Whittlesea
SECONDARY COLLEGE

VCE/VCAL/VET STUDENT HANDBOOK 2019

a school with a country feel and city opportunities

A NOTE FROM THE 2018 SCHOOL CAPTAINS

My six years at Whittlesea Secondary College have sparked a lively journey and created a path to a bright future. The dedication of the teachers, that I have had the pleasure of getting to know and learn from, has resulted in great outcomes, not only for me, but the whole school as well. The opportunities I have been presented at WSC are unmatched, and it is the value placed on student voice in the College community that sets WSC apart. I have been a Student Leader from Year 7 and over the six years in the student leadership program, I have been honoured to be involved in countless projects. These projects have included our 'Kids Teach Kids' program, of which I have helped create, that brings the schools in the surrounding areas into strengthening relationships, as well as fostering young leaders in our community. The debating program at WSC has also been a big part of my journey, and works to create friendly academic competition between schools, as well as engaging students and improving vital skills in communication and cognitive thinking. It has been extraordinary to participate and mentor younger students as they debate. The sense of community amongst students, staff, parents and guardians is something also unique to WSC, as I have been able to witness first-hand on School Council, and in the wider Whittlesea township. I thank WSC - particularly its staff and my fellow students - for providing me with a drive for learning and a sense of curiosity, confidence and leadership - all things I believe are extremely beneficial as I strive toward a successful future and further education.

Kobe Hay

Anastasia Avramopoulos

My journey at Whittlesea Secondary College has challenged me in multiple ways. From the transition from primary school to secondary school, to learning and developing as a student, WSC has provided me with the support and encouragement I have needed. Throughout my time here at the college, I have created a multitude of incredible relationships with both the staff and students, particularly in my senior years. The amazing staff here at Whittlesea provided me with encouragement through difficult times and have shown dedication to not only myself but other students too. Each day I am inspired by their motivation, knowledge and support. Whittlesea has allowed me to reach my full potential as well as strive to be the best role model I can be for the younger students. It has provided me with personalised pathways to best prepare me for my future. I have had the opportunity to be a part of the student leadership team as well as represent the school in community and school events. I was honoured to receive the position of school captain this year, allowing me to further challenge myself as well as the opportunity to be further involved with the school and other student leaders across all year levels. I have had the privilege of seeing the school change and develop for better over the course of the last six years. I have endless respect for the school and staff here at the college and cannot thank them enough for all they have done for me. Whittlesea has influenced me to be the person I am today and the experiences I have had throughout the six years are ones that will not be forgotten.

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PATHWAY PLANNING AT THE COLLEGE

WHO TO TALK TO?

College staff available to discuss career/ pathways planning and options include:

- Career/Pathways Manager
- Senior School Manager
- VCAL/VET Manager
- Year Level Managers
- Student Welfare Manager
- Curriculum Managers
- Subject teachers

STUDIES, COURSES & SUBJECTS

Students can choose from an extensive range of VCE Studies (Subjects), VCAL and VET Programs (that provide a nationally recognised industry qualification).

Under the VCAA guidelines, VCE and VET Programs are offered to meet the needs of the College Community. A VCE Program generally consists of 20-22 Units taken over two years (12 Units in Year 11 and 10 Units in Year 12).

When making choices students should consider studies that:

- Interest them
- They can have a high success rate in
- Lead to a career pathway they may wish to pursue
- Prepare them for further training or Higher Education Tertiary courses they may be considering
- Meet prerequisites or recommendations for further study
- Lead to a VET qualification within the VCE

MAKING EFFECTIVE CAREERS PATHWAYS CHOICES

For everyone, making the best career choices involves:

- knowing what you like (your interests)
- knowing what you are good at (your skills and abilities)
- knowing what is important to you (your values)
- understanding the world of work and knowing about your available options and what jobs are out there
- learning how to make informed decisions about your possible options
- deciding and setting about achieving your objectives

HOW PARENTS CAN HELP

- Parents play a key role in assisting their child to explore and investigate the full range of resources available to them when they are trying to decide their post-secondary careers pathway options.
- One of the most important things a parent can do is help their child to understand the link between what they are doing at school and their career opportunities in the future.

Discuss with them what they think will help them achieve their goals, options and ways of making this happen.

Ask questions:

- What are you thinking of doing after leaving school?
- Would you like to study or work?
- Have you thought about doing a traineeship or apprenticeship?
- Would you like to go to TAFE or University?
- What help do you think you'll need to achieve your goals?
- What things can you do now to help you get to where you want to go?
- Where can you go to obtain pathways advice?

VCE/ VCAL provide pathways into further study at University or TAFE, apprenticeships or employment.

USEFUL WEBSITES

http://www.whittleseasccareers.com/

www.education.vic.gov.au

www.jobguide.deewr.gov.au

www.joboutlook.gov.au

www.vtac.edu.au

www.myuniversity.gov.au

www.workplacements.education.vic.gov.au

VCE – Victorian Certificate of Education

Attendance

VCE students are required to attend ALL timetabled classes. The only exceptions are authorised school events, such as, participation in sport events and or excursions. A note and/or a medical certificate must support absences due to illness. It is the student's responsibility to inform classroom teachers of known absences and to provide a medical certificate (Units 3 & 4) or a parent/guardian note (Units 1 & 2).

As work is usually completed in class time to allow judgements of Authentication to be made, students need to be present for sufficient class time to undertake the course work and complete the Outcomes and School-Assessed Coursework (SAC). Students who miss more than 15% of a Unit's scheduled class time through 'unapproved absences' may have their result recorded as 'N'. Students are expected to have a minimum of at least **85%** attendance in order to complete their VCE.

Authentication

Teachers cannot authenticate work about which they have doubts. It is a student's responsibility to ensure the presentation of all evidence necessary for a teacher to authenticate his or her work. Students whose work cannot be authenticated may receive an 'N' (Not Satisfactory). Students using electronic devices should back up their work in two separate places. Work lost through malfunctioning storage devices is not deemed to be an acceptable reason for late submission of SACs or SATs.

A SAC is reported as a grade for a VCE Units 1 and 2 sequence, VCE Units 3 and 4 sequence or Unit 1, Unit 2, Unit 3 or Unit 4 individually. School-Assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Unit outcomes. They are a compulsory component of VCE. This work must be authenticated as the student's own by the supervising teacher. Missed SACs will require a medical certificate and will be rescheduled to an after school session.

The VCE is designed to be a flexible course of study and give a balanced education. It is usually taken over 2 years.

To be awarded the **VCE Certificate** a student must *satisfactorily complete* at least **16 Units (**including VET Units). These must include:
- **3 Units of English (must include both Unit 3 and 4)**
- **3 other sequences of Units 3 and 4 (including VET Units 3 & 4 sequences)**
- **7 other units (including VCE/VET units)**

To be awarded a **VET Certificate** a student must achieve **competency** in a set of Compulsory and Optional Modules (completing more than one VET Certificate is possible).

VET (Vocational Education and Training)

The College offers students the chance to study VET programs as part of their Senior School studies.

VET enables students to learn from practical experience from training institutions and actual workplaces to gain an industry-recognised qualification. Please note the following key elements of VET studies:
- A Statement of attainment will be issued at the end of each year of study.
- All courses are fully run at the College, but time may be spent at TAFE and in the workplace.
- Certificates are issued by the Registered Training Authority (RTO), upon completion of programs
- Classes will only run if the required numbers of students select the course.

**Some VET courses are run all day Friday or all day Wednesday. Students are taken out of timetabled classes for this to occur. For this reason students are provided with study sessions, which they are expected to use to catch up on work they have missed. It is the responsibility of the student to follow up missed work with their classroom teacher.
To assist with class requirements, the school highly recommends VET students attend after school Study Groups; Maths- Monday 3.30 – 4.30pm and English- Thursday 3.30 – 4.30pm, as well as other subjects- days TBA.

Costs and Charges

All VET courses are accredited through a Registered Training Authority (RTO). The College collects fees to cover registration costs and some material costs.

Please ensure that your choice of VET program is carefully selected with assistance from College staff as fees are **non refundable** and cannot be transferred to another course once the program has commenced.

VET fees must be finalised before **Friday 30th November 2018. Payment can be made in person at the college office, by credit card, through direct debit or BPAY. Keeping in mind that places in VET subjects are limited, students will be placed in their selected VET subject only after payment has been received.

VCAL (Victorian Certificate of Applied Learning)

The Victorian Certificate of Applied learning (VCAL) is a "hands-on" option for senior students developed for those who aspire toward TAFE, apprenticeships and training or employment. VCAL is a recognised certificate and offered at three levels (Foundation, Intermediate and Senior) and on successful completion students receive a VCAL Certificate of the appropriate level and a statement of results.

To complete the requirement of the award of VCAL, students undertake the following subjects:

- Literacy or VCE Foundation English
- Numeracy or VCE Foundation Math
- Personal Development Skills
- Work Related Skills
- and a VET or SBAT

Students are required to complete their program with regular employment through the Structured Work Place Learning program. Students will also be given the opportunity to gain other qualifications through the VCAL program.

****Costs and Charges for VCE and VCAL programs.** Please refer to the Curriculum and Materials Charges document for costs and charges related to enrolment for selected VCE and VCAL programs**.**

Structured Workplace Learning Placements	Australian School-based Apprenticeship
Structured workplace learning is on-the-job training during which a student is expected to master a set of skills or competencies related to their VET or VCAL programs. The work placement can be one day per week or a block release, depending on the program or individual circumstances of either the student or employer. Students learn specific tasks and are assessed in the workplace, at TAFE or at school. This assessment counts towards their VET certificate. Students must undertake accredited training in Occupational Health and Safety before they commence Structured Workplace Learning. Employers are also required to provide students with appropriate training and instruction in respect to Occupational Health and Safety at the commencement of their placement. Students are required to complete and submit the appropriate paperwork and submit it for processing **2 weeks prior** to the placement. All students in a VET program are expected to complete some Structured Workplace Learning activities. www.workplacements.education.vic.gov.au	The Apprenticeship and Traineeship program allows students to complete a nationally accredited apprenticeship or traineeship within their VCE/VCAL studies. They will work in paid employment and undertake training related to their work while studying for their VCE/VCAL. Apprenticeship and Traineeship programs will count towards recognition of a student's VCE/VCAL. **Benefits** ▪ Paid employment ▪ Training linked to your work and a head start in the job market ▪ Time taken off a full-time apprenticeship or traineeship gained after completing VCE/VCAL ▪ The opportunity to learn in the workplace ▪ Credit for the program counts towards satisfactory completion of VCE/VCAL ▪ The opportunity to test a career.

Senior School at Whittlesea Secondary College

Senior School at Whittlesea Secondary College offers a broad and comprehensive selection of subjects. In these important final years of Secondary Education every support is given to enable students to achieve their academic and vocational goals in VCE, VET and VCAL.

MISSION STATEMENT
Whittlesea Secondary College aims to provide many and varied opportunities for students to:
▪ develop active and self-motivated learning skills which support life-long learning
▪ develop strong personal and team building skills
▪ develop individual talents and abilities to achieve to their full potential
▪ become valued and responsible global citizens
▪ develop and encourage a curious and creative mind
▪ learn through an innovative and flexible curriculum program
▪ experience and learn in a natural, safe and caring environment

The College programs at Senior School are designed to facilitate this Mission Statement.

Students must select a program which includes:
❖ **12 VCE/VET Units (6 Unit 1 and 2 study sequences)**
❖ **10 VCE/VET Units (5 Unit 3 and 4 study sequences)**

▪ Selections may be made from a wide range of courses, based around vocational and tertiary educational pathways. A wide range of VCE programs are offered at WSC but only those attracting sufficient enrolments can be delivered.

- There are no prerequisites for Units 1 or 2 in any VCE study. A student's performance in related subjects in previous years should provide a guide as to which units would provide satisfactory success at this level.

- The VCE does not require Unit 1 and 2 sequences to precede Units 3 and 4 sequences, but it is strongly advised that students do study Units 1 to 4 in order.

- Year 10 students may choose one or more VCE/VET Units in consultation with the Middle School Manager and Student Pathways Manager.

- Students with special needs will be provided with opportunities to access all courses on offer at WSC

Points to Note:

When choosing a course of study, students should:
- be fully aware of Victorian Curriculum & Assessment Authority requirements
- take into account their personal likes/dislikes and strengths/weaknesses
- clearly understand all subject prerequisites, if considering a tertiary course
- consider the requirements of employment and vocational training
- discuss choices with Curriculum Managers/Student Pathways Manager/Senior School Manager and classroom teachers.

Students must consult with the Senior School Manager to change Unit 2 at mid-year, using a 'Change of Unit' form that has been signed by the Pathways Manager. This is not so for Units 3 & 4, as they are part of a full year course.

VCE/VET SUBJECTS 2019

The following VCE/VET subjects will be offered in 2019. Please note that a subject may not run if only chosen by a small number of students.

Art (Unit 1/2 only)

Studio Arts: Photography

Automotive VET

Building & Construction VET

Biology

Business Management

Chemistry

Drama (Unit 1/2 only)

Engineering VET

English

Food Studies

Geography (Unit 1/2 only)

Health & Human Development

History: 20th Century (Unit 1/2)

History: Revolutions (Unit 3/4)

Hospitality VET

Information Digital Media & Technology VET

Legal Studies

Literature

Mathematics: Foundation

Mathematics: General (Unit 1/2)

Mathematics: Methods CAS

Mathematics: Further (Unit 3/4)

Media

Music Performance (Unit 1/2 only)

Outdoor & Environmental Studies (Unit 1/2 only)

Physical Education

Physics

Product Design & Technology: Wood

Psychology

Sport & Recreation VET

System Engineering

Visual Communication Design

SUBJECT DESCRIPTORS

ART

Unit 1: Artworks, experience and meaning
In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Unit 2: Artworks and contemporary culture
In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork. Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts.

Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions.

Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve. Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks. While the focus of this unit is on the Cultural Framework and Contemporary Framework, students should continue to apply aspects of the Structural Framework and Personal Framework where relevant in the analysis of artworks.

*Students are required to attend all the excursions as part of the Assessment Tasks

STUDIO ART: PHOTOGRAPY

Unit 1: Studio Inspiration and Techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 2: Studio Exploration and Concepts
In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their

individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the
extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Unit 4: Studio practice and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those
exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

*Students are required to attend all the excursions as part of the Assessment Tasks

BIOLOGY

Unit 1: How do living things stay alive?
In this unit 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.

Unit 2: How is continuity of life maintained?
In this unit, 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 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?

In this unit 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 in DNA, 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.

Unit 4: How does life change and respond to challenges over time?

In this unit 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 paleontology, 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 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.

Students electing to study Biology should be prepared to

- *Spend a minimum of 2-3 hours per week in Units 1 & 2 and 3-4 hours in Units 3 & 4 outside the classroom completing exercises, solving problems and writing practical reports*
- *Apply the concepts learned to new contexts*
- *Undertake tests, exams, practical investigations and research*
- *Write and present scientific reports*

BUSINESS MANAGEMENT

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business.

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business
This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4: Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

CHEMISTRY

Chemistry is a key science in understanding the workings of our universe. It is used to explain natural phenomena at the molecular level as well as to create new materials such as medicines and polymers. Some students will develop a passion for chemistry and be inspired to pursue further studies but all students should become more informed and responsible decision-making citizens able to use chemical knowledge and scientific arguments in their everyday lives and to evaluate and debate important contemporary issues such as the future of our environment and its management.

Unit 1: How can the diversity of materials be explained?
Students will learn about atomic structure, chemical structures and bonding. They will use this knowledge to investigate different types of materials and how their structure is relevant to their application. In addition to this, students will be introduced to the mole concept and will apply their knowledge to explore the composition of different substances.

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

Unit 3: How can chemical processes be designed to optimise efficiency?

Students compare and evaluate different chemical energy resources and look at factors that affect reactions

Unit 4: How are organic compounds categorised, analysed and used?
This unit focuses on organic compounds, their structure, representation and ways in which they are analysed. There is a particular emphasis on the investigation of food molecules.

Students electing to study Chemistry should be prepared to
- take an average of 2 -3 hours per week outside class for the completion of exercises, solving problems and completing practical reports. For students studying Units 3 and 4, approximately 3 – 4 hours per week are required.
- make use of mathematical formulae and scientific calculators.
- apply the concepts learned to familiar and new contexts.
- undertake tests, exams, practical investigations and research
- write and present reports.

DRAMA

Unit 1: Introducing performance styles
In this unit students examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. They manipulate expressive and performance skills in the creation and presentation of characters, and document their progress.

Unit 2: Australian identity
Students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work by professional actors.

ENGLISH

Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.
Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims
This study enables students to:
- extend their English language skills through thinking, listening, speaking, reading, viewing and writing

- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Area 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.

Area of Study 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.

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.

Area 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.

Area of Study 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.

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.

Area 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.

Area of Study 2: Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1st September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

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.

Area of Study 1: Reading and comparing texts
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Area of Study 2: 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 1st September of the previous year.

Please Note:
*It is school policy that the novels/texts are discussed during Transition WeekS and purchased prior to the commencement of Year 11 and 12 so that students can read and complete set tasks over the summer break. This allows students maximum use of class time and exam preparation.

FOOD STUDIES

Students explore food from a range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Unit 1
This area of study allows students to explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global food and the history and culture of food in Australia incorporating indigenous food. The practical component explores the use of ingredients available today that were used in earlier cultures.

Unit 2

In this unit, students investigate current food systems in Australia. From small-scale domestic settings to large scale commercial operations, students gain an insight into the significance of food industries to Australian economy.

Units 3
This unit explores the science of food and its roles and influences in our lives and bodies. Students also investigate the functional properties of food and how these change during preparation and cooking.

Unit 4
Students examine issues around the environment, ecology, ethics and 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. They also look at how food information and habits influence our food choices.

GEOGRAPHY

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

HEALTH & HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

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

Unit 3: Australia's health in a globalised world
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). 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.

Unit 4: Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

HISTORY: 20th CENTURY & REVOLUTIONS

History is the practice of understanding and making meaning of the past. Revolutions are the great separations of modern times and mark deliberate attempts at new directions. Studying the countries experiencing revolutions we explore destruction, construction, dispossession and liberation and how society is polarised. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement is made.

Unit 1: Twentieth Century History 1918 - 1939
If you're interested in the great Gatsby, why we have the freedom of speech, and why Hitler got away with what he did to the Jewish people, then this is the subject for you! In Unit 1 students explore the nature of political, social and cultural change in the period between WWI and WWII.

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

Unit 3 & 4: Revolutions
Area of Study 1: Causes of revolution
The periods for this area of study are:
- The American Revolution (French and Indian War to the Declaration of Independence)
- The French Revolution (Accession of Louis XVI to the throne to The October Days)
- The Russian Revolution (Coronation of Tsar Nicholas to October Revolution 1917)
- The Chinese Revolution (The Chinese Republic to the Communist victory in the Civil War).

Unit 3 & 4: Revolutions
Area of Study 2: Consequences of Revolution
The periods for this area of study are:
- The American Revolution (Declaration of Independence to the acceptance of the Bill of Rights)
- The French Revolution (The October Days to the dissolution of the Convention Year III)
- The Russian Revolution (Early Sovnarkom decrees to the end of the NEP)
- The Chinese Revolution (Communist victory to the death of Lin Biao)

**Subject to student numbers in 20th Century History classes may be combined with year 12 students undertaking Revolutions.

Unit 1: Guilt and liability
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.

Unit 2: Sanctions, remedies and rights
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: Rights and justice
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.

Unit 4: The people and the law
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.

LITERATURE

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social/political/economic context in which the text was produced and the experience of life and of literature that the reader brings to the text.

Unit 1
This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature across a range of genres.

Unit 2
This unit focuses on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature across a range of genres.

Units 3 and 4
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? These units involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

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

Please note:
**This subject runs only for one year and students will be required to do additional work if they are to be considered to do Unit 3 or 4 Further Mathematics.

**Students who wish to enrol in this subject must get the consent of the Mathematics Curriculum Manager and the Senior School Manager. Recommendations of Mathematics teachers will be taken into consideration.

Please note:
Students who are enrolled in General, Further and Maths Methods are expected to purchase a CAS calculator. Students will not be able to complete the course without this equipment. The calculator costs approximately $210 (new) and can be purchased through the school at the end of the year.

Units 1 and 2: General Mathematics Units
The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Units 3 and 4: Further Mathematics
Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics.

Units 1 and 2: Mathematical Methods
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units

Unit 3 and 4: Mathematical Methods
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

**Students who wish to enrol in Mathematical Methods will need to get the consent of the Mathematics Curriculum Manager and the Senior School Manager. Recommendations of Mathematics teachers will be taken into consideration.

Prerequisites:
- General Mathematics Units 1 and 2 assumes a good understanding of Year 10 Mathematics.
- Mathematical Methods Units 1 and 2 assumes an excellent understanding of Year 10 Mathematics. It is an expectation that students consult with the Mathematics Curriculum Manager about the course prior to selecting this subject.
- Further Mathematics Units 3 and 4 assumes a good knowledge of the content of General Mathematics 1&2.
- Mathematical Methods Units 3&4 assumes a good knowledge of topics covered in Mathematic Methods Units 1&2.

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 analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms
In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production
In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.
Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.
They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. 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.

MUSIC PERFORMANCE

Unit 1
This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

**Students may be required to purchase sheet music for this subject.
Students will be required to attend weekly instrumental lessons and maintain a regular practise routine.

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Exploring Outdoor Experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individual and their personal responses to and experiences of outdoor environments.
Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.
Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.
  Area of Study 1 – Motivations for outdoor experiences
  Area of Study 2 – Influences on outdoor experiences

Unit 2: Discovering Outdoor Environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.
In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences, students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.
  Area of Study 1 - Investigating outdoor environments
  Area of Study 2 - Impacts on outdoor environments

Special Requirements
The cost for the subject is approximately $600.00 for the year. This will cover all activity costs. Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include snow camps, sea kayaking, surfing, snorkelling, canoeing and mountain biking.

** Please note that it is a requirement of the subject that you must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject unless medical unfit.

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

Unit 1: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Unit 2: Physical activity, sport and society
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Unit 3: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Unit 1: What ideas explain the physical world?
In this unit students explore how physics explains phenomena that are not always easily seen by the human eye. Students will consider fundamental ideas and models used by physicists to attempt to explain and better understand the everyday world. Students will use thermodynamic principles to explain phenomena and changes in thermal energy, and assess how human energy use has impacted the environment. Students examine the motion of electrons and their manipulation. Using these ideas students will investigate accepted theories on matter and energy and how these theories have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. Students will investigate everyday phenomena by making observations and generating questions, which lead into experimentation. In this unit students will investigate forces and their involvement on moving objects.

Students will be able to choose one of twelve areas to study in which students are able to investigate a selected question. Students will also design an experiment to investigate an area of study from unit 2.

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.

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

PRODUCT DESIGN & TECHNOLOGY: WOOD

This study is designed to enable students to develop an understanding of design and product development related to Textiles, including legal, environmental and social factors. It provides the opportunity for students to develop knowledge and practice skills where they research, design, produce, evaluate and promote a product for a client/end – user.

Unit 1: Product re-design and sustainability
Students focus on the analysis, modification and improvement of a product design with consideration of the materials used and the issues of sustainability. Students will produce a re-design product then compare and
evaluate it with the original design.

Unit 2: Collaborative Design
Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on the many factors which influence designers and the impact this has on the finished product.

Units 3: Applying the product design process
Students engage in the theory and practical elements of design and development of a product that meets the needs and expectations of a client and/or end user, developed through a design process and influenced by a range of complex factors including sustainability.

Unit 4: Product development and evaluation
Students compare, analyse and evaluate methods to make judgments about commercial product design and development. Students continue to develop, manufacture, evaluate and promote the product they designed in Unit 3.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?
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.

Unit 2: How do external factors influence behaviour and mental processes?
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.

Unit 3: How does experience affect behaviour and mental processes?
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?
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.

The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline. Students electing to study Psychology should be prepared to
- take an average of 2 -3 hours p/k outside class for the completion of exercises, solving problems and completing set tasks. For students studying Units 3 & 4, approximately 3 – 4 hours p/w are required
- make use of statistics, measures of central tendency and presenting data appropriately
- apply the concepts learned to familiar and new contexts
- undertake tests, exams, practical tasks, text questions, student-directed research investigations
- write and present utilising a variety of reporting formats

SYSTEMS ENGINEERING

Systems Engineering provides an opportunity for students to develop capabilities in and knowledge about, the design, operation, construction, assembly, maintenance, diagnosis, repair and evaluation of technological systems.
Unit 1: Mechanical engineering fundamentals
This unit focuses on mechanical engineering fundamentals to develop an understanding of the basic principles that operate simple to complex mechanical devices. Students apply this learning by constructing a functional system.
Unit 2: Electro technology engineering fundamentals
 Students study the fundamental principles of electrical and electronic circuits.
Unit 3: Systems engineering and energy
This unit examines how mechanical and electro technological systems are combined to form a controlled integrated technological system. There is a strong focus on clean and renewable energies. Students will apply their knowledge and skills to produce technical reports and to construct a substantial system.
Unit 4: Integrated and controlled systems engineering

This unit focuses on systems control and allows students to apply their understanding through the construction of controlled integrated systems. This unit focuses on new and emerging technologies. Please note:

*It is highly recommended that students complete Units 1 & 2 prior to enrolling in Units 3 & 4.

VISUAL COMMUNICATION DESIGN

Unit 1: Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. In this unit students are introduced to three stages of the design process-researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2: Application of visual communication within design fields
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design.

Unit 3: Visual communication design practices
In this unit students gain an understanding of the process designers use to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical tasks and analysis of existing visual communications, students gain insight into how designers select methods, media, materials and the application of design elements and design principles to create effective visual communications for specific audiences and purposes. Students use observational and visualisation drawings to generate a wide range of design ideas to create a folio of work and brief that will also be explored in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief that was developed in Unit 3. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They will submit two final designs and evaluate them in the form of a pitch.

VET DESCRIPTORS

All VET courses are accredited through a Registered Training Authority (RTO). The College collects fees to cover registration costs and some material costs. All VET courses are a two year program.

Please ensure that your choice of VET program is carefully selected with assistance from College staff as fees are **non-refundable** and cannot be transferred to another course once the program has commenced.

> **VET fees must be finalised before Friday 30th November 2018. Payment can be made in person at the college office, by credit card, through direct debit or BPAY. Keeping in mind that places in VET subjects are limited, students will be placed in their selected VET subject only after payment has been received.**

AUTOMOTIVE

The Certificate II in Automotive is an industry standard qualification designed for students who have an interest in commencing careers in Automotive or similar industry sectors, or students who wish to learn more about the industry and what it has to offer. The certificate is delivered over two years, in a series of competencies consisting of theoretical and practical tasks, which are commonplace in the automotive industry. Learning is largely self paced. Students will perform work in a simulated automotive workshop, and will carry out units of competence such as: Apply Safe Working Practices; Use & Maintain Workplace Tooling & Equipment; Dismantle & Assemble Manual Transmission; Remove & Replace Cylinder Heads; and many others.
**Day program, once a week until completion of course

BUILDING & CONSTRUCTION

Certificate II Building and Construction is a practical, hands-on course that leads to industry standard qualifications as well as contributing to a student's VCE. There is also a significant component of written work. Among the Units of Competence presently completed in this course are: Occupational Health and Safety; Hand and Power Tools; Scaffolding; Framing; Building Construction Induction; Workplace Documents and Plans.
A range of assessment tasks will be used. These may include maintenance of a workbook, practical demonstration of skills you have acquired, contribution to group discussion, multiple-choice question tests, and completion of assignments.
**Day program, once a week until completion of course

ENGINEERING

Certificate II Engineering is a practical, hands-on course that leads to industry standard qualifications as well as contributing to a student's VCE. The program contains a significant component of written work. Units of Competence completed in this course include: Occupational Health and Safety; Hand and Power Tools; Welding and Thermal Cutting; Produce Basic Engineering Sketches and Drawings. Protective clothing and leather upper shoes or boots must be worn.
A range of tasks will be used to assess level of competence for each unit. These may include maintenance of a workbook, the practical demonstration of skills you have acquired, contribution to group discussion, multiple-choice question tests and assignments.
A range of Certificate III Engineering competencies will be taught to students who are interested in furthering their skills, knowledge and interests in this industry.

*Students are required to complete a work placement
**This course offers a scored assessment which contributes to the VCE ATAR ranking and students will be expected to attend the VCAA Examination
***Day program, once a week all year

HOSPITALITY: KITCHEN OPERATIONS

Certificate II Hospitality: Kitchen Operations, is a practical, hands-on course that leads to industry standard qualifications with Certificate III Catering Operations.

Units 1 and 2

Organise and prepare food; Present Food; Receive and store kitchen supplies; Clean and maintain kitchen premises; Use basic methods of cookery; Develop and update hospitality industry knowledge; Work with colleagues and customers; Work in a socially diverse environment, Follow health, safety and security procedures, Follow workplace hygiene procedures.

Units 3 and 4 Units of Competence include:

Preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces and soups.

*Students are expected to complete 12 days of Work Placement each year.

**This course offers a scored assessment which contributes to the VCE ATAR ranking and students will be expected to attend the VCAA Examination.

***Day program, once a week all year

INFORMATION DIGITAL MEDIA & TECHNOLOGY (IDM&T)

Qualification: ICT30115 Certificate III in Information, Digital Media & Technology (Partial completion)

Description: The VCE VET Information, Digital Media and Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

Students who demonstrate competency in all coursework areas will receive a statement of attainment toward the completion of ICT30115 Certificate III in Information, Digital Media & Technology.

Course materials: Students will receive a workbook required to complete their coursework once payment of their VET fees has been confirmed. Students will also require a USB flash drive (8GB minimum). It is highly recommended students have access to a computer with broadband connection at home, in order to complete any unfinished activities or revise topics in preparation for assessment.

VCAA Scored Assessment: Students wishing to receive a study score for VCE VET Information, Digital Media and Technology must undertake Scored Assessment. This consists of three coursework tasks worth 66% of the overall study score, and an end of year examination worth 34% of the overall study score. Scored assessment will be based on the Units 3 and 4 sequence of ICT30115 Certificate III in Information, Digital Media and Technology.ID

Units of Competence (Units 1&2): Participate effectively in WHS communication & consultation process, Work & communicate effectively in an ICT environment, Run standard diagnostic tests, Operate application software packages, Produce Digital Images for Web, Use social media tools for collaboration & engagement, Implement & monitor environmental sustainable work practices, Care for computer hardware, Organise personal work priorities & development.

Units of Competence (Units 3&4): Create a simple mark-up language document, Build simple websites using commercial programs, Review and maintain a website, Create user documentation, Install, configure & secure a small office or home office network, Install & optimise operating system software, Provide IT advice to clients, Maintain equipment & software.

**This course offers a scored assessment which contributes to the VCE ATAR ranking and students will be expected to attend the VCAA Examination.

SPORT & RECREATION

VET Sport and Recreation Certificate III is a two year course, leading to a VET and VCE qualification. The course is an accredited entry level training program for students wishing to pursue a range of occupations associated with the Sport and Recreation Industry. It is a practical hands-on course developed by the Sport and Recreation Industry that leads to industry standard qualifications however there is also a significant component of written work. Students will be expected to attend and assist in running school sporting events, such as athletics day and the swimming carnival.

Units of Competence completed over the two year course include:
- Provide first aid
- Conduct non-instructional sport, fitness or recreation sessions
- Conduct basic warm-up and cool down programs
- Develop and update knowledge of coaching practices
- Use social media tools for collaboration and engagement

Assessment:
A range of tasks will be used to assess the level of competence for each module. These may include Case studies, short answer questions, maintenance of a workbook, practical demonstration of skills and the completion of assignments.

*This course involves students attending a Year 11 camp to complete units of competency
**This course offers a scored assessment which contributes to the VCE ATAR ranking and students will be expected to attend the VCAA Examination.

PARENT CONTACTS 2018

Senior School Manager: Belinda Necovski
Years 11 and 12 are the critical final years leading into Tertiary studies and/or apprenticeships and work. It is most important that sound decisions on course selections are made by consulting widely with the Senior School Manager, Student Pathways Manager, VET/VCAL Coordinator, Curriculum Managers and classroom teachers. The choices are extensive and diverse – the opportunities for a successful transition to post-secondary study and work are available to all students.
The office for the Senior School Manager is located in the Senior School building.

Careers Advisors: Judith Wood (Tuesday, Wednesday, Thursday) and Olivia Bontempelli (Monday, Tuesday)
The Careers Advisors are available to provide support, guidance and advice to students, parents and the community on any issue relating to course selection, career guidance, employment and further education. The centre is fully resourced with relevant information related to course selection, employment opportunities, external agencies and liaison offers from TAFE, Universities and private institutes. Students need to discuss their arrangements for work placement and work experience prior to committing to these activities.
The office for the Career Advisors is located in the library.

VET/VCAL Manager: Janet Elovaris
Each student enrolled in VCAL has a unique and individual program planned for their personal, educational and transitional pathways. This program is monitored and modified to meet the students' needs during the school year, as often as required, and parent contact and participation is required as part of this process.
Ongoing support from family at home and the employer in the work place will ensure a positive outcome for the student successfully completing the VCAL certificate.
Combining a school based apprenticeship or traineeship as the VET component of the VCE or VCAL course is another option for successful transition to the workplace, while gaining the Senior School Certificate.
The office for the VET/VCAL Manager is located in the Trade Training Centre.

Curriculum Managers:

The Arts	Louise Hannay
English	Sheena Cuthbert
Health & Physical Education	Harry Whybrow
Humanities	Helen Tsolakidis
Mathematics	Leanne Batty
Science	Wen Li
Design Technology: Wood/Systems	Ian Hocking
Design Technology: Food/Textiles	Steve Lascelles
Digital Technology	Gavin Povolo
Performing Arts	Ashlee Kavanagh

Business Manager: Mr Kevin Tootle
All students will be required to pay the Curriculum and Materials charge as detailed by School Council.
VET fees are payable by FRIDAY 30th November 2018 or students will be withdrawn from the subject.
Parents can contact the Business Manger to organise a deposit and payment plan if necessary.

Assessment plan: A set of tasks relating to the assessment of units of competency/modules undertaken in the Units 3 and 4 sequence of a scored VCE VET program

Assessment task: A task set by the teacher to assess students' achievements of unit outcomes for School-based Assessment (see also **Outcomes**).

Auspicing: An arrangement a school can make with an RTO for the delivery of VCE VET, or VET or FE as outlined in a memorandum of understanding or contract between the school and the RTO.

Australian Qualifications Framework (AQF): The national policy for regulated qualifications in Australian education and training.

Australian Quality Training Framework (AQTF): The national set of standards that ensure nationally consistent, high quality training and assessment services for the Australian VET system.

Australian Tertiary Admission Rank (ATAR): The overall ranking, on a scale of zero to 99.95, that students receive, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication: The process of ensuring that work submitted by students for assessment is their own.

Award level: There are three VCAL award levels: Foundation, Intermediate and Senior.

Block Credit Recognition: Training in a nationally recognised VET/FE qualification outside the suite of approved VCE VET and School-based Apprenticeship and Traineeship programs that provides credit in the VCE.

Credential: The certificate that is awarded by the VCAA to students on successful completion of all course requirements.

Credit: In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Derived Examination Score (DES): Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

Employability skills: A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.

Equivalent qualification: The VCAA, on delegation from the VRQA, issues Statements of Equivalent Qualification for recognised qualifications that are equivalent to Year 12 level and obtained overseas or interstate. The VCAA also assesses interstate and overseas qualifications for their equivalence to Year 11.

Examinations: External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written VCE examinations are held in October and November each year. Performance examinations and oral components of VCE Languages examinations are held in October. The GAT is held in June.

External Reference Score: Sometimes referred to as the External Score, it is a common measure of performance in external assessments against which the schools' School-based Assessment scores for a particular study are statistically moderated. It is formed from the students' examination scores for each study and, for some studies, the component scores from the GAT.

Externally-assessed Task: Currently specific to the Music Style and Composition Units 3 and 4 sequence, the Externally- assessed Task requires students to submit a folio of work which is assessed by a VCAA *appointed panel.*

Further Education (FE): Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language. FE certificates are accredited under the AQTF.

General Achievement Test (GAT): A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.

Graded Assessment: All VCE studies have three graded assessments for each Units 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks. Music Style and Composition has an Externally-assessed Task.

Higher Education Studies: In the VCE, first-year university studies approved by the VCAA for contribution towards satisfactory completion of the VCE for students who are academically very able.

Home school: Refers to the major school/provider of the student. Only the home school may enter and change a student's personal details through VASS. A student can have only one home school at a time. The home school is usually, but not always, the assessing school (see also **Assessing school).**

Local Learning and Employment Networks (LLENs): Networks established across Victoria to support young people's connections with local education and training organisations, employers and community groups.

Mapping: In the VCAL, mapping refers to aligning the content of locally developed programs and activities to the learning outcomes of a VCAL unit.

Module: A distinct component of vocational training curriculum, comprising specified learning outcomes, assessment criteria and other information to support the delivery of training and conduct of assessment. Modules are identifiable as unit of competency (UoC) on VASS.

Nominal hours: The scheduled hours required for the delivery and assessment of vocational training as determined by DEECD's Higher Education and Skills Group.

Outcomes: What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Post-Results and ATAR Service (PRAS): A telephone enquiry service provided by the VCAA after the release of the VCE results.

Provider: Refers to an organisation or institution that is approved or registered by the VRQA to deliver VCE and/or VCAL certificates, or VET/FE.

Quality Assurance (QA): The process of assuring the quality of delivery and consistency in the implementation of the accredited VCE or VCAL outcomes and relevant levels. For example, the assessment of VCAL units is subject to a QA process.

Recognition of prior learning (RPL): Recognition of prior learning (RPL) means recognition of current competencies a student may hold. An assessment may be conducted to determine the student's eligibility to be awarded a VCAL unit in the Work Related Skills (WRS) or Personal Development Skills (PDS) strands. The student needs to demonstrate that they have met the learning outcomes in the unit.

Registered training organisation (RTO): An organisation that is approved and registered by the VRQA to deliver VET and FE within a defined Scope of Registration.

Review Committee: The VCAA committee responsible for hearing cases of examination rule breaches and student appeals against penalties that have been imposed by schools for breaches of rules relating to School-based Assessment.

Satisfactory completion of VCAL: The school decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for 'not yet complete'. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.

Satisfactory completion of VCE: The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'. Students qualify for the VCE when they satisfactorily complete units that meet the program requirements.

School-assessed Coursework (SAC): A School-based Assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes. ****At Whittlesea Secondary College -the same rules apply for Units 1 and 2. This work must be authenticated as the student's own by the supervising teacher. Missed SACs will require a medical certificate (or equivalent relevant documentation) from Senior School Manager and will be rescheduled to an after school session.**

School-assessed Task: A School-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.

School-based Apprenticeships and Traineeships: Structured training arrangements, usually involving on- and off-the- job training, for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCAL. These may include part-time apprenticeships or traineeships.

School-based Assessment: Encompasses the non-examination graded assessments managed by schools. The three current forms of School-based Assessment are School-assessed Coursework, School-assessed Tasks and the Externally-assessed Task (Music Style and Composition only).

School-based Assessment audit: As part of an ongoing monitoring and quality assurance program by the VCAA, samples of teachers' School-based Assessment materials are collected from schools each semester. The work collected is used to monitor schools' administration of School-based Assessment and compliance with the accredited VCE study design or VCE VET program.

Semester: One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

Senior secondary qualification: The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

Sequence: VCE Units 3 and 4 are designed to be taken as a sequence.

Special Examination Arrangements: Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

Special Provision: Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

Statement of Attainment: A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.

Statement of Marks: For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Study Score: A statement showing the scores for each of the graded assessments and describing the calculation of the study score. A fee is charged for each statement.

Statement of Results: The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether they have graduated. See also **VCE/VCAL Certificate.**

State Reviewer: An expert appointed by the VCAA to supervise the moderation and/or audit of the school-assessed components of each study.

Statistical moderation: The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's School-based Assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

Strand: The VCAL contains four curriculum strands: Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills.

Structured workplace learning: On-the-job training, during which a student is expected to practice a set of skills or

competencies, related to an accredited course or nationally recognised VET program.

Student Number: The unique number assigned to each student enrolled in the VCE, VCAL and VCE VET.

Studies: The subjects available in the VCE.

Study design: Published by the VCAA, each study design specifies the content for that study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score: A score from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in School-based Assessments and examinations.

Training package: A set of nationally endorsed standards and qualifications used to recognise and assess people's skills in a specific industry, industry sector or enterprise. They describe the skills and knowledge that individuals need to perform effectively in the workplace.

Training plan: A program of training and assessment, that is required under an apprenticeship/traineeship training contract.

Unit of competency: The specification of knowledge and skills and the application of that knowledge and those skills to the standard of performance expected in the workplace. The RTO assesses competency.

Units (VCAL): VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.

Units (VCE): The components of a VCE study that are a semester in duration. There are usually four units in a VCE study: Units 1, 2, 3 and 4.

VASS Administrators: School-based personnel who enter all school information into VASS.

VCAL learning program: A program of accredited curriculum that leads to the awarding of a VCAL Certificate.

VCAL provider: A school or other organisation authorised to offer the VCAL.

VCE Languages: At VCE level, 46 languages other than English are offered.

VCE provider: A school or other organisation authorised to offer the VCE.

VCE/VCAL Certificate: The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also **Statement of Results.**

VCE VET: Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Assessment Software System (VASS): The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly into the VCAA central database.

Victorian Certificate of Applied Learning (VCAL): An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE): An accredited senior secondary school qualification.

Vocational Education and Training (VET): Nationally recognised vocational certificates, which may be integrated within a VCE or VCAL program.

Victorian Student Number (VSN): The unique number assigned to an individual who is aged between four and 24 years and who is enrolled in an educational program.

Victorian Tertiary Admissions Centre (VTAC): Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the **ATAR**

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