VCE / VCAL
Course Selection Handbook 2019

37 Graf Road, Somerville, Victoria, 3912
Phone: 5973 1000
Fax: 5977 9842
Email: somerville.sc@edumail.vic.gov.au
Website: www.somervillesc.vic.edu.au
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## CONTACTS

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<tr>
<td>Principal</td>
<td>Mr C Lloyd</td>
</tr>
<tr>
<td>Assistant Principal (Later Years)</td>
<td>Mrs K Johnson</td>
</tr>
<tr>
<td>Leading Teacher Senior Programs</td>
<td>Mr C Leslie</td>
</tr>
<tr>
<td>Curriculum Leader (Arts)</td>
<td>Ms S Zurcas</td>
</tr>
<tr>
<td>Curriculum Leader (English)</td>
<td>Ms A Wyers</td>
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<td>Curriculum Leader (Health &amp; Physical Education)</td>
<td>Mrs S Angus</td>
</tr>
<tr>
<td>Curriculum Leader (Humanities)</td>
<td>Mr D Haskett</td>
</tr>
<tr>
<td>Curriculum Leader (Languages)</td>
<td>Ms J Kirk</td>
</tr>
<tr>
<td>Curriculum Leader (Mathematics)</td>
<td>Mrs S Holman</td>
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<tr>
<td>Curriculum Leader (Science)</td>
<td>Mrs G Vazirani</td>
</tr>
<tr>
<td>Curriculum Leader (Technology)</td>
<td>Mrs D Fleming</td>
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Welcome to the Senior Years of Schooling at Somerville Secondary College.

This handbook provides a reference guide to the course selection processes for students to assist them in making choices for the senior years of secondary education. Courses selected should be designed to provide a foundation for future work or study.

There are many choices to be made in developing the most appropriate course of study for the future. Students may choose from the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) both of which may include choices from Vocational Education and Training (VET) programs. Students should plan their program of study across the course of two years.

Although this may seem quite daunting, students have received and will continue to receive a great deal of advice and support in helping them to make their choices.

Students will have opportunities to revise their pathway as they proceed through their selected program. Some of the choices offered may be unfamiliar to parents and students and to assist we have an Information Evening for the courses on offer at Somerville Secondary College.

If you wish to seek further advice then please contact the Careers Advisor. In planning a program of study students should pay particular attention to ensuring that the course selected provides the appropriate pre-requisites for any planned tertiary course.

This Course Selection Handbook describes only the academic program of the school. Other aspects of school life are also very important. A balance of the academic, social, sporting and leadership elements of life is one of the key elements to success in the senior years at Somerville Secondary College.

All students are encouraged to participate in school sporting programs and there are many other opportunities for a range of activities, including musical and theatrical activities, community and College leadership. It is our experience that the students who become involved in these other aspects of school life are the ones who enjoy the most academic success.

It is important that each student constructs a course that best suits the individual. We have tried to maintain a wide range of subject offerings but, as with all subjects, final decisions as to whether they proceed in 2019 will depend upon numbers and staffing.

If you have any queries please do not hesitate to contact the College.

Chris Lloyd
College Principal
VISION, MISSION & VALUES

DESCRIPTION:
Somerville Secondary College is a learning community that acknowledges both the rights and responsibilities of each individual. A strong pastoral structure enhances a curriculum that seeks to develop the potential of every student. Academic and personal growth are both equally valued with the classroom focus on challenge, engagement, achievement and celebration of success.

VISION:
At Somerville Secondary College our vision is to develop every member of our college to be a successful and responsible community member and an independent learner who will make a positive contribution to society.

MISSION:
At Somerville Secondary College we aim to achieve our vision by:
- Providing an inclusive, encouraging, caring, safe and secure learning environment
- Developing responsible behaviours through clear expectations and high levels of consistency and accountability
- Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement
- Providing high quality co-curricular, sport, personal development and leadership programs
- Actively promoting the development of positive and supportive relationships within the learning community

VALUES:
At Somerville Secondary College our vision and mission are underpinned by the values:
1. Collaboration – working together to achieve the school’s vision
2. High Expectations – pursuit of excellence, constantly seeking to improve
3. Integrity – acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions
4. Respect – treating others with consideration and regard
5. Responsibility – accepting personal accountability for behaviours, actions and consequences, including the constructive resolution of differences.

Integrity, Respect and Responsibility
Parent and Student Information session **25th June**

PCP Activities and Course Counselling **Week 1 and 2 Term 3**

Subject Selection forms due **27th July**

VET deposit due **24th August**

Course confirmation letter sent home **Week 10 Term 3**

Subject fees due (or payment plan organised) **23rd November**
GUIDE TO THIS HANDBOOK

This handbook is a guide to planning your Senior Pathways Program (Victorian Certificate of Education, VCE or Victorian Certificate of Applied Learning), VCAL program for Years 11 and 12, with the possible inclusion of a Vocational Education and Training (VET) program.

Somerville Secondary College values individual differences and the diversity of learning styles and needs. This is reflected in the Later Years subjects offered. There are a range of both applied and academic programs to enable you to align your Later Years Program with your preferred learning styles, identified strengths, interests and future aspirations.

Contained in this handbook are outlines of all units of study being offered at Somerville Secondary College in 2019. Please note that units will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the College.

Please use this handbook to assist you in completing the 2019 Course Selection Process. You will then be able to discuss and confirm your subject choices at a Course Counselling appointment. A Course Counselling appointment is an individual session with our Careers Coordinator, Amy Joseph.

Parent Information Evening: Monday 25th June
Course Selection Process concludes: Friday 27th July

How do I choose a program?
Important questions to consider when choosing a program:

- What do I want to do with my future?
- Do I want to study at a University or TAFE?
- What are the prerequisites for the university courses I am interested in?
- Are there any subjects or subject combinations that may give me an advantage?
- Am I interested in beginning an apprenticeship or trade?
- What am I good at?
- What do I enjoy doing?
- What were my best subjects in Year 10?

If you haven’t already, discuss the answers to these questions with your parents, subject teachers or the Careers Coordinator. You should write down your answers to refer to when completing your form. Use the Programs Diagram on the following pages to assist you in selecting a course/pathway. You will discuss how to use the program to help you make your pathway choices in your Pastoral Care classes (Year 10 only). Read the “Where to Now?” booklet for more detailed information from the VCAA.
<table>
<thead>
<tr>
<th>Core</th>
<th>Year 10</th>
<th>Victorian Certificate of Education / Victorian Certificate of Applied Learning</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>✓ English</td>
<td>VCE English&lt;br&gt;Highly Recommended</td>
<td>VCE – English or its equivalent is compulsory.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓ Mathematics</td>
<td>VCE General Mathematics&lt;br&gt;VCE Mathematical Methods</td>
<td>Mathematics is highly recommended at least until the end of Year 11.</td>
</tr>
<tr>
<td>Other</td>
<td>✓ At least one unit of Science&lt;br&gt;✓ At least one unit of Humanities&lt;br&gt;✓ Health &amp; Physical Education</td>
<td>VCE – Literacy &amp; Numeracy (or VCE equivalents), Work Related Skills strand and Personal Development strand are all compulsory. A relevant VET (External) study is compulsory under the Industry Specific strand.</td>
<td></td>
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### Program Year 10

<table>
<thead>
<tr>
<th>Program</th>
<th>Recommended Subjects</th>
<th>Complementary Subjects</th>
<th>Future Employment &amp; Tertiary Studies</th>
</tr>
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<tbody>
<tr>
<td>Art &amp; Design</td>
<td>Create, Make and Bake&lt;br&gt;Digital Photography&lt;br&gt;Food by Design&lt;br&gt;Media Studies&lt;br&gt;Music Performance&lt;br&gt;Theatre &amp; Drama Studies&lt;br&gt;Woodwork 10</td>
<td>English or equivalent&lt;br&gt;Studio Arts (Photography)</td>
<td>Acting&lt;br&gt;Theatre work&lt;br&gt;Dancer, Dance&lt;br&gt;Teacher&lt;br&gt;Teaching&lt;br&gt;Graphic Artist / Designer&lt;br&gt;Photographer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Mathematics&lt;br&gt;VET Dance&lt;br&gt;VET Fashion Design&lt;br&gt;VET Information Technology (Games Creation)&lt;br&gt;VET Interactive Digital Media&lt;br&gt;VET Music Industry&lt;br&gt;VET Residential Drafting</td>
<td>Arts Management&lt;br&gt;Arts Media&lt;br&gt;Dance&lt;br&gt;Fine Arts&lt;br&gt;Theatre &amp; Drama&lt;br&gt;3D Animation</td>
</tr>
<tr>
<td>Commerce &amp; Business Administration</td>
<td>Keeping Your Balance&lt;br&gt;Our World, Our Future</td>
<td>Business Management&lt;br&gt;English or equivalent / VCAL Literacy&lt;br&gt;General Mathematics / VCAL Numeracy&lt;br&gt;Legal Studies</td>
<td>Advertising&lt;br&gt;Administration&lt;br&gt;Business&lt;br&gt;Marketing&lt;br&gt;Management&lt;br&gt;Personal Assistant&lt;br&gt;Sales / Retail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology&lt;br&gt;VET Business Administration&lt;br&gt;VET Games Creation&lt;br&gt;VET Retail Operations&lt;br&gt;VET Tourism &amp; Events</td>
<td>Business Studies&lt;br&gt;Commerce&lt;br&gt;Hotel Management&lt;br&gt;Office Management&lt;br&gt;Retail Management</td>
</tr>
<tr>
<td>Science &amp; Engineering</td>
<td>Electromechanical Systems&lt;br&gt;How Stuff Works&lt;br&gt;Science 1 &amp; 2</td>
<td>Biology&lt;br&gt;Chemistry&lt;br&gt;English or equivalent&lt;br&gt;General Mathematics&lt;br&gt;Mathematical Methods&lt;br&gt;Physics&lt;br&gt;Psychology</td>
<td>Allied Health&lt;br&gt;Doctor / Dentist&lt;br&gt;Engineer&lt;br&gt;Nursing&lt;br&gt;Psychologist&lt;br&gt;Scientist&lt;br&gt;Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health &amp; Human Development&lt;br&gt;VET Computer IT Support&lt;br&gt;VET Engineering&lt;br&gt;VET Integrated Technology&lt;br&gt;VET Laboratory Skills</td>
<td>Civil, Electrical&lt;br&gt;&amp; Mechanical&lt;br&gt;Engineering&lt;br&gt;Environmental&lt;br&gt;Science&lt;br&gt;Medicine&lt;br&gt;Pharmacy&lt;br&gt;Veterinary Science</td>
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**PATHWAYS**

Pathways refer to the different ways a student is able to obtain their senior certificate and the subjects they undertake to achieve this outcome. In a sense when choosing your pathway through the senior school you really need to work backwards. A student should look at what they would like to achieve when they leave school and then work backwards through the year levels, selecting subjects which allow them to achieve that goal. Generally students should think about an area they would like to work in, or study further in when they leave school and select subjects which will allow them to achieve this goal. For example a Business related area, The Arts, or a Health Science area etc. To assist students with choosing their pathway we have included some examples (of pathways) above.

**CLEARLY YOUR PATHWAY WILL REFLECT YOUR NEEDS, HOWEVER, YOU CAN USE THESE SUGGESTED PATHWAYS AS A GUIDE.**
THE RULES FOR OBTAINING YOUR VCE

While it may be possible to vary the number of units you can enrol in, a typical VCE program at Somerville Secondary College is made up of 22 units which are completed over two years. Generally twelve units at the unit 1/2 level and ten units at 3/4 level would constitute the normal full time program for most students. (Six subjects at Year 11, five subjects at Year 12)

To be awarded the VCE, you must SATISFACTORIZY COMPLETE at least 16 units. These 16 units must include:

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<tr>
<td>1</td>
<td>The English requirement is three units from the English group</td>
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<tr>
<td></td>
<td><strong>NOTE:</strong> VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is required.</td>
</tr>
<tr>
<td>2</td>
<td>At least three sequences of units 3 and 4 of studies other than English</td>
</tr>
<tr>
<td>3</td>
<td>It is recommended that students choose at least one subject from each of the following areas: Arts/Humanities Group and the Maths/Science/Technology Group.</td>
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Successful completion of each VCE unit is based on a student achieving ALL the Learning Outcomes for that unit to a satisfactory standard. In Units 1 and 2 the VCAA is concerned with the awarding of an S or N for completion of the unit. Guided by the Subject Study Design your teacher will set specific assessment tasks and the grades to these will be reported on your Student Report from the College.

Unit 3 & 4 sequences have both a School Assessed Coursework component and examinations for assessment. In general it is inadvisable to attempt a Unit 3 & 4 sequence unless you have completed the Unit 1 & 2 sequence. Students who do this may be placing themselves at considerable disadvantage. In some subject areas, for example Physics, you are not permitted to complete the Unit 3 & 4 sequence without having successfully completed Units 1 & 2. This information will be discussed with you when you undertake course counselling.
SAMPLE VCE PROGRAMS

A typical VCE program includes six units of study per semester in Year 11 (which may include a Unit 3 & 4 sequence and/or a VET program) and five sequences of Unit 3 – 4 studies (which may include a VET program or an Enhancement Studies subject (studying a first year university subject)) in Year 12.

### Example Student A

After finishing school, this student wishes to complete an Arts Degree. She knows she will need to get an ATAR to gain entry into a course. She chooses the subjects she is best at to help her to achieve these results. As a result of having undertaken a Unit 1 & 2 subject in Year 10, she may complete the Unit 3 & 4 sequence in Year 11.

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<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Core Subjects</td>
<td>English 1 &amp; 2</td>
<td>English 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>20th Century History 1 &amp; 2</td>
<td>Revolutions 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Legal Studies 1 &amp; 2</td>
<td>Legal Studies 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Indonesian 1 &amp; 2</td>
<td>Indonesian 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Human Development 1 &amp; 2</td>
<td>Health &amp; Human Development 3 &amp; 4</td>
</tr>
<tr>
<td>Studio Arts 1 &amp; 2</td>
<td>Studio Arts 3 &amp; 4</td>
<td></td>
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### Example Student B

After finishing school, this student wishes to complete a TAFE course in Health Services. He may not need an ATAR score, but chooses subjects that he has enjoyed the most and will provide him with the prerequisites for entering either of the professions he is interested in.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11 Units</th>
<th>Year 12 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subjects</td>
<td>English 1 &amp; 2</td>
<td>English 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Psychology 1 &amp; 2</td>
<td>Psychology 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Biology 1 &amp; 2</td>
<td>Biology 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Health &amp; HD 1 &amp; 2</td>
<td>Health &amp; HD 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>General Mathematics 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>VET Health Services</td>
<td>VET Health Services</td>
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VCE COURSE COSTS

Many electives attract a cost for materials which should be considered when selecting electives for next year. These costs are additional to the College Council ‘Essential Education Items’.

Payment of electives is required by Friday, 23rd November 2018 to confirm enrolment into the selected course. If you are unable to pay the elective in full by this date, please contact the Administration Office by the due date to organise an appropriate payment plan.

**IF THE COST CANNOT BE MET BY THE PARENT THEN THE ELECTIVE SHOULD NOT BE SELECTED.**
VCE – SOME KEY FACTS

HIGHER EDUCATION
If you are considering going on to Higher Education after gaining your VCE you must make sure your VCE program meets the requirements needed to enter the course you wish to undertake. Some institutions require you to complete prerequisite subjects in which you must achieve a certain study score. This information is contained in the VTAC GUIDE; make sure you read it before completing your Unit 3/4 sequences. The following details give some important information about the VCE assessment and factors used in the tertiary selection process.

VCE STUDY SCORE
In addition to the reporting of grades achieved in individual assessment tasks in each VCE study, students also receive an overall Study Score out of 50 which sums up the student's total achievement in all assessment tasks in that study. The purpose of the VCE Study Score is to provide information about all of the assessment tasks in the study and about the performance of the student relative to all other students in the subject. For the Study Scores, the state average has been set at 30 out of 50. So a student who receives a Study Score of 30 for a particular subject, performed at the state average level in that subject whilst a student whose Study Score was 45 did exceptionally well in the subject. The Study Score will indicate where the student stands in relation to others in the state in that study.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)
The ATAR is used in all states except Queensland. It is not issued by the VCAA, but by the Victorian Tertiary Admissions Centre (VTAC). Students will be issued with a state-wide ATAR which is derived from the VCE STUDY SCORES. The VCE Study Scores are adjusted by a comparison process called ‘scaling’. The scaling is used to reflect two things:
- The differences in the cohort of students taking a study compared to students in other studies.
- The differences in the difficulties of the VCE studies.

The Australian Tertiary Admissions Rank is calculated by:
- Taking the scaled Study Score for English and the next best THREE other scaled Study Scores.
  *These are sometimes referred to as the ‘Primary Four’.*
- Add to this 10% of the next TWO best scaled Study Scores.
  *These additions are sometimes referred to as ‘Increments’.*

In all up to SIX Study Scores may be used. The ATAR has been generated for a single purpose; selecting students for tertiary courses. The ATAR will not provide employers with information relevant to particular jobs.

THE GENERAL ACHIEVEMENT TEST (GAT)
The GAT is a general test which all students undertaking a Unit 3/4 must sit during the year. This will include students studying a scored VCE-VET program. The GAT is not a test about a particular subject or topic. It is used to measure the level of general achievement students have accomplished across three broad areas: Written Communication, Maths, Science, Technology, The Arts and Humanities. The VCAA will use the GAT results to establish an expectation of the school's group performance on a particular school assessment task. This assessment ‘profile’ of a class of students is used to ensure the teacher’s marking of a particular group is within an expected range.
Vocational Education and Training (VET) can be combined with VCE or VCAL

These programs broaden the range of course offerings for students and provide the opportunity to gain competencies demanded by a particular industry. VET in schools programs provide students with a fully recognised accredited qualification usually at Certificate II level and may contribute to a unit 3-4 sequence.

A VET course is compulsory in a VCAL program.

These competency based courses multiply post-school options for further study and employment and may include a component of structured work placement.

The programs being offered may include:

- Agriculture
- Automotive Technology
- Beauty Services
- Building & Construction
- Business Administration
- Children’s Services
- Animal Studies
- Electrical Career Start
- Fashion Design
- Hairdressing
- Health Services
- Hospitality
- ICT Games Creation
- Multimedia
- Music Production
- Paint & Panel
- Plumbing
- Specialist Makeup
- Sport & Recreation
- Tourism and Events

Please note:
VET programs are optional unless undertaking VCAL, and require student commitment to attend the appropriate venue and complete all necessary work. Students completing a VET program must ensure that they continue to fulfil the requirements of other subjects in their senior study program.

VET Course Fees 2019

Important Notice to Parents/Guardians

As students are finalising their subject selections for 2019, we wish to bring to your attention the following important information regarding VET courses and payment. The cost provided by the College to you reflects the most accurate information provided by VET organisations but some course costs may vary once final confirmation has been given. You will be notified of any changes immediately.

Costs for VET courses vary considerably and the parent portion of the cost is based upon the materials used by the students in that course. Somerville Secondary College does not deliver VET training and it should be noted that our role is solely administrative with regard to fee payment and collection. Parents are advised to confirm the cost of the chosen VET course with the Business Manager or VET Coordinator at Somerville Secondary College. Please seriously consider the time and financial commitment required to enrol in these courses.
Students wishing to undertake a VET course in 2019 must pay a $200 deposit ($50 which is non-refundable) to ensure an application for enrolment is lodged with the training organisation. This deposit is required by 24th August 2018 along with the completed and signed VET enrolment Form.

The balance of the VET payment is required by Friday, 23rd November 2018.

No student will be allowed to commence the course without full payment being made by this date. Unfortunately the College cannot enter into payment plans for VET courses but we will accept instalments up to the cut-off date of 23rd November 2018.

If there are any outstanding course fees for this year (2018), these must be paid in full before an application for enrolment into VET will be lodged for 2018.

If a student withdraws from a VET course prior to the official cut-off date of 26th February 2019, the student may be eligible for a refund of the course fees, less:

- $50 non-refundable deposit.
- Cost of materials purchased on the student’s behalf which have been charged to Somerville Secondary College.

PLEASE NOTE: After the cut-off date of 26th February 20190, there will be NO REFUNDS available to any student.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATs)

SBATs may be available to students (15 years or older) as part of their VCE or VCAL. They provide a flexible and accredited pathway to employment and TAFE through on-the-job training. An SBAT forms an integral part of the student’s school learning program and study timetable and a minimum of one day of the normal school week must be spent in employment and/or structured training as an apprentice or trainee.

Somerville Secondary College will be offering the following SBATs in 2019:
- Certificate III in Fitness
- Certificate III in Early Childhood Education and Care

Other areas that students may be able to secure SBAT’s in include the Building and Construction industry, Automotive, Aged Care, Information Technology and Business. These SBATs need to be sourced by the individual student.

More information can be provided by the college’s Careers Coordinator – Amy Joseph
**WHY WOULD YOU CHOOSE VCAL?**
The VCE isn’t for everyone. Some students enjoy hands-on learning activities and want the chance to obtain practical industry related experience. VCAL offers students this opportunity and just like the VCE, the Victorian Certificate of Applied Learning (VCAL) is an accredited senior secondary school qualification undertaken in Years 11 and 12. At Somerville Secondary College we are extremely proud of our VCAL program which is recognised by the Victorian Curriculum Assessment Authority as an exemplar program in the state of Victoria.

**IT IS AN IDEAL COURSE FOR STUDENTS WHO DO NOT INTEND GOING ON TO UNIVERSITY, BUT HAVE A CLEAR VOCATIONAL DIRECTION IN MIND. VCAL SHOULD NOT BE SEEN AS THE “EASY” OPTION.**

VCAL takes a hands-on approach using applied learning as its focus. If your main aim is to go to TAFE, get an apprenticeship or take on-the-job training when you leave school, then you should consider completing VCAL. VCAL gives you practical, work-related experience as well as completing core studies in Literacy, Numeracy, Work Related and Personal Development skills. At Somerville Secondary College, VCAL is offered at two levels: Intermediate (usually Year 11) and Senior (usually Year 12). Our VCAL students will spend one day at work, one day in industry training (VET program) and three days at school. Students will gain practical experience and employability skills, as well as skills to go on to further training in the workplace or at TAFE.

**WHAT ARE THE VCAL LEVELS?**
Somerville Secondary College offers two levels – Intermediate at Year 11 and Senior at Year 12. Under some circumstances, students may be enrolled in a Foundation level certificate at the discretion of the VCAL Coordinator.

**TO BE AWARDED THE VCAL CERTIFICATE, YOU MUST:**
- Satisfactorily complete a VET program or equivalent training modules
- Be assessed as ‘Competent’ in all five areas of the VCAL program (Literacy, Numeracy, Personal Development Skills, Work Related Skills & Industry Specific Skills)
- Secure and undertake a year-long program of structured work placement
- Be a willing team member and commit fully to a range of group projects undertaken within and outside the college.

**VCAL PROGRAM FEES 2019**
Our award winning VCAL program offers a wide variety of engaging applied learning opportunities to enhance your child’s education. The cost of the VCAL program reflects the expenses incurred to participate in such a varied course. The College outlays a substantial amount of money to support students undertaking VCAL however the parent contribution is a critical component of the total course cost.

Students wishing to undertake a VCAL Program in 2019 must be aware that payment in full for this course must be made by Friday, 23rd November 2018. Failure to meet this requirement will result in your child’s place being offered to another student. The demand for enrolment into this course is extremely high at both Intermediate and Senior levels. It is important also to remind you that a VET course is a compulsory component of the VCAL Program and students undertaking VCAL will have both a VCAL and VET course fee requiring payment by the due date of 23rd November 2018.

**NO STUDENT WILL BE PERMITTED TO COMMENCE THE VCAL COURSE WITHOUT PAYMENT IN FULL**

In 2019, the cost will be as follows:  
- Intermediate VCAL: $470  
- Senior VCAL: $300

These costs cover all incursions, excursions, materials, books, printing and for students completing Intermediate VCAL, a 4 day compulsory camp experience. The college has worked diligently to ensure that these costs are kept to a minimum.
What Do I Study in VCAL?

1. Literacy and Numeracy Skills
Your VCAL program must include literacy and numeracy subjects that will be delivered from VCAL Literacy Skills and VCAL Numeracy Skills units.

2. Industry Specific Skills
Your VCAL program must include industry specific units from Vocational Education and Training (VET) programs. Students are not required to complete an entire program and may complete a range of training modules where appropriate.

3. Work Related Skills
In order to develop ‘employability’ skills, VCAL gives students the choice of undertaking either a structured work placement or part-time school based apprenticeship/apprenticeship. You will also study units and modules that will help prepare you for work, for example occupational health and safety and job interview skills.

4. Personal Development Skills
As part of your VCAL program you will take part in community-based projects and/or structured activities that will help your teamwork skills, self-confidence and other skills important for life and work. You will complete VCAL Personal Development Skills units which involve work in the community.

Can You Swap from VCE to VCAL and Vice Versa?
In many cases the answer is YES. If you already have an ‘S’ result for a VCE unit or VET certificate modules, it will count towards your VCAL. This is however, dependent upon availability of spaces in the chosen program. Students who undertake VCE in Year 11 may change to VCAL for Year 12 after counselling with key college staff.
If you want to pursue the VCE after completing the Intermediate VCAL, any VCAL units successfully completed as part of your VCAL may count towards your VCE. However, if you complete Year 11 VCAL and then decide to move to VCE, there will be restrictions on subject choices and therefore extensive course counselling would be required prior to any change of program.
At Somerville Secondary College, places in our VCAL program are highly sought after so to give yourself the best chance of securing a place for 2019 think about these things:

- Do you have a career plan/pathway in mind and VET training will you need to complete to achieve your goal?
- Have you arranged a host employer for structured work placement?
- Are you willing to be an active team member and challenge yourself every day, participating in every activity and not just those related to your pathway area?
- Does your parent/guardian support your choice of senior pathway?

Any student wishing to gain more information should see Miss Collyer (VCAL Coordinator)

**SOME ALTERNATIVES**

If you think the VCE is inflexible and may not meet your needs, then think again. There are a number of alternative ways to gain your VCE, and a variety of programs which cater for a range of student abilities. If you wish to take advantage of one of these programs (or you have another alternative in mind) please seek advice from Amy Joseph or Mr Leslie.

**COMPLETING A UNIT 3 / 4 SEQUENCE WHILST IN YEAR 11**

Normally students in Year 11 would undertake studies in Units 1 and 2. However, for some students who are committed and motivated to complete their studies, it is possible to enrol in a 3 / 4 sequence while in Year 11. The workload would be more than a normal Year 11 program however the college will support students seeking to complete such a program after counselling with students and parents. Whilst this type of program is not for everyone, it benefits those students seeking to undertake tertiary study. Please seek advice from Amy Joseph or Mr Leslie if you feel you may be suitable for an accelerated program.

**DISTANCE EDUCATION**

The Distance Education Centre, Victoria (DECV) provides some students with the opportunity to study a school subject that is not available through regular schooling. Some VCE Units are available by correspondence. For example, a student can study a VCE unit through DECV if it is not available at the school and it is a pre-requisite for a particular course. Parents are responsible for the cost of the program. Please see the Senior Programs Leader (Mr Leslie) for more information.

**ACCELERATED & ENHANCEMENT STUDIES**

Highly competent students may select one accelerated study (VCE study/University Enhancement Study) within the Year 10-12 program selections. Variations to this may be permitted with the approval of Mr Leslie in consultation with Mrs Johnson. It is possible to include a first year university subject in your Year 12 course of study that will still contribute to your ATAR score. These are aimed to further extend high performing academic students. They can also earn credit points towards tertiary qualifications in some cases. Subjects, locations, fees and enrolment criteria vary, so please see Amy Joseph or Mr Leslie if you are interested.
Biology

Overview
The study of Biology focuses on living things from complex multi-cellular to single celled micro-organisms. Students study the relationships between living things, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. They build an understanding of the interconnectedness of all living things and their environment. The study of Biology prepares students for continuing studies in Bioscience and entry into the workforce in a wide range of careers.

Unit 1: BI011 How Do Organisms Stay Alive? Cost: $70
In this unit students are introduced to the cell as the structural and functional unit of life. They analyse adaptations that enhance the organism’s survival in a particular environment and the mechanisms that maintain the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the resources of its habitat.

Unit 2: BI022 How is Continuity of Life Maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They explore reproductive strategies, the role of stem cells and their potential use in medical therapies. Students use knowledge of chromosomes to explain the inheritance of traits, analyse patterns of inheritance, interpret pedigree charts and predict genetic outcomes.

Unit 3: BI033 How do cells maintain life? Cost: $70
In this unit students develop and understanding of the workings of the cell and an appreciation of both the capabilities and the limitations of living organisms. Students investigate the importance of the plasma membrane and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules in and out. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions.

Unit 4: BI044 How does life change and respond to challenges over time?
In this unit students investigate the relatedness between species and the impact of various change events on a population’s gene pool. They examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology and explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine 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.
**Business Management**

**Overview**
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. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

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

**Unit 1: BM011 Planning a Business**  
Cost: $20
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. As such, 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: BM022 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.

**Chemistry**

**Overview**
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 create new materials such as medicines and polymers. Students will develop the ability to use chemical knowledge and scientific arguments in their everyday lives. Understanding Chemistry is important to allow new and improved materials to be made and to help solve problems of modern society, such as degraded environments, pollution and the need for new energy sources.

**Unit 1: CH011 How Can the Diversity of Materials be Explained?**  
Cost: $80
Students investigate the development of our current model of the atom and the Periodic Table and the classification of materials such as organic, inorganic, metals, polymers and nanotechnology. They learn how the chemical formulae to pure substances can be determine. Based on the models of bonding between molecules they will be able to determine the properties of materials.
Unit 2: CH022 What Makes Water Such a Unique Chemical?
In this unit, students investigate how chemistry is used to respond to the effects of human activities on our environment. Students study the properties of water and its unique nature. They undertake qualitative and quantitative investigations of reactions involving acids and bases, precipitates and gases, and redox.

Unit 3: CH033 How can chemical processes be designed to optimise efficiency? Cost $80
Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems in order to produce desired chemicals.

Unit 4: CH034 How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and the reactions in which they are rebuilt to form new molecules. Students learn to use their knowledge of chemistry to calculate the energy content of food using a calorimetry.

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

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

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

Unit 1: DR011 Dramatic Storytelling Cost: $75
This unit focuses on creating, presenting and analysing a devised 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 of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.
Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

**Unit 2: DR012 Non-naturalistic Australian Drama**

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. 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 use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

**English**

**Overview**

The study of English enables students to extend their English language skills through thinking, listening, speaking, reading, viewing and writing. Students develop their ability to create and analyse texts, moving from interpretation to reflection and critical analysis. 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 also helps equip students for participation in a democratic society and the global community, as the study of Unit 3 and 4 English aims to allow students to expand their use of the English language so they can meet the demands of future workplaces and further study. Students develop the skills needed to communicate ideas, feelings, observations and information effectively, in both written and oral forms. The study of a variety of visual and written texts allows them to gain a deeper understanding of how writers make choices about language for different purposes.

**Unit 1: EN011**  
Cost: $20

In this unit, students read and respond to texts analytically and in the form of a speech. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Unit 2: EN012**

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

**Unit 3: EN013**
In this unit students read and respond to two texts analytically and creatively. They then analyse arguments and the use of persuasive language in persuasive texts, and they build upon knowledge and skills acquired in English Units 1 & 2.

**Unit 4: EN014**
In this unit, students compare the presentation of ideas, issues and themes in texts. They also create an oral presentation about an issue currently debated in the media, in order to develop their arguments and position their intended audience.

**Food Studies**

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

VCE Food Studies examines the background to Australia's varied and abundant food supply, and explores reasons for our food choices. This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

**Unit 1: FS011 Food Origins**
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

**Unit 2: FS012 Food Makers**
In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

**Geography**

**Overview**
The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources.
Unit 1: GE011 Hazards and Disasters  
Cost: $15  
Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.

Unit 2: GE022 Tourism  
Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Unit 3: GE033 Changing the Land  
Cost: $15  
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

Unit 4: GE034 Human Population Trends and Issues  
Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world.

Health & Human Development
Overview  
VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Through the study of VCE Health and Human Development, students investigate health and wellbeing, and human development in individual, national and global contexts. The subject costs includes an excursion.

Unit 1: HH011 Understanding Health and Wellbeing  
Cost: $50  
This unit looks at health and wellbeing as a concept with various perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of interpretations, with different meanings for different people. We will 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. Multiple dimensions of health and wellbeing and the indicators used to measure and evaluate health status are explored. With a focus on youth, this unit considers health of both individuals and as a cohort. We will 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: HH022 Managing Health and Development  
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. We will 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. The Australian healthcare system is explored and ways to access and analyse health information is addressed. We will 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: HH033 Australia’s Health in a Globalised World  
Cost: $50
This unit explores health and wellbeing and illness as global, dynamic and subjective concepts. Benefits of optimal health and wellbeing and its importance as an individual and a collective resource are examined. The fundamental conditions required for health improvement are used as the basis to analysis and evaluate the variations in health status of Australians. Health promotion and improvements in population health over time are used to look at various public health approaches and the relationship between different models of health.

Unit 4: HH034 Global Health and Human Development
This unit examines health and wellbeing, and human development around the world and the factors that contribute to health inequalities between and within countries over time are analysed. The concepts of sustainability and human development are a focus and the implications of increased globalisation and worldwide trends are examined. This unit also looks at global action to improve health and wellbeing and human development, focusing on the work of the United Nations’ (specifically the Sustainable Development Goals (SDGs)), the World Health Organization (WHO), non-government organisations and the Australian Government. The effectiveness of health initiatives and programs in a global context and individuals’ capacity to take action are considered.

History
Overview
History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination. At VCE level, Year 11 students study Units 1 & 2 20th Century History and follow it in Year 12 with History Revolutions.

Unit 1: HI031 20th Century History 1900 - 1945  
Cost: $15
The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people’s lives.

Unit 2: HI042 20th Century History 1945 – 2000
In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. Despite advances in medicine, technology and a commitment to the diplomatic process, and internationalist efforts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, hunger and disease. Exploitation of the environment to unsustainable levels was identified as an additional threat to the long-term health of the planet. Movements for social, political, and economic change saw the traditional power structures in both Western, communist and developing countries challenged. The individual voice of dissent could now reach across the globe through advances in communication such as television, satellite, and multimedia technology. Increasingly, art, sport, entertainment and consumerism, as well as social action, have become a global experience. This unit considers some of the major themes
and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

**Unit 3 & 4: HI133/HI134 History Revolutions (France & Russia)  
Cost: $35**

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defense of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made. The subject cost includes an excursion.

**Legal Studies**

**Overview**

Legal Studies provides students with an analytical evaluation of the processes of law making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on Australian Society. This study will also assist in the development of the student's knowledge of their basic rights and responsibilities. The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. The subject cost includes an excursion.

**Unit 1: LS011 Guilt and Liability  
Cost: $25**

This unit helps students develop an understanding of legal foundations, such as the different types and sources of law, and the purposes for the court hierarchy in Victoria. Students also investigate the key elements of both criminal and civil law and apply these to real or hypothetical scenarios to determine the circumstances under which an accused may be found guilty of a crime or liable for a breach of law. Students also develop an appreciation of the way in which legal traditions and the principles of justice are used to protect individual rights but also maintain social cohesion.

**Unit 2: LS022 Sanctions, Remedies and Rights**

This unit allows students to undertake a detailed investigation of two criminal cases and two civil cases from the past four years in order to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Students will develop their understanding of the way that their rights are protected in Australia in comparison to how this is achieved in another country, as well as research a range of possible reforms that could improve the legal system's ability to protect the rights of citizens.

**Unit 3: LS033 The People and the Law  
Cost:$25**

The focus of this unit is on the Victorian justice system, so students will learn how both the criminal and civil laws of the state aim to protect the rights of individuals whilst also upholding the principles of justice: fairness, equality and access. Students examine the methods and institutions of the justice system to assess their appropriateness in determining criminal cases and resolving civil disputes. This includes an in depth study of the how the three main courts in the hierarchy work with other legal institutions and parties to achieve justice, with recent reforms and actual or hypothetical scenarios forming part of the discussion.

**Unit 4: LS034 Resolution and Justice**

This unit has a national focus on Australia’s laws and legal system, in order to explain the relationship between the Australian people, the Australian Constitution, and other law making bodies. The role of the
Constitution in establishing and checking the powers of Commonwealth and state parliaments is examined, as well as the responsibility of the High Court to protect and interpret this document.

**Languages**

**Indonesian (Second Language)**

**Overview**

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. It provides students with the ability to understand and use the language of one of Australia’s closest neighbours. It encourages students to be open to different ways of thinking, acting and interacting in the world. A broad range of social, economic and vocational opportunities result from study in a second language, and students of Indonesian will be able to engage with communities in Australia, Indonesia, Singapore and Malaysia in a variety of fields such as business, tourism and education.

VCE Indonesian focuses on interpersonal communication, interpreting language and presenting information and ideas in Indonesian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, and writing, as well as develop cultural understanding. They make connections and comparisons, and form opinions on the role of language and culture in communication and in personal identity. The subject cost includes a yearly online subscription to Language Perfect.

**Unit 1: LO401**

Cost: $35

In Unit 1, students explore a variety of topics within the themes of ‘The Individual’ and ‘Indonesian-Speaking Communities’. They will explore interesting information to become increasingly fluent in Indonesian and develop a broader knowledge of vocabulary and grammar. They will use stories, films, songs, photographs, technology and written and recorded texts to acquire knowledge of Indonesian culture and language. Areas of study and assessment include Interpersonal Communication (speaking in Indonesian), Interpretive Communication (reading and listening to Indonesian), and Presentational Communication (writing in Indonesian).

**Unit 2: LO402**

In Unit 2, students continue to explore the themes of ‘The Individual’ and ‘Indonesian-Speaking Communities’ with topics providing increasing opportunities for in-depth analysis. Students will consider how language and culture are connected and how meaning and understanding can be impacted by context, audience and choice of language. Areas of study and assessment include Interpersonal Communication (writing a response in Indonesian), Interpretive Communication (reflecting/evaluating in a reading and listening task), and Presentational Communication (oral presentation about an aspect of culture).

**Unit 3: LO403**

Cost: $35

In Unit 3, students explore the themes of ‘Indonesian-Speaking Communities’ and ‘The World Around Us’. They analyse issues within these themes and make detailed comparisons to life in Australia and their own personal experience. Students further develop their communication skills by referring to articles, stories, videos and conversations. By the end of the unit, they will have demonstrated their communication skills and cultural understanding through interviews, letters, imaginative stories, persuasive writing, conversation dialogue and short answer responses. They will become fluent in giving detailed responses to general conversation questions and be able to use communication strategies to manage spontaneous conversations.
Unit 4: LO404

In Unit 4, students will continue to explore the themes of ‘Indonesian-Speaking Communities’ and ‘The World Around Us’. Students will research, analyse, form opinions, cite sources and evidence, make comparisons and respond critically to texts and resources on their individually chosen Detailed Study topics. They will develop a short oral presentation on their topic and demonstrate an in-depth understanding in their replies to questions. They will reflect on the language and culture of Indonesian-speaking communities through their responses in reading, listening, speaking and writing tasks.

Mathematics

General Mathematics

Overview
The areas of study for Unit 1 and 2 of General Mathematics are ‘Data Analysis’, ‘Graphs of Linear and Non-Linear Relations’, ‘Arithmetic and Number’, ‘Decision and Business Mathematics’, ‘Measurement’ and ‘Geometry and Trigonometry’. These are designed as a preparation for Units 3 and 4 of Further Mathematics, which comprises the Data Analysis module as well as the modules: Geometry and Trigonometry, Discrete Mathematics and Business related Mathematics. The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the course. (Please note: Unit 1 & 2 General Mathematics leads to Further Mathematics in Year 12.)

Unit 1: MA071 Cost: $30
This unit provides an introduction to Computation and Practical Arithmetic, Financial Arithmetic, Matrices, Graphs and Networks, Investigating and Comparing Data Distributions

Unit 2: MA072
In this unit students extend and refine their skills in the areas of Financial Arithmetic, Number Patterns and Recursion, Linear Graphs and Models, Investigating relationships between two numerical variables.

Further Mathematics: Units 3 & 4

Overview
Further Mathematics has a strong emphasis on using Mathematics in data analysis, business modelling and everyday practical contexts. Students are expected to be able to apply problem solving techniques and processes as well as statistical analysis techniques to a wide variety of situations and application tasks including; univariate and bivariate data, networks, business modelling and matrices, Geometry and Trigonometry. A strong emphasis on the use of Graphics calculators and other statistical and graphing packages is incorporated into all areas of study.

Further Mathematics Units 3 and 4 provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have completed Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Unit 3: MA073 Cost: $50
The topics learned about in this unit are: Data analysis and Recursion and financial modelling. Data analysis covers the calculation of statistics to describe data sets and the differences between data sets and analysis of trends to make predictions. Recursion and financial modelling, covers the use of mathematical models and technology to model and analyse a range of financial situations, and solve related problems
Unit 4: MA074
The topics learned about in this unit are Matrices and Networks and decision mathematics. Matrices covers the arithmetic used with matrices and the use of matrices to model a range of situations and solve related problems. Networks and decision mathematics covers the representation of different kinds of networks, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Mathematical Methods CAS
Overview
Mathematical Methods CAS provides students with a range of mathematical techniques that are commonly used in analytical and problem solving situations. Students are exposed to opportunities to apply mathematical techniques, routines and processes involving Rational and Real Arithmetic, Algebraic Manipulation, Equation Solving, Graph Sketching, Calculus and Theoretical Probability with and without the use of technology. The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of Mathematics, and in related assessments, is incorporated throughout the course and is required for the successful completion of the course. The study comprises four units: 1: Functions and Graphs, 2: Algebra, 3: Rates of Change and Calculus, and 4: Probability.

Unit 1: MA111  
This unit provides an introduction to functions and relations, as well as new notation to describe them, the concept of domain and range, algebraic techniques to solve linear and quadratic equations. Students are also introduced to the power functions and their transformations. Students apply these to an introductory understanding of the theory and language of probability.

Unit 2: MA112  
This unit focuses on the introduction of Calculus as the mathematical study of change. Students learn differentiation and simple anti differentiation of power functions and their applications. Students extend their knowledge of trigonometric, exponential and logarithmic functions and apply them to a range of analytical situations. This unit also includes a study of counting techniques and how they can be applied to probability.

Unit 3: MA113  
This unit focuses on developing a more rigorous understanding of the functions examined in Year 11 and their transformations and analytical applications. Students revise and refine the algebraic techniques associated with those functions. Students also extend their knowledge of calculus to extend to all functions studied in Year 11 and are introduced to the use of anti-differentiation as a method of evaluating area.

Unit 4: MA114  
This unit primarily focuses on the use of Calculus, particularly integration, in problem solving and analytical situations. This unit also comprises the study of probability extended from Year 11, examining the properties of discrete and continuous probability distributions and their properties.

Specialist Mathematics
Overview
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. This subject has a strong emphasis on using Mathematics in practical contexts. Students are expected to be able to apply
techniques, routines and processes, involving rational, real and complex Arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology: Graphics calculators, spread sheets, graphing packages, dynamic geometry systems and computer algebra systems. In particular, students are encouraged to use graphics calculators and other technologies both in the learning of new material and the application of this material in a variety of different contexts.

Unit 1: MA091  
A study of Specialist Mathematics Unit 1 would typically include number systems and recursion, geometry in the plane, kinematics and graphs of linear and non-linear relations.

Unit 2: MA092  
A study of Specialist Mathematics Unit 2 would typically include logic and algebra, identities, linear inequalities, and vectors.

Unit 3: MA093  
A study of Specialist Mathematics would typically include content from ‘Functions, Relations and Graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study.

Unit 4: MA094  
This selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Statistics’ areas of study.

Media  
Overview  
This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media’s role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation. The subject cost includes an excursion.

Unit 1: ME011 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. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills
to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: ME012 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.

Outdoor and Environmental Studies
Overview
Outdoor and Environmental Studies brings together two important areas of human interest, outdoor education and environmental studies, through academic study of environments and practical experiences of the outdoors. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. Students usually study Unit 1 and 2 Outdoor and Environmental Studies in Year 10 even though it is a Year 11 subject. The reason for this is to minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips. Students usually study Unit 3 and 4 Outdoor and Environmental Studies in Year 11 even though it is thought of as a Year 12 subject. The reason for this is to again minimise the disruption caused by students missing classes as a result of being out of school for camps and day trips.

Unit 1: OS011 Exploring Outdoor Experiences  
Cost: $950
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: OS022 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. 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. Practical Activities for Units 1 and 2 will include 3 Camps (2-3 days) and day trips as advised. Day trips will include: bushwalking, mountain bike riding, laser tag, rock climbing, surfing, surf kayaking and snorkelling.

Unit 3: OS033 Relationships with Outdoor Environments  
Cost: $950
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in
Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

**Unit 4: OS034 Sustainable Outdoor Relationships**
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

**Physical Education**

**Overview**
Physical Education examines the influences on performance and participation in physical activity. A theoretical and practical approach towards physical activity provides the means by which theory and practice are integrated. Physical Education looks at the relationship between motor learning, psychological, biomechanical, physiological and sociological factors that influence physical performances. Practical activities will include sessions at the YMCA gym at Monash University – Peninsula Campus, excursions, tennis, lawn bowls and other school based practical activities.

**Unit 1: PE011 Bodies in Motion**
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. The subject cost includes various excursions.

**Unit 2: PE022 Sports Coaching and Physically Active Lifestyle**
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

**Unit 3: PE033 Physical Activity Participation and Physiological Performance**
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

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

**Unit 4: PE034 Enhancing Performance**
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

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

Physics

Overview

Physics is a theoretical and empirical Science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe. This understanding has significance for the way we understand our place in the universe. This study is designed to enhance the scientific literacy of students in the specialised area of Physics. The knowledge gained through Physics will enhance students’ ability to be innovative and contribute to the intelligent and careful use of resources.

Unit 1: PH011 What Ideas Explain the Physical World? Cost: $50

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: PH022 What Do Experiment Reveal About the Physical World?

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question through a student designed Practical Investigation.

Unit 3: PH033 How do fields explain motion and electricity? Cost: $50

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

Unit 4: PH034 How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light;
however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Psychology

Overview
This subject focuses on the scientific study of behaviour and mental processes. Through the study of Psychology students will be able to explain in a scientific manner the key components of human behaviours and mental processes. This will be done through the scientific application of complex research methods on observable behaviours to draw scientifically valid conclusions about human behaviour and mental processes. The subject cost includes access to an online subscription.

Unit 1: PY011 How are behaviour and mental processes shaped
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. A student-directed research investigation related to brain function and/or development is undertaken in this unit.

Unit 2: PY022 How do external factors influence behaviour and mental processes?
Students research and investigate a person’s thoughts, feelings and behaviours and how they are influenced by a variety of biological, psychological and social factors. In this unit students investigate how a person interacts with the world around them and how their perceptions can be distorted. They evaluate the role a person’s attitude, perception of themselves and relationships with others influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

Unit 3: PY033 How does experience affect behaviour and mental processes?  Cost: $90
Students will examine how the nervous system influences behaviour and the way people experience the world. In this unit students will explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations of memory but also how memory can be improved. Students will examine the contribution that classical and contemporary research has made to the understanding of the nervous system as well as how past and present research influences learning and memory.

Unit 4: PY034 How is wellbeing developed and maintained?
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder as well as take an in depth looking into specific phobia. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4.
Studio Arts

Overview

Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided studio process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual studio process. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices. Students’ research focuses on the visual analysis of artworks produced in different times and cultures and begin to understand the use of other artists’ work in the making of new artwork. The subject cost includes various excursions.

Unit 1: SA011 Studio Inspiration and Techniques  
Cost: $150

Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of techniques and processes. Students research and analyse studio practice of artists work from different times and cultures and how they have expressed ideas, inspiration and applied materials, techniques and processes to make the work.

Unit 2: SA022 Studio Exploration and Concepts

Students develop an individual studio process, including visual research and inquiry to create a number of artworks. Through the study of artists’ works, students begin to understand the use of other artists work in the making of new artworks. Students develop a broader knowledge about the history of art.

Unit 3: SA033 Studio Practices and Processes  
Cost: $160

Students develop an Exploration Proposal that provides a framework for the student’s individual studio process. This leads to the production of a range of potential directions. Students explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4: SA 034 Studio Practice and Art Industry Context

Students refine and present artworks that link cohesively to the ideas resolved from the potential directions in Unit Three. Students write and present a written and visual evaluation about the cohesive relationship between the artworks. Students investigate aspects of artist’s involvement in the art industry, focussing on at least two exhibitions that the students visit. Students investigate the methods and considerations of the curator and exhibition staff in the preparation, presentation and conservation of artworks on display.
Victorian Certificate of Applied Learning

Program Costs:  Intermediate VCAL $470
               Senior VCAL $300

Subject Descriptions

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

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

Intermediate Numeracy
The purpose of this Numeracy Unit is to enable students to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces students to the Mathematics required outside their immediate personal environment. This may be related to work or the community.

At the completion of this unit, students will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.

Intermediate Work Related Skills
The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace. This unit provides a focus for more complex development of work related and pre-vocational skills in a context appropriate to the task through:

- integrating more complex learning about work related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work related contexts
- developing more complex critical thinking skills that can be applied to work related problem solving situations
- developing more complex work related planning and organisational skills that incorporate evaluation and review
- developing more complex work related skills, which can be transferred to other work contexts.
Intermediate Personal Development Skills
The purpose of Unit 1 is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The purpose of Unit 2 is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The focus of the learning program includes:
- subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- skills applicable to a relevant personal, social, educational and/or community activity
- development of self-management skills
- development of leadership skills
- interpersonal communication skills
- subject specific knowledge applicable to a relevant personal, social, educational and/or community activity
- skills applicable to a relevant personal, social, educational and/or community activity
- problem solving and comprehension skills
- presentation and research skills
- communication skills for spoken language and active listening

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

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

Senior Numeracy
The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. At the end of the unit students will have the capacity to interpret andanalyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies. Completion of this unit would prepare students for the Advanced Numeracy Skills Senior unit.

Senior Work Related Skills
The purpose of this unit is to provide a focus for complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace. This unit provides a focus for the development of work related and vocational skills in a workplace context or appropriate simulation. The overall aims of the unit include:
- integrating learning of increasing complexity of work related skills with prior knowledge and experiences about work
- further enhancing the development of employability skills through increasingly complex work related
activity
• developing increasingly complex critical thinking skills that apply to problem-solving situations in the work context
• developing planning and organisational skills that incorporate evaluation and review
• applying increasingly complex transferable skills to work related contexts

**Senior Personal Development Skills**
The purpose of Semester One is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The purpose of Semester Two is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program includes:

• subject specific knowledge applicable to a relevant personal, social, educational and/or community goal
• skills applicable to a relevant personal, social, educational and/or community goal
• understanding of cultural values and cultural awareness
• organisational skills
• leadership skills and decision making skills for group or team work
• subject specific knowledge applicable to a relevant personal, social, educational and/or community goal
• skills applicable to a relevant personal, social, educational and/or community goals of a technical or specialist nature project management and coordination skills
• evaluative and problem-solving skills
Acronyms

• ATAR Australian Tertiary Admission Rank
• GA Graded Assessment
• GAT General Achievement Test
• LEARNING OUTCOMES Activities and pieces of work that must be completed to gain credit for the unit.
• MIPS Managed Individual Pathways
• N N refers to not satisfactory completion in VCE and Not Yet Complete in VCAL
• NA Not Assessed
• RPL Recognition of Prior Learning
• RTO Registered Training Organisation
• S S refers to satisfactory completion
• SAC School-assessed Coursework
• SAT School-assessed Task
• SBAT School Based Apprenticeship and Traineeships
• SEMESTER The half year in which a unit is completed
• SEQUENCE Refers to Units 3 & 4: Unit 3 MUST be completed with Unit 4
• TAFE Technical and Further Education
• UG Ungraded
• UNIT A self-contained study which is a semester in length
• UNITS 1 & 2 Units that are usually completed in the first year (Year 11)
• UNITS 3 & 4 Units that are usually completed in the second year (Year 12)
• VCAA Victorian Curriculum and Assessment Authority
• VCAL Victorian Certificate of Applied Learning
• VCE Victorian Certificate of Education
• VET VCAA managed VET programs
• VSN Victorian Student Number
• VTAC Victorian Tertiary Admissions Centre which is responsible for processing student applications for entry to tertiary institutions
Glossary

- **Assessing School** - The school that is responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school.

- **Assessment Task** - A task set by the teacher to assess students’ achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

- **Award Level (VCAL)** - In the VCAL there are three award levels: Foundation, Intermediate and Senior.

- **Examinations** - External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

- **Home School** - Refers to the major school of the student. Only the home school may enter and change a student’s personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.

- **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.

- **Recognition of Prior Learning (RPL)** - Recognition of prior learning (RPL) means recognition of current competencies held. An assessment may be conducted to determine the student’s eligibility to be awarded a VCAL unit in the Work Related Skills or Personal Development Skills strands. The student needs to demonstrate that he/she has met the learning outcomes in the unit.

- **Registered Training Organisation (RTO)** - An organisation that is approved by OTTE and registered by the VRQA to deliver Vocational Education and Training (VET) and Further Education (FE) within a defined Scope of Registration.

- **Satisfactory Completion (VCE)** - The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a 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 it. Students qualify for the VCE when they satisfy units which meet the program requirements.

- **Satisfactory Completion (VCAL)** - The school or other VCAL provider 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.

- **School-assessed Coursework (SAC)** - A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students’ achievement of VCE Units 3 and 4 outcomes.

- **School-assessed Task (SAT)** - A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools’ assessments of tasks are subject to review by a panel appointed by the VCAA.

- **School Based New Apprenticeships (SBNA)** - Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

- **Semester** - One half of the academic year. VCE and VCAL units are designed to be completed in one semester.
• **Sequence** - VCE Units 3 and 4 are designed to be taken together as a sequence at Year 12 level.

• **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 Results** - The document(s) issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether he/she has graduated. See also **VCE/VCAL Certificate**.

• **Strand** - The VCAL contains four curriculum strands; literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

• **Student Number** - The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

• **Studies** - The subjects available in the VCE.

• **Study Score** - A score from zero to 50 which 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 assessments and examinations.

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

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

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

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

• **VCAL Provider** - A school or other organisation authorised to offer the VCAL.

• **Victorian Certificate of Education (VCE)** - An accredited senior secondary school qualification.

• **VCE Provider** - A school or other organisation authorised to offer the VCE.

• **Vocational Education and Training (VET)** - Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.