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Senior School Introduction

Over the last 18 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 2019 we exceeded 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 32.

In providing areas of study in Years 11 and 12 for 2020, 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,

Kelly Lackmann
Senior School, Sub School Leader
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.

Senior School Policies are contained in the NWS P-12 College VCE, VET, VCAL Student Handbook.

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.

www.vcaa.vic.edu.au

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
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.

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</tr>
<tr>
<td>Senior School Administrator</td>
<td>Tina Keyzer</td>
</tr>
<tr>
<td>VCE Team Leader</td>
<td>Sally Ross</td>
</tr>
<tr>
<td>VCAL Team Leader</td>
<td>Kelly Lackmann</td>
</tr>
<tr>
<td>VET Coordinator</td>
<td>Trudi Godkin</td>
</tr>
<tr>
<td>Careers/ MIPs</td>
<td>Ruth Brehaut</td>
</tr>
<tr>
<td>Study Hall Manager</td>
<td>Carly Felton</td>
</tr>
<tr>
<td>VASS Administrator</td>
<td>Kelly Lackmann</td>
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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

In Term 1 year 10 & year 12 Students attended 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 – Wednesday 24th July 2019

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

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 13th & Wednesday 14th August 2019

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 2020. 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 2020 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 2020 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 2019 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 verification tests in February 2020.
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 2020, 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 2020.

**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 four sequences of units 3 and 4 including 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 2020 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 2026.

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. Follow 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 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 Place Learning (SWL) 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

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<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>VET</td>
<td>PERSONAL DEV. WORK RELATED SKILLS</td>
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<td>DAY</td>
<td>VCE BLOCK</td>
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<td>LITERACY</td>
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Victorian Certificate of Applied Learning (VCAL)

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 are 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 Ms Lackmann. 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!
Vocational Education and Training (VET)

VET is Essential in VCAL but not 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: Allied Health, Automotive, Fitness, Community Activities Program (Sport and Recreation), Children’s Services, Community Services. See Ms Ruth 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.

Costs

Each program has costs attached to it. They vary from program to program. Any charges listed in this handbook are based on 2019. Students will be advised of actual costs as they become available for the 2020 school year. VET students need to be reminded that a $100 deposit is required before applications will be processed.
Vocational Education and Training (VET)

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.

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.
Higher Education studies in the VCE and Eligibility:

Satisfactory completion of an approved Higher Education study within the VCE will contribute towards the satisfactory completion of the VCE as an unscored Unit 3 and 4 sequence. Students may count only one Higher Education study towards satisfactory completion of the VCE. The Higher Education studies are offered by higher education institutions and are designed for independent, high-achieving VCE students. Two types of study, Extension and Advanced Standing, are offered through this program.

An Extension study:
• is equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 per cent of a full-time first-year university course
• is of a level for a high-achieving student and therefore is a clear advance on an identified inked VCE Unit 3–4 sequence and commensurate in workload with an additional VCE study
• is of a level that will normally allow the student, on successful completion, to proceed to second-year study in that discipline at the higher education institution.

An Advanced Standing study:
• is equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 per cent of a full-time first-year university course
• comprises curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3–4 sequence
• is of a level that will normally allow the student, on successful completion, to proceed to second-year study in that discipline at the higher education institution.

A list of study prerequisites is available from the VCE General Advice and Policy page of the VCAA website.

Note: Students must be recommended by their school for participation in the program. The school principal will certify that selected students meet the guidelines provided by the higher education institutions, which may include specific tests.

If students have completed the VCE preparatory study, and/or any other prerequisite of the Higher Education study, in a previous year, they are required to have an active enrolment, and satisfactorily complete at least one Unit 3–4 sequence towards the VCE, in the same year in which they enrol in the Higher Education study. Usually, for enrolment in Extension studies, students will have demonstrated high achievement across all studies and have a VCE study score of 41 or more in the preparatory study, if applicable. In some instances, however, students are allowed to enrol in the preparatory VCE study concurrently with the Higher Education study.

ATAR increment:

If a student successfully completes a Higher Education study, and if applicable co-requisite or prerequisite conditions were met, the study can contribute to the student’s ATAR as a fifth or sixth study, subject to the restricted combinations outlined in Victorian Tertiary Entrance Requirements (VICTER), which are set by VTAC. There will be ‘grading’ of the increment contributing to the calculation of the ATAR for any result of pass or above. Students will have an increment of between 3.0 and 5.0 points according to their level of achievement. Students should note that if a student undertakes two Higher Education studies, VTAC will count only one study towards the increment. If a student withdraws from, or fails to satisfactorily complete, the VCE preparatory study (either as a prerequisite or concurrently) that is a requirement of the Higher Education study, they will not be eligible for a Higher Education study increment in their ATAR calculation regardless of their performance in the Higher Education study.

Source: VCAA Handbook
### Why participate

- The Higher Education Studies Program is endorsed by VCAA.
- Students get access to a broader range of academic studies.
- Students gain credit toward an undergraduate qualification at FedUni, where the study was satisfactorily completed.
- It is free to participate.
- Contributes to the satisfactory completion of the VCE.
- Contributes to the calculation of the ATAR via an increment for a fifth or sixth study.

### Benefits of a Higher Education studies program

- Units offered can be credited toward a number of degrees offered by FedUni, shortening the time taken to complete your degree.
- Complete and gain credit for up to four, first year bachelor units at NO COST (saving up to $5,000).
- On passing two units students are guaranteed entrance into the bachelor degree.
- Get a taste of university life, meet like minded uni students and experience studying at a university campus.

### How is the program delivered?

- Students enrol in two units which are delivered over two 12 week semesters at the university each year.
- New students commence online learning classes throughout February while completing an academic skills program called FedReady at federation.edu.au/fedready.
- Students will learn through a combination of online learning (through Moodle) and face-to-face teaching.
- You will attend your local FedUni campus for up to four days each semester (2 days per term). The exact dates and program for the days will be provided before semester starts.

### Assessment

Assessment of units varies across all Faculties using a combination of tests, individual and group presentations, assignments, projects, practical application and formal examinations at the end of each unit.

### Study name | Unit code | Unit name | Semester | Extension | Advanced standing | Linked study / Learning area | Prerequisite Concurrent
--- | --- | --- | --- | --- | --- | --- | ---
Marketing | BUMKT1001 | Introduction to Marketing | 1 | Extension | Business Management Units 3 & 4 | Students will have completed or be concurrently enrolled in Units 3 & 4 of VCE Business Management.
 | BUMKT2002 | Consumer Behaviour | 2 | Extension | Business Management Units 3 & 4 | Students will have completed or be concurrently enrolled in Units 3 & 4 of VCE Business Management.
Accounting | BUAC01501 | Principles of Accounting and Finance | 1 | Extension | Accounting Units 3 & 4 | Students will have completed or be concurrently enrolled in Units 3 & 4 of VCE Accounting.
 | BUAC01509 | Principles of Economics | 2 | Extension | Economics Units 3 & 4 | Students will have completed or be concurrently enrolled in Units 3 & 4 of VCE Economics.
Philosophy of Learning and Knowledge | ATSC1380 | Understanding University Learning | 1 | Advanced | Humanities (other than History) | Not applicable.
 | ATSC1370 | Knowledge & Professionals | 2 | Advanced | Business Studies | Humanities (other than History) and Business Studies.
Health | HEALT1111 | Anatomy & Physiology for Health Professionals 1 | 1 | Extension | Nursing, Exercise and Sport Science, Health Sciences; Health & Physical Education | Students will have completed or be concurrently enrolled in Units 3 and 4 Physical Education.
 | HEALT1113 | Communication for Health Professionals | 1 | Extension | Nursing, Health Sciences; Psychological Sciences; Health & Physical Education | Students will have completed or be concurrently enrolled in Units 3 and 4 Health and Human Development.
 | HEALT1112 | Anatomy & Physiology for Health Professionals 2 | 2 | Extension | Nursing, Exercise and Sport Science, Health Sciences; Health & Physical Education | Students will have completed or be concurrently enrolled in Units 3 and 4 Physical Education.
 | NURBN1004 | Determinants of Health | 2 | Extension | Nursing, Health Sciences | Students will have completed or be concurrently enrolled in Units 3 and 4 Health and Human Development.

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CRICOS Provider No. 01003D | MTO 4800
Selecting a Course for 2020

2020 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 2020 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 2020 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 2020 courses are not yet available. For more detailed information on VET courses please contact Ms Trudi Godkin. 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 2020 Course Selection Sheet is printed in this book following the 2020 Blocking Grid. Select a subject out of each block from the Blocking Grid, and insert it into the blank box on your 2020 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.
## 2020 BLOCKING GRID

<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>WRS</td>
<td>English 3&amp;4</td>
<td>English 3&amp;4</td>
<td>Accounting 3&amp;4</td>
<td>English 3&amp;4</td>
</tr>
<tr>
<td>Food Technology 3&amp;4</td>
<td>VCE VET Sport/Rec 3&amp;4</td>
<td>Further Maths 3&amp;4</td>
<td>Business Management 3&amp;4</td>
<td>Biology 3&amp;4</td>
</tr>
<tr>
<td>VET Furnishing</td>
<td>Physics 3&amp;4</td>
<td>Methods 3&amp;4</td>
<td>English 3&amp;4</td>
<td>Further Maths 3&amp;4</td>
</tr>
<tr>
<td>Chemistry 3&amp;4</td>
<td>Psychology 3&amp;4</td>
<td>Business Management 3&amp;4</td>
<td>Further Maths 3&amp;4</td>
<td>Methods 3&amp;4</td>
</tr>
<tr>
<td>Studio Arts 3&amp;4</td>
<td>Legal Studies 3&amp;4</td>
<td>Physical Education 3&amp;4</td>
<td>Specialist 3&amp;4</td>
<td>Visual Communication 3&amp;4</td>
</tr>
<tr>
<td>Informatics 3&amp;4</td>
<td>Further Maths 3&amp;4</td>
<td>EAL 3&amp;4</td>
<td>Psychology 3&amp;4</td>
<td>Software Dev 3&amp;4</td>
</tr>
<tr>
<td>Health &amp; Human Development 3&amp;4</td>
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</tbody>
</table>

All Year 12 VCAL Students must select ONE Block A Subject. VCAL Students may choose VET subjects from those described in this handbook.

(Write your selections in these boxes)

<table>
<thead>
<tr>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1&amp;2</td>
</tr>
<tr>
<td>Literature 1&amp;2</td>
</tr>
<tr>
<td>Methods 1&amp;2</td>
</tr>
<tr>
<td>Visual Communication 1&amp;2</td>
</tr>
<tr>
<td>Biology 1&amp;2</td>
</tr>
<tr>
<td>General Maths 1&amp;2</td>
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</tbody>
</table>

All Year 11 VCAL Students must select ONE Block E Subject. Students may choose VET subjects 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.

Place your selections in the boxes above. Choose one from each block. Remember that you must select English from one of the blocks. Students who select VCAL must choose one subject only from Block A for year 12 and one subject only from Block E for year 11.
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>
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<tbody>
<tr>
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</tbody>
</table>

VCE Math Subject | Prerequisites

<table>
<thead>
<tr>
<th>Unit 1/2 Maths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Math</td>
<td>Greater than 50% on Yr10 Maths Exam</td>
</tr>
<tr>
<td>Math Methods Unit 1 &amp; 2</td>
<td>Greater than 60% on Yr10 Maths Exam and 50% on the Entrance Test</td>
</tr>
<tr>
<td>Specialist Math Unit 1 &amp; 2</td>
<td>Greater than 70% on Yr10 Maths Exam, with teacher recommendation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3/4 Maths</th>
<th></th>
</tr>
</thead>
<tbody>
<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 with teacher recommendation</td>
</tr>
<tr>
<td>Specialist Math Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 Specialist Math with teacher recommendation</td>
</tr>
</tbody>
</table>

Please bring this information 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.

I ____________________________ (2019 Course Counsellor) approve/ do not approve (circle one) of the Mathematics selections made by this student.

Teacher Signature

Failure to complete this requirement may mean that you will not be placed in a Mathematics subject of your choice.

Student Name: Current Home Group:

Student email:

Please circle: VCE VCAL Career or Pathway:

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: ____________________________
2020 Senior Subjects & Programs

The following is a list of subjects we anticipate will be offered at Narre Warren South P-12 College in 2020. 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>Mr Brent Stephens</td>
</tr>
<tr>
<td>Biology</td>
<td>Ms Ravi Brar</td>
</tr>
<tr>
<td>Business Management</td>
<td>Ms Ann Scott</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Ms Angeleene Blucher</td>
</tr>
<tr>
<td>English, English Literature, EAL</td>
<td>Ms Crystal Stanar</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Ms Ann Gauld</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Ms Kate Chambers</td>
</tr>
<tr>
<td>History</td>
<td>Ms Caitlin Archibald</td>
</tr>
<tr>
<td>Computing</td>
<td>Mr Steve Pearse</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Mr Mati Azadzoi</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>Mr Paul Dell</td>
</tr>
<tr>
<td>Physics</td>
<td>Mr David Le</td>
</tr>
<tr>
<td>Psychology</td>
<td>Ms Crystal Stanar</td>
</tr>
<tr>
<td>Sports &amp; Recreation VCE VET</td>
<td>Mr Paul Dell</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Ms Susan Robson</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>Ms Jessica Prince</td>
</tr>
<tr>
<td>VET Programs located at NWS P-12</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Building and Construction</td>
<td></td>
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<tr>
<td>Certificate II in Community Services</td>
<td></td>
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<tr>
<td>Certificate II in Dance</td>
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</tr>
<tr>
<td>Certificate II in Engineering</td>
<td>Ms Trudi Godkin</td>
</tr>
<tr>
<td>Certificate II in Furniture Making</td>
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<tr>
<td>Certificate III in Music Performance</td>
<td></td>
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<tr>
<td>Certificate III in Music (Sound Production)</td>
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<tr>
<td>Certificate II in Sports &amp; Recreation</td>
<td></td>
</tr>
<tr>
<td>VET Programs located at other locations</td>
<td></td>
</tr>
<tr>
<td>VCAL</td>
<td>Kelly Lackmann</td>
</tr>
</tbody>
</table>
Accounting

Contact: Mr Brent Stephens

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 Ann Scott

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
Different Types of Businesses
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 Angeleene Blucher

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?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

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.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
Applied Computing

Contact: Mr Steve Pearse

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. 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 Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Structure

The study is made up of six units.

Unit 1: Applied Computing
Unit 2: Applied Computing
Unit 3: Informatics Data Analytics
Unit 4: Informatics Data Analytics
Unit 3: Software Development
Unit 4: Software Development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences.

Computing

Unit 1: Applied computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.
Applied Computing

Unit 3: Informatics Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 4: Informatics Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Unit 3: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

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. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.
English

Contact: Ms Stanar

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.
English

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.
Literature

Contact: Ms Crystal Stanar

Literature is for enthusiastic readers who enjoy reading a wide variety of texts and thinking deeply about their themes and ideas. Note: Literature does not continue into Year 12 at our college, however it can be taken at Year 11 as an advanced replacement for Units 1 and 2 English. The skills developed in Literature translate directly into Units 3 and 4 English.

Unit 1: Approaches to Literature

In this unit students read a variety of texts and analyse the ideas and concerns within them, responding critically, creatively and reflectively. Students gain insight into how texts represent human experience. They develop familiarity with key terms that will equip them for further studies in literature.

Area of study 1: Reading practices

Students will reflect upon their own reading practices. They will examine a range of texts from various genres, including children’s literature and non-print texts. They will consider how language, structure and stylistic choices are used in different literary forms.

Area of study 2: Ideas and concerns in texts

Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. They examine the ways texts explore different aspects of the human condition.

Unit 2: Contexts and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Area of study 1: The text, the reader and their contexts

Students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on.

Area of study 2: Exploring connections between texts

Students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts.
English as an Additional Language (EAL)

Contact: Mr Malcom Smale

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: Ms Ann Gauld

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: Ms Kate Chambers

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

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

Unit 2: Managing Health and Development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.
Health and Human Development

Unit 3: Australia's Health in a Globalised World
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Global Health and Human Development in a Global Context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.
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.

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.

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.

Greece (Unit 3)

For Greece, study of the Peloponnesian War (431–404 BC) reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Analysis of the involvement of the key individuals Pericles, Alcibiades and Lysander reveal the different aims, motives and perspectives at work at various stages of the conflict.

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.
Unit 1 & 2 Legal Studies

Unit 1: Guilt and liability
Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of Study
1. Legal foundations
2. The presumption of innocence
3. Civil Liability

Unit 2: Sanctions, Remedies and Rights
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.
Unit 3 & 4 Legal Studies

Unit 3 Rights and Justice
The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/ or hypothetical scenarios.

Area of Study:
1. The Victorian criminal justice system
2. The Victorian civil justice system

Unit 4 The People and the Law
The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Areas of Study
1. The people and the Australian Constitution
2. The people, the parliament and the courts
If you have chosen to study a Mathematics subject as part of your VCE in 2020, 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>
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<tbody>
<tr>
<td>Unit 1/2 Maths</td>
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<tr>
<td>General Math</td>
<td>Greater than 50% on Yr10 Maths Exam</td>
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<tr>
<td>Math Methods Unit 1&amp;2</td>
<td>Greater than 60% on Yr10 Maths Exam &amp; 50% on entrance test</td>
</tr>
<tr>
<td>Specialist Math Unit 1&amp;2</td>
<td>Greater than 70% on Yr10 Maths Exam with teacher recommendation</td>
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<tr>
<td>Unit 3/4 Maths</td>
<td></td>
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<tr>
<td>Further Math</td>
<td>Greater than 60% on General Maths Exam</td>
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<tr>
<td>Math Method Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 Methods</td>
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<tr>
<td>Specialist Math Unit 3&amp;4</td>
<td>Satisfactory result in Unit 1/2 Specialist Maths and Math Methods</td>
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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
**Mathematics**

**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 Mathematical Methods**

**Prerequisite**
Students need to have achieved a grade of 60% or above in Year 10 Mathematics and a 50% on the entrance test. 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 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 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?

Media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences’ perception of their lives and the worlds in which they live. Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 1

Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style.

Unit 2

Narrative Across Media Forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3

Media Narratives And Pre-Production

In this unit students explore stories that circulate in society through media narratives. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

Unit 4

Media Production And Issues In The Media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.
Physical Education

Contact: Mr Paul Dell

Unit 1 & 2 Physical Education

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 on physical activity and sport in society.
Physical Education

Unit 3 & 4 Physical Education

Course Description
In VCE Physical Education students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They will investigate the interplay of the three energy systems and how each contribute to performance in physical activity, sport and exercise, as well as explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery. Students will evaluate training program designed for individual needs and critique application of training principles and methods to develop fitness components.

Unit 3: Movement skills and energy for physical activity

Area of study 1: How are movement skills improved?
In this area of study students will examine the biomechanical and skill acquisition principles. Through coaching and involvement in a variety of practical activities, they will investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles lead to greater efficiency and accuracy in movement skills.

Area of Study 2: How does the body produce energy?
In this area of study, students explore the various systems and mechanisms associated with the production of energy required for human movement, including associated fuels for activities of varying intensities, fatigue and recovery strategies. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. Through practical activities students explore the interplay of the energy systems during physical activity.

Unit 4: Training to Improve performance

Area of Study 1: What are the foundations of an effective training program?
In this area of study students focus on the information required to form the foundation of an effective training program. They use various forms of data to inform the design of a training program and determine the relevant factors that affect each of the fitness components to be trained. Students will conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

Area of Study 2: How is training implemented effectively to improve fitness?
In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.
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 & 2 Physics

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 & 4 Physics

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
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 & 2 Psychology

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 & 4 Psychology

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.

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.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
VCE VET Sport and Recreation

Course Aims

The course is designed to offer students hands-on theoretical learning about the Sport and Recreation industry.

Course Details

This course is scored and will contribute to the VCE ATAR score

Location Narre Warren South P-12 College
RTO iVET RTO No. 40548
Attendance Wednesday or Fridays - TBC

Duration of Course 1 year

Work Placement A minimum of 100 hours

Materials Required $300 Materials fee.

Learning areas

Sport, fitness and recreation industry, first aid and emergency situations, safety and the sport, customer and quality service and equipment maintenance.

Future Pathways

Community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, facility assistant
Studio Arts

Contact: Ms Susan Robson

What is Studio Arts all about?

Studio Arts introduces students to the role and practices of artists in society. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and consider the ways in which artists work to develop and resolve artworks.

Unit 1 & 2 Studio Arts

Unit 1 - Studio Inspiration and Techniques
In this unit students develop an understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, develop individual ideas and explore materials and techniques related to specific art forms.

Areas of Study
1. Research and recording ideas
2. Studio Practice
3. Interpreting art ideas and use of 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. Exploration of studio practice and development of artworks
2. Ideas and styles in artworks

Unit 3 & 4 Studio Arts

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
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: Ms Jessica Prince

What is Visual Communication all about?

Visual Communication Design examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Students employ a design process to generate and develop visual communications. They develop skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production.

Unit 1 & 2 Visual Communication

Unit 1 - Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design and drawing skills to create messages, ideas and concepts. Areas of study

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communications in context

Unit 2 - Applications of visual communication within design fields
This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Areas of study
1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

Unit 3 & 4 Visual Communication

Unit 3 - Visual communication design practices
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Areas of study
1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Unit 4 - Visual communication design development, evaluation and presentation
The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief.

Areas of study
1. Development, refinement and evaluation
2. Final presentations
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.

Location  Narre Warren South P-12 College
RTO  Skillinvest Limited RTO No. 4192
Attendance  Wednesdays or Fridays
Group 1  TBC
Group 2  TBC
Duration of Course  2 years
Work Placement  100 hours in each year or as required under VCAL guidelines.
Materials Required  Steel capped boots and safety glasses will need to be provided by student. $270 Materials fee

Course Content

Year 1
Work safely in the construction industry, Workplace safety and site induction, Provide basic emergency life support, Building structures, Calculations for the construction industry, Communication skills for the construction industry, Introduction to scaffolding and working platforms, Levelling, Quality principles for the construction industry, Safe handling and use of plant and selected portable power tools, Workplace documents and plans, Basic environmental sustainability in carpentry, Carpentry hand tools

Year 2
Prepare for work in the construction industry, Carpentry power tools, Basic setting out, Sub-flooring framing, Wall framing, Roof framing, External cladding, Installation of window and door frames, Interior fixings, Introduction to demolition, Formwork for concreting

Future Pathways
Apprenticeship in any Building related trade
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.

Course Details

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

Location       Narre Warren South P-12 College
RTO            iVET RTO No. 40548
Attendance    Wednesday or Fridays - TBC
Duration of Course  1 Year
Work Placement  A minimum of 100 hours
Materials Required $300 Materials fee

Course Content

Participate in workplace health and safety, Work with diverse people, Provide first point of contact, Communicate and work in health or community services

Future Pathways

Certificate III/IV in Nursing; Residential Care Welfare; Disability Studies and Childcare; Social Work and Aged Care.
VET Certificate II in Engineering

Course Aims

This course aims to provide students with the basic skills needed for an entry into a trade in the engineering 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.

Location
Narre Warren South P-12 College

RTO
Skillinvest Limited RTO No. 4192

Attendance
Wednesdays or Fridays

Group 1 -
TBC

Group 2 -
TBC

Duration of Course
2 years

Work Placement
100 hours in each year or as required under VCAL guidelines.

Materials Required
Safety glasses are provided for students.
$230 Materials fee

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, Interact with computing technology, Use hand tools, Organise and communicate information, Use power tools/hand help operations, Perform basic machining processes, Apply basic fabrication techniques, Develop an individual career plan for the engineering industry

Year 2

Perform computations, Participate in environmentally sustainable work practices, Produce basic engineering components and products using fabrication or machining, Produce basic engineering components and products using fabrication or machining, Apply 5S procedures, Handle engineering materials

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.
CUA20113 – VET Certificate II in Dance

Course Aims

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry.

Course Details

Location Narre Warren South P-12 College
RTO Dance Factory
Attendance Wednesday
Duration of Course 1 year
Work Placement 40 hours or as required under VCAL guidelines.
Other Subjects There are no prerequisites for this course.
Materials Required $250 Materials fee.

Course Content

Completion of Certificate II in Dance will provide you with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career within the dance or entertainment industry.

Future Pathways

For students that would like to continue into a Certificate III in dance, Certificate II is the equivalent to the first year of the Certificate III in Dance. With additional training and experience, future employment opportunities may include dancer, performer and choreographer.
VET VCE Certificate III in Music Industry - 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

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

Location          Narre Warren South P-12 College  
RTO                College of Sound and Music Production  
Attendance         Wednesday  
Duration of Course  2 years  
Work Placement     40 hours or as required under VCAL guidelines.  
Other Subjects     There are no prerequisites for this course, however you need a demonstrated understanding of music or the ability to play an instrument.  

Materials Required $230 Materials fee.

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 and performance.

Future Pathways

Cert IV in Music; Diploma of Music; Advanced Diploma of Music; Bachelor of Music; Diploma of Music Business; Bachelor of Music Industry. Students can also gain automatic entry into Melbourne Polytechnic courses after completing the Certificate III at NWS P-12 College.
VET VCE Certificate III in Music (Sound 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
This course is unscored and will not contribute to the VCE ATAR score.

Location  Narre Warren South P-12 College
RTO  College of Sound and Music Production
Attendance  Wednesday
Duration of Course  2 Years
Work Placement  40 hours or as required under VCAL guidelines.
Other Subjects  There are no prerequisites for this course however you need a demonstrated understanding of music or the ability to play an instrument.
Materials Required  $230.00 materials fee.

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
Cert IV in Sound Production (Studio Engineering + Live Sound), Diploma of Sound Production (Music Technology), Advanced Diploma of Sound Production (Studio Engineering + Live Sound), Bachelor of Music Industry. Students can also gain automatic entry into Melbourne Polytechnic courses after completing the Certificate III at NWS P-12 College.