>

**Course Content**
Develop skills in music production technology including live sound production, acoustics, recording techniques, microphone use and production procedures; equipment application; working with others; setting up and disassembling audio equipment; recording and mixing a basic music demo; sound recordings and editing.

**Future Pathways**
Certificate IV in Sound Production, Advanced Diploma of Sound Production; Undergraduate Degrees.
Satisfactory Completion of the Victorian Certificate of Education

In order to be awarded the Victorian Certificate of Education, a student must satisfactorily complete 16 units, including 3 units of English/ESL, 3 sequences of Unit 3 and 4 studies other than English. The 16 units may include an unlimited number of units of Vocational Education and Training. The way that some VET studies may be included has changed, and there is an increased flexibility in the way that English studies may be combined. Students seeking more information should speak to the VCE or VET/VCAL Program Managers.

Satisfactory Completion of Studies

At the end of the Unit, a student will be awarded satisfactory completion (S) or unsatisfactory completion (N) for the study. For satisfactory completion, the student must demonstrate achievement of each of the outcomes for that unit as specified in the study design. This decision will be based on the teacher’s judgment of the student’s performance on assessment tasks designated for the unit. If all outcomes are achieved, the student receives S for the unit; if any of the outcomes are not achieved, the student receives N for the unit. Therefore, all assessment tasks must be completed in order to be awarded an S for the unit.

Achievement of an outcome means that the work meets the required standard, and there has been no substantive breach of rules, including attendance requirements, authentication and submission of work in accordance with the conditions of the assessment task. Where a student has completed work, but there has been a substantive breach of rules, the student may be awarded N.

Classroom teachers will explain to students the work they need to do, assessment criteria, and conditions for completion of the assessment task including timelines and deadlines.

Assessment Tasks

Assessment tasks are formal pieces of work set in order that students may demonstrate that they have achieved the knowledge and skills outlined in the learning outcomes for the unit. There may be one or more assessment tasks linked to each outcome. The assessment tasks also provide a basis for judgment of level of performance, reported as a score. In Units 3 and 4, the assessment tasks are the School Assessed Coursework (SACs) and in some studies (eg Art/technology), extended pieces of work called School Assessed Tasks (SATs). School based assessment of work completed during these SACs and SATs contribute to the study score and ENTER score for Units 3 and 4 studies. Units 1 and 2 studies will employ a similar method of assessment to that used in Units 3 and 4. Scores for Unit 1 and 2 assessment tasks are reported on the End of Unit Reports, but are not communicated to the VCAA.

Conditions for assessment tasks/SACs (School Assessed Coursework)

Assessment tasks, including SACs, will be conducted under particular conditions, laid down for each task in the study design. Specific conditions for assessment tasks will be explained to students for each task, but there are also some common conditions.
Timelines

Most tasks are to be completed mainly in class time. Study designs provide advice about the time allowed for each task. It would be typical for some preparatory work to take place before the formal task, so that students may prepare notes and acquire skills required for satisfactory completion of the task. In some cases, students may bring prepared material, text books etc to the formal task. The dates and timelines for assessment tasks/SACs will usually be given to students at the start of the unit. It is very important that students attend class in the lead-up to the task to prepare themselves adequately, and MOST IMPORTANT that students attend for the actual task date. Students who are absent from class for an assessment task/SAC should apply for permission to complete a Supplementary Task at another time.

Drafting

As assessment tasks/SACs are completed mostly in class time and in a limited time frame, the practice of drafting with feedback from the teacher has ceased in most cases. The work completed for assessment is completed under supervision and typically submitted at the end of the class time set aside for the task. Specific details of the formal task will only be given just prior to the starting date of the task. Students may prepare practice pieces during the preparatory time, and may seek advice from teachers on this work. However, teachers must not mark or provide comments on any draft of work that is to be submitted for assessment. Teachers are not required to formally sight drafts or to record their completion.

Word Range

The study designs provide information about the word range for each task. This is an indication of the detail expected to allow a student to demonstrate achievement of that outcome in the time set for that task. The upper and lower ends of the word range are not compulsory word limits. There are no formal rules for what counts in the word range.

Resubmission Policy

If a student attends for the assessment task/SAC, but the overall judgment of the piece is that it does not meet the required standard to demonstrate achievement of the outcome, the student will be given an opportunity to resubmit the task. Where this piece of work has been assessed for a score, the score awarded to the initial task will not be changed, and will be recorded as the school assessed score for that task. Resubmitted work which meets the requirements will subsequently be awarded an S, and records will be changed so that an S for the unit may be awarded. Students should negotiate with the teacher about which parts of the work were incomplete or unsatisfactory, and as to when and where the additional work should be completed.

Supplementary Assessment Task Policy

Timelines and dates for the completion of assessment tasks and SACs will be given to students at the start of each unit, and students should familiarize themselves with the Attendance Policy (following). However, it is recognised that students may be unavoidably absent for an assessment task/SAC, due to illness etc. If a student is absent for an assessment task for any reason they should apply as soon as possible for permission to complete a Supplementary Assessment Task to replace the one which was missed. Students need to complete all assessment tasks in order to demonstrate achievement of all outcomes and be awarded satisfactory completion of the unit. Failure to complete an assessment task or SAC would result in an N for the unit.

The classroom teacher will notify the student/parents through a form letter, which outlines the dates and tasks missed, and provides a form on which to apply for permission to complete a supplementary task. All applications to sit supplementary tasks will be dealt with by the VCE Program
Manager in conjunction with the subject teacher. Documentation needs to be provided for reasons for the absence. If the reason for absence is judged to be acceptable, the student will be permitted to attempt the supplementary task, which will be scored as normal and awarded S or N. This policy includes Unit 3 and 4 SACs. The supplementary task will take place at a time and place specified by the VCE Program Manager. Supplementary assessment task sessions will be supervised by teachers, and work completed should be submitted to the supervising teacher.

Such extensions of time for completion of SACs due to acceptable, documented absence are limited to a period of two weeks, as laid down in the VCE Administration Handbook (unless extenuating circumstances apply). Tasks not completed within two weeks of the initial task will not receive a score, however, the work may be completed in order to obtain satisfactory achievement of the outcome and thus receive an S for the unit. In this case, conditions for completing the work should be negotiated with the VCE Program Manager or Team Leader.

If a student is absent from an assessment task, and does not have an acceptable, documented reason, they may apply for permission to complete the task for the purpose of obtaining satisfactory completion of the outcome. Students who are absent from the assessment task SAC without an acceptable reason, will forfeit their right to have that work scored. They will effectively receive a score of zero for that task. The supplementary task must ordinarily be completed within a two week period to receive an S.

The VCE Program Manager/Team Leader will seek feedback on the completion of student assessment tasks, and identify students at risk. Where students are not completing the assessment tasks under the required conditions, parents will be contacted and interviews with parents and students will take place, to discuss the unsatisfactory situation.

Authentication Policy

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work. The work will only be accepted if the teacher can attest that it is the authentic work of the student. It is the responsibility of the student to make sure that the teacher has no difficulty in authenticating their work.

Strategies for Ensuring Authentication

The student must acknowledge all sources used in completing the work (usually in the form of a bibliography and footnotes). This includes texts and source material (including data obtained from computer sources), as well as the names and status of persons who provided assistance and the nature of that assistance.

The rules and procedures for authentication requirements are published and communicated to students as they enter VCE. Students are periodically reminded of their responsibilities regarding authentication. Classroom teachers inform students of the requirements of individual studies and assessment tasks for monitoring authentication and the conditions under which work will be completed.

Most coursework assessment tasks are to be completed mainly in class time, and the teacher will monitor the development of the task. This does not preclude some of the work being completed out of class, but teachers will make it clear to students, the amount and type of work that may be completed without teacher supervision. In allowing students to complete part of their work out of class, teachers must be able to authenticate work.

The student must keep plans, research notes and prepared work used in the development of the task and is advised to submit these documents with the final copy as evidence of development of their ideas. Students are also advised to keep their work after it has been assessed and returned to them. VCAA rules state that individual students' work may be audited. In this case it will be called in and submitted to VCAA.
Students may accept assistance including the incorporation of ideas from material derived from other sources which has been transformed by the student and used in a new context. They may also accept prompting and general advice which leads to refinements and self-correction.

**Undue Assistance**

A student may not accept undue assistance from any person in the preparation and submission of work. This includes undue assistance from a teacher, tutor, family member or another student. Undue assistance is an excessive amount of help whereby the work is no longer the authentic work of the student. Undue assistance includes providing actual adjustments to the work, or directing the student to insert particular text.

A student may obtain advice about areas of the work which require attention and clarification, but it is the student's responsibility to act on the advice and provide any improvement themselves. Undue assistance sometimes occurs when two students work closely together so that the two pieces of work submitted are too similar. Students are encouraged to discuss their ideas with family, peers and teachers in order to develop their understanding of the work, but work submitted must reflect the student's own ideas about and understanding of the issues. The student must acknowledge assistance received in the development of ideas and discuss their inclusion with the teacher.

Copying or paraphrasing large sections of existing text, even with suitable citation, may be judged as not the authentic work of the student. Teachers must not mark or provide comments on any draft of work that is to be submitted for assessment. Teachers are not required to formally sight drafts or to record their completion.

In the case where a teacher rejects submission of the work because of a breach of the rules for authentication, the student would be given an N for that task and thus an N for the unit.

**Appeals**

A student has the right to appeal a decision to be awarded N for a unit of study. Students requesting an appeal should address a letter of intention to the chairperson of the Appeals Panel. A student may appeal if they believe that they have been awarded an N in error; that they did not have a fair opportunity to complete the assessment tasks; or that they believe they have not been in breach of the rules.

**Attendance Policy**

VCE students are expected to attend all timetabled classes. A class roll will be kept by individual teachers to record absences from class, and Group Teachers will monitor attendance. Students who miss more than 10% of the scheduled class time may be recorded as not satisfactorily completing the unit/s. Where students have completed work but there has been a substantive breach of attendance rules, the student may be awarded an N.

The VCE attendance system is designed to monitor student attendance and to alert parents and Group Teachers as soon as poor attendance becomes an issue. Participation in school activities, such as sport, excursions and productions are not treated as absences from school and are not ordinarily included in the calculation of absence percentage. However, if a student's commitment to co-curricular activities is impinging on their ability to complete assessment tasks, the Coordinator may need to discuss priorities with the student.

Students must indicate the reason for absences to the Group Teacher and coordinator and should also speak to the classroom teacher, out of courtesy and to negotiate about work missed. In order for an absence to be approved, a medical certificate or similar documentation needs to be presented to the Group Teacher.

A coordinator will make contact with the student's family if attendance falls below 90%. The focus at this stage is to ensure that all parties are aware of the attendance requirements and that the student...
has kept up with the required work. The student's family will be invited to contact the school if the student is experiencing significant hardship, and arrangements for special provision may be discussed.

If attendance remains a problem, the VCE Program Manager will convene a conference with the student, the student's parents, Group Teacher and/or classroom teacher as appropriate. The focus of this meeting is to ensure that the student can complete the required work and to clearly outline the consequences of lack of attendance. An attendance contract may be negotiated with the student, requiring students to obtain signatures from teachers of each class attended. The student may be referred to the Student Welfare Coordinator, and if the student is experiencing significant hardship, special provisions may be arranged. However, absence from school or study for prolonged periods is not of itself grounds for special assistance.

If the student's attendance still remains a problem it will be viewed as a discipline issue, and will be referred to the Team Leader or Program Manager. A student may be awarded an N for the Unit for a substantive breach of attendance requirements. It is important to understand that if a student's combined absences (approved and unapproved) become extensive, the school may consider that insufficient classes have been attended for satisfactory completion. An N will be awarded.

**Study Period Attendance**

Narre Warren South P-12 College has deliberately put in place a structure which minimizes the need for study periods. The only students who will need to access study periods are those enrolled in VET programs because they have not selected from one block in order to study their VET subject. These students will be expected to attend Study Hall. A roll will be kept and attendance monitored. This will not apply to VCAL students.

**Reporting and Feedback**

Students and parents receive information about academic performance in a number of ways. Work submitted for assessment tasks and SACs will be corrected and returned to students with comments about strengths and weaknesses of the work, and a score derived from the assessment criteria. In Units 3 and 4, this score is used for part of the calculation of the student's study score and ENTER score for tertiary selection. However, students will be unable to estimate their final score from individual scores on SACs, since a mathematical equation is applied to scores after the examinations at the end of the year.

Parents and students also receive a report every three weeks from their mentor teacher to indicate progress and identify students at risk or not completing their studies satisfactorily. A more detailed report is compiled at the end of each semester, indicating whether the student has satisfactorily completed each Unit, and including a score for each assessment task undertaken.

**Unsupervised Excursion Policy**

Occasionally, some classes or students are required to attend excursions independently. This means they will have no staff supervision. This will most often occur individually or in small groups. Parental permission is still required. Students may be absent only from periods of the subject concerned and during lunchtime and recess if appropriate, unless authorised by the teachers affected. Coordinators must authorise the excursion on the appropriate form. Students must sign the 'Early Leavers' register before leaving the school grounds.

**Driving to school policy**

Students wishing to drive a vehicle to school once they have obtained their driver license must speak to their relevant coordinator and obtain appropriate documentation. The college policy on students driving private vehicles to school is in accordance with the Department of Education guidelines and processes.