

Vision Inspired Action



**ASHWOOD
HIGH SCHOOL**



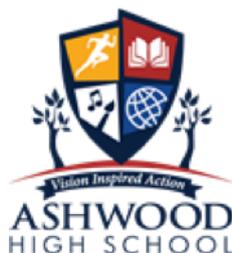
**Senior School
Course Information 2017**

Ashwood High School
'Vision Inspired Action'

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'Vision Inspired Action'

PRINCIPAL'S FOREWORD

We are proud of our students' achievements at Ashwood High School. The Senior School curriculum provides students with a depth and breadth of VCE subjects to maximise opportunities and choices to further tertiary studies and career pathways. We understand the importance of decisions being made at this critical stage of education. Ashwood High School offers a range of resources and programs to guide, challenge and support Senior School students (and their families) with relevant, engaging and purposeful course objectives and outlines.

School Context

Ashwood High School is a co-educational secondary school which aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world.

Having served as an integral part of the community of Ashwood since 1958, Ashwood High School interweaves strong traditions centred on the value of respect with a modern understanding of education. Our newly built \$23 million state-of-the-art facilities are situated on a 17 hectare site with spacious, unparalleled grounds.

At Ashwood High School we develop critically aware, reflective, resilient, confident and independent learners for life. We are proud of our strong sense of community and provide a welcoming, safe, secure and orderly learning environment.

School Motto and Mission Statement

Vision: The School motto is ***'Vision Inspired Action'***. In order to realise this motto, Ashwood High School has developed an agreed "Mission Statement"; our aim is to ensure:

'The ongoing development of a learning community of staff, students and parents committed to a culture of engagement, empowerment and excellence based on high expectations, authentic relationships and mutual respect. This school culture promotes personal growth leading to meaningful citizenship and successful pathways to further studies and employment through students' academic success.'

Good to Great

Our students are provided with an outstanding array of curricular and co-curricular programs to cultivate student talent across what we believe are the four pillars of a GREAT school:

1. Strong emphasis on Academic Excellence
2. Sporting Excellence program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.

‘CHOIR’ – Ashwood High School’s Five Core Values:

In order to support our School’s Motto and Mission, our school community has developed the Ashwood High School – ‘CHOIR’. ‘CHOIR’ reflects Ashwood High School’s five core values that underpin our teaching, leadership and learning behaviours, actions and decisions.

Community (of Learning and Trust)

*It is an honour and source of pride to be part of the Ashwood community. A strong sense of community empowers **trust**, autonomy and self-efficacy. Our school culture, structures and processes recognise and appreciate **diversity**. Our teaching and learning programs address, support and encourage the range of learning styles, capabilities and interests of all members of our school community ensuring access and inclusion through a belief that there is strength in difference. The school focuses on the **holistic development of each person** through a strong emphasis on the value of co-curricular programs that enhance learning, personal development, school and community connectedness.*

High Expectations

*Students and staff alike will aspire to do their **personal best**. Each student and staff member will continue to be challenged and supported to achieve their best academically and personally through effort. The school achieves high standards through having high expectations. The school believes in high levels of **accountability** and transparency that creates a culture of **responsibility and discipline**. Our school has a firm but fair and consistent approach to discipline where students gain an understanding of the balance between rights and responsibilities and all members of the community are accountable for their own **actions**. Our school aims to provide for a **safe, ordered and secure** learning and working environment for all.*

Optimism (Reflection and Resilience)

*The school will thrive as a result of a **positive** attitude and spirit towards continuous improvement (at an individual and school level). All members of the community will aspire to demonstrate an intense ‘heart felt’ enthusiasm (**passion**) to achieve school and personal goals, striving for **excellence** at an individual and collective level. A positive attitude towards reflective practice, coupled with a culture of **honest** giving, receiving and interpreting **feedback** will instil **resilience** and self-belief, which involves the ability to maintain positive and consistent **effort** in the face of personal challenge.*

Innovation (Creativity and Sustainability)

*Our school believes that significant positive change must be explicitly linked to our **moral purpose**. This involves the application of new ideas and use of highly effective structures, processes and thinking tools to solve problems in transformational contexts. This involves harnessing **creative thinking** and **emerging technologies** to create a **sustainable future**. Sustainability also refers to a purposeful use of human and physical resources to improve student learning, wellbeing, engagement and pathways towards a bright future within a global economy and community.*

Respect

*The four respects: Respect for teachers, Respect for peers, Respect for School and Community, Self-Respect. This includes **courtesy and manners**, which our school will teach, model, encourage and expect. These are honourable behaviours that underpin mutual respect and community expectations.*

Four Key School Priorities

Our school is committed to realising student wellbeing, engagement and achievement through focused effort on our School's four key priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

Educational Philosophy

At Ashwood High School we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming and orderly learning environment.

We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements:

- Dux – ATAR 99.5
- 38% of VCE Chemistry Study scores over 40
- 72% of VCE Specialist Maths Study scores over 40
- 46% of VCE Mathematical Methods Study scores over 40
- Over 80% of students entering tertiary education.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success.

Ashwood High School is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

Principal's Commitment

Create a high performing school environment where people matter most, and in which:

- Students are safe and thrive
- Teachers are passionate and highly effective
- Parents are highly satisfied.

Approaches to Learning and Study in the Senior School at Ashwood High School

The Senior School endeavours to promote an adult style learning environment that is appropriate for 15–18 year olds. Consistent with this approach, we encourage students to be proactive in keeping themselves informed of developments around the school and to initiate action to solve any learning, engagement and wellbeing challenges that may arise. We strongly encourage our Senior School students to keep their parent(s) / guardian(s) well informed of developments at school as appropriate. The school communicates and consults actively with parent(s) / guardian(s) in regard to issues that are sensitive and difficult to resolve. We encourage parent(s) / guardian(s) to maintain regular contact with the school about pastoral matters and for information regarding student progress and growth.

Students in our Senior School will experience a diverse range of teaching styles commensurate with the pedagogical content knowledge that is intrinsic to the subject of study. Senior School students will also be expected to participate in a

wide variety of learning and co-curricular experiences. The Senior School curriculum at Ashwood High School is comprised of The Victorian Certificate of Education (VCE), which may also include a Vocational Education and Training (VCE VET) subject, and the Victorian Certificate of Applied Learning (VCAL), which will also include VET subjects. All courses within the Senior School require students to develop independent working, learning and study skills.

The increased focus on independent working, learning and study skills in the Senior School is considered to be necessary for establishing a successful transition and pathway to tertiary education or to the world of employment. The aim of the Senior School program is to provide students with comprehensive breadth and depth of curriculum choices. In addition, we provide Senior School students with appropriately challenging and rigorous learning experiences that ensure their development of key concepts, knowledge, skills and capabilities to achieve excellence through endeavour.

The Senior School curriculum provides our students with opportunities to:

- explore individual and group identities
- develop relationships with peers and adults in an environment which supports diversity, access and inclusion
- negotiate and collaborate with each other in a variety of complex and challenging real world contexts
- develop organisational and inquiry skills.

All Senior School students benefit from ongoing developments in the field of information and communication technologies. Senior School students at Ashwood high School have available to them the most current and appropriate equipment and facilities in this regard such as wireless-enabled internet access and an ever growing collection of relevant software and networked resources.

Outstanding State of the Art Senior School Centre and Facilities

Senior School students will enjoy the brand new Senior School Centre which will be opened in February, 2017. The Senior School Centre incorporates architectural design principles to optimise student learning and educational outcomes. The new facility will provide senior students with classrooms that encourage disciplined and accountable learning. The Senior School Centre will provide for flexible teaching and learning spaces that support explicit formal teacher instruction, quiet study and collaborative group work.

Brett Moore
Principal

INTRODUCTION

Over the past 10 years enormous pressure has been brought to bear on students to 'go on to university or TAFE'. While the assumption has been made that this move is an automatic transition, the reality is that some students make other choices, for example, work or travel.

If you are about to choose your Year 11 or 12 study program, the choices can seem a little daunting:

- How do you know what you will want to do (course, work, travel) in one or two years?
- What if you change your mind?
- How do you know what studies are going to complement your interests?
- How do you know what studies are going to give you a good ATAR?
- What if you don't get a good ATAR and what is a 'good' ATAR?

The good news is that while you are making a choice now, you are not bound to it for life. So relax and think about what you like, are good at and what field of study and/or work you are interested in pursuing. There are no tricks to getting a good ATAR. The ATAR represents your overall performance across all studies, not individual studies. To get a good ATAR you should therefore choose subjects that interest you and in which you can perform well. Success is about reaching your goal and not giving in. Whatever your dream is, it requires hard work and dedication to make it happen! In most cases you will need to plan and most importantly have a number of options just in case! While there are no guarantees, there are some things you can do to make sure you get the most out of your program.

The Senior School Course Information Book is an important part of the course planning and subject selection process. The book is designed to inform students and parents/guardians of the requirements for the successful completion of secondary schooling and to provide an overview of the studies available for study at Year 11 and 12 at Ashwood High School for 2017. VCE study designs may be viewed online at www.vcaa.vic.edu.au.

Year 10 and 11 Students at Ashwood High School undertake a course-planning program to equip them to make informed decisions about the subjects they will study in order to successfully complete their schooling in VCE, VET or VCAL courses. The course-planning program includes student and parent information sessions, course guidance and the formal subject selection process.

Students should choose subjects with a clear understanding of the requirements and recommendations for potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, build on their strengths and enable them to pursue their goals and aspirations.

Ashwood High School also provides many resources to assist students and their families in course development and subject selection. Leading Teachers, House Co-ordinators, the Senior School Co-ordinator, and the Careers and Pathways Adviser are readily available and students are encouraged to avail themselves of these services.

It is essential that students access a range of information and sources in order to make informed decisions about subject selections. There are a number of specific requirements for VCE and VCAL subjects and students must ensure that they are aware of any such requirements during the process of subject selection.

Please note subjects listed are those proposed subjects blocked for 2017. All students are advised that the subjects offered in this Senior School Course Information Book will only run if there are sufficient student numbers.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education in Victoria. The VCE is a valuable pathway to further study at university, Technical and Further Education (TAFE) and to the world of work.

The Victorian Curriculum Assessment Authority (VCAA) defines the requirements for completion of the VCE. In most secondary schools, including Ashwood High School a VCE program consists of 22 units taken over two years (6 subjects in Year 11 and 5 in Year 12). A total of 16 units must be successfully completed in order to attain the VCE. This must include the successful completion of a minimum of 3 units of English. In all subjects Units 3 and 4 must be taken as a sequence of two units and MUST be completed in the same year.

VCE Programs

What must I include in my program?

To obtain your VCE, you must satisfactorily complete a minimum of 16 units in total. Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units of English/EAL including a Unit 3 & 4 sequence.
2. Three sequences of Units 3 and 4 studies in addition to the sequence chosen for the compulsory English/EAL. These sequences can be from VCE studies and/or VCE VET programs. (To be in the primary four it must be a scored VET. You must have 4 scored 3/4 subjects to get an ATAR * no more than two of which may come from the same area of study. For example only two mathematics may be used in the primary four)

You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an ATAR (Australian Tertiary Admissions Rank) at the end of your VCE you will need to be aware of these restrictions. Talk to the Careers Counsellor about these restrictions and check the online VTAC Guide at www.vtac.edu.au.

YEAR 11 2017

In Year 11 a student usually undertakes **six** subjects, included in these is the **compulsory study of English (or EAL)**. It is also expected that students will undertake one Mathematics subject in Year 11.

- English / EAL: Units 1 and 2
- Mathematics: Units 1 and 2 (one of the three offered)
- Students choose **4 other subjects**
- **Units 3 & 4 Subjects**: Students are able to **apply** to study appropriate Unit 3 & 4 subjects during Year 11
- **SUBJECTS ARE CHOSEN FOR THE WHOLE YEAR (Semester 1 & 2)**
- Students may also undertake a Vocational Education and Training (**VET**) course (see page 5). In year 11 a VET subject is taken in addition to the six school based subjects.

YEAR 12 2017

In Year 12 a student usually undertakes 10 units of study (**five** subjects) offered by the School, included in these are **two** English / EAL units

- English (or EAL): Units 3 and 4 (**compulsory**)
- Students choose **4 other subjects**, which may include a VET course or a language course (e.g. Spanish) studied outside of school.
- **SUBJECTS ARE CHOSEN FOR THE WHOLE YEAR (SEMESTER 1 & 2)**

VCE ASSESSMENT

VCE Subjects are authorised by the Victorian Curriculum Assessment Authority (VCAA). The curriculum standards for each subject are set by the VCAA. Each subject is based on a set of specified learning **outcomes** for each unit. Similarly the VCAA specifies the types and styles of assessment appropriate for subjects. All VCE subjects include assessment of student learning outcomes.

Each VCE unit includes a set of two to four learning outcomes. Satisfactory completion of a unit is based upon demonstrated achievement of the learning outcomes. Satisfactory completion of the unit is determined by the school, in accordance with the requirements set by the VCAA.

Assessment at Units 1 and 2:

Units 1 & 2 subjects are all internally assessed. Students will be awarded either **S** (satisfactory completion) or **N** (non satisfactory completion) upon completion of each learning outcome. This is required by the VCAA. The school provides more comprehensive information to students and their parents/guardians on the level of performance on the learning outcomes, by grading the result. This appears on the student's semester report. In addition, examinations are held at the end of each unit (semester), which also provide an indication of the student's understanding of the course material as well as performance under examination conditions. This information is intended as diagnostic only, and is provided to assist the student in identifying his/her areas of strength and those needing improvement. Assessments in Units 1 and 2 **do not contribute to the ATAR score.**

Assessment at Units 3 and 4:

Students will be awarded either **S** (satisfactory) or **N** (non satisfactory) upon completion of the learning outcomes. This is the same as for Units 1 and 2 and is subject to VCAA requirements.

Units 3 & 4 subjects are both internally and externally assessed. Internal Assessment tasks are called **School Assessed Course Work (SAC)** or **School Assessed Tasks (SAT)** and are assessed by an overall letter grade A+ to E. Assessment Grades awarded for Units 3 and 4 subjects contribute to the Study Score, which is a combination of the internal and external assessment results. External examinations are set by the VCAA and take place during October and November.

Mid-year examinations will be held to provide students with an indication of their ability to demonstrate knowledge learned in Unit 3 and practise their exam performance. In preparation for the external VCAA examination assessments beginning in October, examinations of the whole year's work are held during one week of the September school holidays.

The ATAR score for an individual student is calculated using the student's results in:

- English (or EAL)
- Plus the next 3 highest scored subjects
- Plus 10% of the 5th subject
- Plus 10% of the 6th subject (if applicable)

The ATAR is used by tertiary institutions for selection into courses. An ATAR will only be calculated if the student has successfully completed at least four sequences of Unit 3 & 4 studies including the compulsory English (or EAL) study.

Further information on all courses of study can be found at www.vcaa.vic.edu.au

VICTORIAN CERTIFICATE APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 11 and 12 students who are seeking a more flexible and practical senior study program. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Senior VCAL is a recognised Year 12 qualification (like the VCE) and aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

To be awarded a VCAL certificate, students must successfully complete a Learning Program which is made up of 10 credits. Students attend school (Ashwood High School) two days a week, TAFE (or alternative) one day a week for training in Industry specific skills and 2 days a week in work placement. Assessment in VCAL is competency based, and as such students are awarded a Satisfactory or Not Satisfactory result, there is no grading. Students enrolled in VCAL MUST have a work placement in an industry relevant to their TAFE course. This ongoing placement must be secured by the end of the 2016 school year.

Fully accredited modules and units are selected for the following compulsory strands:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- VET - Industry Specific Skills

At Ashwood High School, students are able to transfer from VCE to VCAL only if a student has a current VET enrolment or if a suitable course can be found. Once a student has enrolled in a VCAL course it is not possible to transfer back to VCE. Students and parents/guardians should be aware that there is a significant cost associated with many TAFE courses. Please discuss this with Voula Jakubicki during course counselling interviews.

Students planning to go straight into higher education usually do the VCE, which allows them to gain an ATAR (Australian Tertiary Admissions Rank) from the Victorian Tertiary Admissions Centre (VTAC).

VOCATIONAL EDUCATION & TRAINING (VET)

Vocational Education and Training (VET) is a term used to describe education and training subjects designed to introduce students to a particular type of work and is generally completed through an external provider. VET is intended to broaden the range of study options available to students in VCE. These courses are incorporated into the VCE and are endorsed by the Victorian Curriculum and Assessment Authority. Over a two year period (Year 11 and 12) a student will be able to complete their VCE and one of the VET courses simultaneously. A VET study is a compulsory component of the VCAL program.

As part of their VET studies students complete a work placement that provides them with the opportunity to put their knowledge and skills into practice. This training will contribute towards satisfactory completion of VCE and it will give a student a nationally recognised vocational qualification. The vocational qualification will provide access to further training, for instance at a TAFE institute and may improve a student's chances of getting work when they leave school. VCE / VET programs will give students credit at Units 1-4. A number of the programs also have a study score available which will contribute to the ATAR as one of the primary four. In certain circumstances VET courses may not contribute to the ATAR. VCE students should confirm this before enrolling.

Vocational Education at Ashwood High School is offered in conjunction with schools in the Eastern Network and Inner Melbourne VET Clusters. Students in this VET cluster will be given priority for places. The following VET subjects are offered through the Clusters. These classes are usually timetabled on a Wednesday afternoon. Class times will be confirmed during Term 4 by the providing institution. It is important to note that students missing VCE classes on a Wednesday afternoon in order to attend their VET classes, are expected to catch up on all work missed and complete it within the same timeframe provided to the rest of the class.

- Acting (Screen)
- Aged Care
- Allied Health Assistant
- Animal Studies
- Applied Fashion Design & Technology
- Automotive Studies (General or Paint & Panel)
- Aviation
- Building & Construction (Bricklaying)
- Building & Construction (Carpentry)
- Business
- CISCO
- Community Services
- Creative Industries (Broadcasting)
- Creative Industries (Game Design & Animation)
- Dance
- DUAL Hairdressing & Retail Make-up & Skin Care
- Electro technology Studies
- Engineering Studies
- Equine Industry
- Events
- Fitness
- Floristry
- Furnishing Making
- Hairdressing
- Horticulture
- Hospitality (Overview & Kitchen Operations)
- Information Technology
- Integrated Technologies
- Interior Decorating & Retail Services
- Laboratory Skills
- Justice
- Media
- Music
- Outdoor Recreation
- Photo Imaging
- Plumbing
- Retail Make-up and Skin Care
- Sport & Recreation (Aquatics/Basketball/General)
- Technical Production
- Telecommunications Cabling
- Tourism
- Warehousing Operations

A **significant** component of the VET course is a compulsory Work Placement (minimum of two weeks). This will need to be done during holiday placements or via regular week/weekend placements. VET studies require a two-year commitment and high attendance rate.

It is important to note that **enrolment in VET programs will result in additional costs for enrolment, tuition and materials at TAFE Institutions, as well as transport to and from provider institutions.** To secure a VET placement for 2017, full payment of the VET Cost is due by the end of 2016. Please note that 100% commitment towards a VET program is required and that withdrawal from a VET program after a specified nominated date will still require full payment of course regardless of whether it has been completed.

A number of VET programs are offered through other providers and may be accessible to Ashwood High School students, but usually incur significantly higher costs than those offered through the VET cluster. Full details of all courses are available through the Vocational Pathways Co-ordinator, Voula Jakubicki. A program booklet for each of the VCE VET programs is available on the VCAA website at www.vcaa.vic.edu.au

In 2017 students may be able to study VET Aviation and VET Music onsite at Ashwood High School. These fully accredited VET courses will run on a Wednesday afternoon. They may include students from other schools but first preference will be given to Ashwood High School students.

VCE / VCAL COURSE PROGRAM PLANNING SUBJECT SELECTION

Students are required to map out a **two year VCE/VCAL course**. Individualised VCE/VCAL program planning is an important part of the subject selection process. Developing a two-year subject plan enables a broader vision of learning directions and informs career and study preparations. Initial subject choices should reflect a well-considered plan that provides a balanced course of study over years 11 and 12 and indicates that some thought has been given to future study interests and work pursuits.

When selecting subjects students should also be aware of the **specific requirements, pre-requisites** and **recommended VCE/VCAL subjects** for selection into tertiary courses at Universities and TAFE Colleges. The careers guidance service at the School should be utilised and students should also be pro-active in accessing post compulsory resource guides, University and TAFE selection materials, open days and online electronic resources. In particular students are advised to access the VTAC website, www.vtac.edu.au, and use the “Explore Course Options” button on the lower right hand side to determine the effect of subject choice on post-secondary study options.

- The **subject selection process** requires **students** to be **pro-active** in **seeking out information** about subjects **before** they make final subject selection decisions and to participate in a **course counselling** session.
- Students may be requested to discuss their subject selections with a variety of School staff including the Senior School Coordinator, Careers and Pathways Advisor, House Coordinator, STAR Teacher, classroom teacher or a member of the Leadership Team.

SUBJECT SELECTION CHECKLIST

1. Here are some important questions to consider when selecting subjects:
 - What are you good at and what do you like to do?
 - Are you clear about the things that interest you both at school and outside school?
 - Do you know the areas of your studies where you perform well and achieve good results?
 - Do you understand the role of the VCAA and VTAC and how they affect you?
 - Are you clear about what the ATAR is and how it is used for tertiary entry?
 - Are you aware of the various options available for senior student programs including VCE, VET and VCAL?
 - Do you know where you can access specialist advice about a study program should you need to?
2. Read the section of this Course Information book that contains details of the subjects offered by the school.
3. Use Course Search – accessible through the VTAC website (www.vtac.edu.au) to check the course requirements for courses that you are interested in taking post school. In particular, note down any restrictions on subjects you need to take, levels of performance required, or any special entrance requirements such as interviews or the preparation of folios etc.
4. Discuss your proposed pathway with your parents/guardians and teachers. Make sure that you are clear that this is the pathway you wish to pursue, and are fully informed about what you need to do to be successful in pursuing this option.
5. Complete the ONLINE subject selection and submit it on time.

VCE EARLY COMMENCEMENT

APPLYING TO STUDY A UNIT 1 & 2 SUBJECT IN YEAR 10

Students in Year 10 are able to **apply** to undertake one Unit 1 & 2 subject as part of their VCE studies. Please refer to the list of studies offered to see those available for early commencement.

Studying Unit 1 & 2 Subject in Year 10 provides students with an opportunity to broaden their learning experiences and allow them to be immersed in the academic rigors of VCE whilst in Year 10.

Students wishing to apply to undertake early commencement studies in Units 1 & 2 must carefully consider their current and past academic strengths and weaknesses. They need to research and investigate the most appropriate subject that could best complement their learning strengths, whilst being aware of the recommended subject background areas for successfully undertaking their nominated subject.

APPLYING TO STUDY A UNIT 3 & 4 SUBJECT IN YEAR 11

Students in Year 11 are able to **apply** to undertake one Unit 3 & 4 subject as part of their VCE studies

Studying Unit 3 & 4 Subject in Year 11 provides students with an opportunity to increase their ATAR score. It can broaden their learning experiences and allow them to be immersed in the academic rigors of a Units 3 & 4 subject whilst in Year 11.

Note: Early commencement of a Unit 3/4 subject in year 11 does not reduce the requirement to undertake a minimum of 5 Unit 3/4 subjects at Ashwood High School in a student's final year of VCE.

HOW TO APPLY

Those students who wish to study a Unit 1 & 2 Subject in Year 10, or study a Unit 3 & 4 Subject in Year 11 must complete an application form (available in Compass / School Resources / Student Information / Course Selection) and submit it to the General Office by **2nd September 2016**.

Students who wish to study a VCE Unit 1 & 2, Unit 3 & 4 subject in Year 10 or Year 11 should demonstrate an excellent record of achievement in their Year 9 or 10 studies. This includes performance in examinations and coursework, punctual submission of work in all subjects and school attendance. A student, who is not achieving satisfactory results in Year 9 or 10 will, at the school's discretion, be ineligible to study a Unit 1 & 2.

Please note:

All applications will be carefully considered by the Course Counsellor and subject teachers, together with the House Coordinators and Senior School Coordinator who will recommend whether a student should study an accelerated program. Following the conclusion of Semester 2, some course selections may need to be revised based on student's performance and attendance.

VCE PROPOSED SUBJECTS FOR 2017

NOTE: All students are advised that the subjects offered in the below list will only run if there are sufficient student numbers. A student's results may impact the successful entrance into a subject.

| Units 1 & 2 | Units 3 & 4 |
|------------------------------------|---------------------------------|
| Accounting | Accounting |
| Art | Art |
| Biology | Biology |
| Bridging EAL | Business Management |
| Business Management * | Chemistry |
| Chemistry | English / EAL |
| English / EAL | Food Studies |
| Food Studies | Health and Human Development |
| Health and Human Development * | History |
| History – 20 th Century | Mathematics |
| Legal Studies | - Further Mathematics |
| Mathematics | - Mathematical Methods |
| - General Mathematics | - Specialist Mathematics |
| - Mathematical Methods | Media |
| - Specialist Mathematics | Physics |
| Media | Psychology |
| Physical Education | Theatre Studies |
| Physics | Visual Communication and Design |
| Psychology * | VET – Aviation |
| Theatre Studies * | VET – External |
| Visual Communication and Design * | VET – Music |
| VET – Aviation* | |
| VET - External | |
| VET – Music * | |

* Subjects that can be completed as accelerated units.

Important information regarding enrolment

Enrolment in all VCE units is at the school's discretion and subject to student's performance and attendance. During the course counselling process current academic performance, attendance and submission of work will be taken into consideration in determining a course of study for 2017.

Enrolment in Unit 4 is subject to satisfactory completion of Unit 3.

Subject Descriptions

On the following pages you will find information about each of the VCE subjects offered at Ashwood High School in 2017. The names of the current VCE teacher(s) of that subject, as well as that of the relevant Allied Learning Area Coordinator have been included in each description in case you would like further information about the course.

UNIT 1 & 2 STUDIES ACCOUNTING

WHY CHOOSE IT?

The study of Accounting assists students to understand the world of business and finance, specifically learning about how to interpret, organise and report finances for service and trading businesses. Through studying VCE Accounting, students develop knowledge on how to record financial data and report accounting information for relevant business stakeholders. They develop an understanding of the role of accounting in the management and operations of small business. They also develop the capacity to identify, analyse and interpret financial data and accounting information and non-financial information which informs business stakeholders decision making processes in order to achieve greater profit margins, business growth and long term success.

COURSE DESCRIPTION:

Unit 1: Establishing and operating a service business

This unit focuses on small service businesses and how they manage their accounting processes without considering the complexities of accounting for trading and large scale organisations. This aspect of the VCE course covers the structure, management of finances, record keeping and preparation of various reports including Budgets, Income Statements and Balance Sheets for small service businesses. This unit looks particularly at cash transactions, using the single-entry method of accounting.

Unit 2: Accounting for a trading business

This unit focuses on single activity trading businesses and builds on and extends on the accounting skills developed from Unit 1 Accounting. This aspect of the VCE course looks closely at the purchasing and selling of stock and introduces the single-entry accrual method of accounting system used to record and report both cash and credit transactions.

WHERE DOES IT LEAD?

The study of accounting, in all its various forms, is relevant to students who wish to pursue further study in Business Studies in TAFE and/or University. Various options include a Diploma and/or Degree in Accounting, a Bachelor of Business or Bachelor of Commerce and Post Graduate studies of a Chartered Accountant (CA) or Certified Practising Accountant (CPA). Students who wish to study accounting at a tertiary level or in a further technical and education setting can move onto various careers including accounts payable/receivable officers, import/export clerks and/or treasurers as well as varied positions such as Financial, Managerial, Tax, Forensic Accountants and/or Chartered or Certified Practising Accountants.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Folios of exercises (manual and/or ICT based)
- Tests (manual and/or ICT based)
- Case Study (manual and/or ICT based)
- An assignment (manual and/or ICT based)
- Classroom Presentation (oral or multimedia)
- Report (written, oral or multimedia)
- Written examination

STAFF CONTACT: Mrs Dolores Briffa or Ms Kathryn Robinson (English/Humanities;LOTE Coordinator)

ART **Units 1 & 2**

WHY CHOOSE IT?

Art offers an opportunity to think and work creatively to express yourself in your chosen medium in a 'hands on' way. Choose from a range of mediums and art forms such as Painting, Drawing, Ceramics, Fabrics and Wire Sculpture for example. Learn about the importance of art in challenging values and changing ideas in society through analysis and interpretation of artworks from different times and places. Learn how to apply your artistic ability and develop your design and media skills for a range of exciting careers.

COURSE DESCRIPTION

Unit 1 Artworks, experience and meaning

Students examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They research meanings and messages in artworks from different societies, cultures and historical periods, and develop their own viewpoints about them. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Unit 2: Artworks and contemporary culture

Students research ways in which art reflects and communicates the values, beliefs and traditions of societies. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world changes over time and ways this influences artmaking. Students explore areas of personal interest related to culture and contemporary practices in art. They use observations, imagination, ideas and concepts inspired by cultural or contemporary sources using a range of materials, processes and art forms to develop their personal style. Students analyse visual qualities, concepts and meaning in their artworks and document their thinking in a visual diary. They comment on their artistic practice and reflect on how they have applied cultural and contemporary influences in their artworks.

WHERE DOES IT LEAD?

DESIGN CAREERS - Interior Design/Industrial Design; Graphic Design /Architecture/Landscape; Design / Animation / Games Design; Fashion / Fabric Design / Hats & Accessories / Jewellery FINE ART – Artist / sculptor; Illustrator of Children's Books, Scientific, Botanical or Medical drawings; Gallery or Museum Curator / Art Dealer / Art Conservator/Archaeologist TRADES and SPECIALIST TRADES - Painter/Plasterer/Textiles worker/Prosthetics Technician/Dental; Technician/Forensic Sculptor

ASSESSMENT:

- Criteria based assessment of folio production
- Analysis tasks: Short and extended responses, written reports, or structured questions.
- Written examination

STAFF CONTACT: Ms A. Gellatly (Arts/Technology/Health/P.E. Coordinator)

BIOLOGY

Units 1 & 2

WHY CHOOSE IT?

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours. Students also develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

COURSE DESCRIPTION:

Unit 1: Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: Students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in organisms. Students explore the mechanisms of reproductive strategies, and consider the advantages and disadvantages of these types of reproduction. The role of stem cells is examined, and their potential use in medical therapies is considered. They explore the relationship between genes, the environment and the regulation of genes. Students consider the role of genetic knowledge in decision-making about inheritance, and social and ethical issues are examined.

WHERE DOES IT LEAD?

VCE Biology enables students to pursue pathways within the discipline and leads to a range of career options. Branches of biology include: microbiology, genetics, botany, immunology, pharmacology, and zoology. The study of biology develops critical thinking and inquiry skills that can also be applied to a wide variety of careers in cross-disciplinary areas. These career areas may include: dentistry, pharmacy, health care, horticulture, medicine, optometry, physiotherapy, medicine, veterinary science, forestry, horticulture, conservation, forensic science, and sports science.

ASSESSMENT

Assessment tasks over Units 1 and 2 may include the following:

- A report of fieldwork activity
- Annotations of a practical work folio of activities or investigations
- A scientific poster
- Media response
- Data Analysis
- Problem solving involving biological concepts, skills and/or issues
- Written examination

STAFF CONTACT: Ms Allison Phillips or Ms Kate Davis (Science/Maths Coordinator)

BRIDGING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)**Units 1 & 2****WHY CHOOSE IT?**

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. The course may be suited to students with interrupted education and EAL students who would benefit from a program which is designed to support the building of English knowledge and skills.

Note: There is no presumption that students undertaking this study will be eligible for EAL at English Units 3 and 4. The eligibility criteria for EAL at Units 3 and 4 will apply, as detailed in the VCE and VCAL Administrative Handbook.

NB. This subject is only available at Units 1 & 2.

COURSE DESCRIPTION:

Unit 1: In this unit students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Unit 2: In this unit, the areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

The following areas of study will be studied in Unit 2:

- Area of Study 1: English literature
- Area of Study 2: English in the media

WHERE DOES IT LEAD?

Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use. It is intended as a bridging unit to support VCE study of all subjects in students who come from a non-English speaking background.

ASSESSMENT:

Assessment tasks for this unit will be selected from the following:

- Presentations and speeches
- Media texts
- Text responses
- Biographies and/or autobiographies
- Comprehension and analysis activities
- Written examination

STAFF CONTACT: Ms Sunyi Song or Ms Kathryn Robinson (English/Humanities Coordinator)

BUSINESS MANAGEMENT

Units 1 & 2

WHY CHOOSE IT?

The study of Business Management assists students to understand the world of business and enterprise. Students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of society. Students develop an understanding of the complex and changing environments which businesses operate within. In Units 1 & 2, students follow the process of business development from the first ideas surrounding a business concept, to planning and establishing a business. Students also develop an understanding of a range of management theories and consider and compare them with management in practice through contemporary case studies.

COURSE DESCRIPTION:

Unit 1: Planning a Business

This unit explores the factors affecting business ideas and the internal and external environments which businesses operate within. Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge and the issues that need to be considered before a business can be established. Students also explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

Unit 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staffing and establishing a customer base. This unit also looks at effective marketing and the use of various management practices through contemporary case studies.

WHERE DOES IT LEAD?

The study of business management is relevant to students who wish to pursue further study in Business/Commerce in TAFE and/or University. Various options include a Diploma and/or Degree in Marketing/Management/International Business/Human Resources/ Public Relations, a Bachelor of Business/Commerce and further Post Graduate Degrees. Students who wish to study business related courses at a tertiary level or in a further technical and education setting can move onto various careers including the roles of a project manager, human resource manager, operations manager, executive manager, marketing manager or small business owner.

ASSESSMENT:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis
- Written examination

STAFF CONTACT: Mr Joshua Littmann or Ms Kathryn Robinson (English/Humanities/LOTE Coordinator)

CHINESE (FIRST LANGUAGE) Units 1 & 2

WHY CHOOSE IT?

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

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

COURSE DESCRIPTION:

Chinese (First Language) is designed for students who have typically spent some time as a resident and/or have had some experience of studying Chinese in a country in which Chinese is a major language of communication.

The language to be studied and assessed is the modern standard/official version of Chinese ("Mandarin"). Students may choose to use either complex or simplified characters in their writing.

Unit 1

The focus of this unit is on students being able to establish and maintain a spoken or written exchange related to an issue of interest or concern. They will listen to, read and reorganise information and ideas from spoken and written texts, and produce a personal response to a fictional text

Unit 2

In this units, students will participate in a spoken or written exchange focusing on the resolution of an issue and listen to, read, and extract and compare information and ideas from spoken and written texts. They will also produce an imaginative piece in spoken or written form

WHERE DOES IT LEAD?

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

ASSESSMENT:

- Discussion or personal letter/fax/email
- Read a written text and extract or use information and ideas in a different text type.
- Oral presentation, review or article
- Role play or formal letter./fax/email
- Read two or more spoken texts and compare information and ideas obtained.
- Listen to two or more spoken texts and compare information and ideas obtained.
- Journal entry, spoken personal account or short story.
- Written examination

STAFF CONTACT: Ms Kathryn Robinson (English/Humanities/LOTE Coordinator)

CHEMISTRY

Units 1 & 2

WHY CHOOSE IT?

Chemistry explores the composition, properties and behaviour of matter and the chemical processes that occur on Earth and beyond. Units 1 and 2 focus on chemistry in the environment; the chemical reactions which takes place around us, the analytical techniques used to monitor our environment and how new materials are developed to reduce waste and save non-renewable resources. Chemistry is a key science and the development of our modern society is dependent on the successful integration of chemical knowledge into new technologies. This will continue with emerging fields such as biotechnology and nanotechnology. An understanding of the complexities and diversity of chemistry leads to an appreciation of the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences

COURSE DESCRIPTION:

Unit 1: How can the diversity of materials be explained?

This unit focuses on the atomic structure of the elements and how electronic configuration affects the properties of elements, ionic compounds and molecular substances. The relative sizes of atoms and sub-atomic particles are investigated and the development of nanomaterials is studied. The periodic table is used as a means of categorising elements based on their properties and the patterns and trends that emerge are examined and used to explain the reactivity of elements. Intermolecular bonding and molecular geometry are studied in order to explain the properties of polar and non-polar substances. Students are introduced to systematic nomenclature for a range of hydrocarbons and functional groups and study common reactions of these substances. Addition polymers are studied and their properties related back to their molecular structure. Quantitative analysis is introduced through the study of the mole concept, relative atomic mass and mass spectroscopy.

Unit 2: What makes water such a unique chemical?

This unit further examines the molecular geometry and polar nature of water and how these contribute to its unusual properties. The importance of water's high specific heat capacity and latent heat of vaporization to living systems is studied. Students investigate acid-base, redox and precipitation reactions which commonly occur in aqueous solutions. The importance of balanced chemical equations is reinforced as students become more proficient with stoichiometric calculations involving excess and limiting reagents and gravimetric and volumetric analytical techniques. The pH scale as a measure of acidity is introduced and the effect of increased acidity in the environment is studied. Calorimetry, atomic absorption, chromatography and UV-Visible spectroscopy data is analysed quantitatively and qualitatively.

WHERE DOES IT LEAD?

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. VCE Chemistry is a prerequisite for many tertiary courses in science, medicine, biomedicine and engineering. In addition, chemistry is applied in many fields of endeavour including agriculture, dentistry, dietetics, environmental sciences, meteorology, sports science and veterinary science.

Those students not pursuing further studies will have developed an increased understanding of scientific processes and a capacity to critically assess the strengths and limitations of science. They will have respect for evidence-based conclusions and gained an awareness of the ethical, social and political contexts of scientific endeavours.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Practical investigations
- A research investigation into the development and/or properties of a chosen material
- Data analysis tasks
- Tests
- Written examination

STAFF CONTACT: Ms Kate Davis (Science/Maths Coordinator)

**ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
Units 1 & 2**

EAL Special Requirements

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12.

WHY CHOOSE IT?

The study of English contributes to the development of literate individuals capable of critical and creative thinking. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English/EAL become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. Studying English will teach students to consider the ideas and arguments of others and manipulate language to persuade and influence audiences. English/EAL helps equip students for participation in a democratic society and the global community. Study of a course of English during VCE is compulsory. To attain the VCE, students must gain an S in at least 3 units from the English group, with at least one sequence at Unit 3 & 4 level.

COURSE DESCRIPTION:

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse how arguments and persuasive language can be used to position audiences and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts, and explaining the decisions made in the writing process. EAL students will also develop their comprehension skills by listening to spoken texts.

Unit 2

In this unit, students compare the meaningful connections and the presentation of ideas, issues and themes in two texts. They identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create a text which presents a point of view. Students develop their skills in creating written, spoken and multimodal texts, and explaining the decisions made in the planning of an oral presentation.

WHERE DOES IT LEAD?

Studies in VCE English can lead to study and career paths in the following areas:

- | | | | |
|--------------|-------------------|---------------------|-----------------------|
| • Actor | • Journalist | • Program director | • Speech pathologist |
| • Announcer | • Literary critic | • Publicity officer | • University lecturer |
| • Copywriter | • Media analyst | • Publisher | • Writer |
| • Editor | • Playwright | • Reviewer | |
| • Historian | • Presenter | • Scriptwriter | |

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- An analytical response to a selected text.
- A creative response to a selected text.
- An analysis of the use of argument and persuasive language in media texts.
- Short answer responses and note-form summaries in response to a spoken text (EAL only).
- A comparison of how two texts present ideas, issues and themes.
- An oral presentation that presents a point of view on a current issue debated in the media.
- Written examination

STAFF CONTACT: Ms Karen Bares, Ms Brigitte Ferguson, Ms Sunyi Song or Ms Kathryn Robinson (English / Humanities / LOTE Coordinator)

FOOD STUDIES

Units 1 & 2

WHY CHOOSE IT?

Food Studies assists students to understand the historical and cultural perspectives of food. Through the study of this subject students will investigate the origins of food through time and explore how this has impacted our food choices of today. They will learn about the changing food history from the hunter gatherer to European settlement then to rural based agriculture, urban living, global trade as well as the impact of different cultures on food in Australian society. The study of food helps us make sound lifestyle decisions in relation our health, the way food is produced and the processing of food. It is impossible to know everything about food; however, this subject will help you to gain a sound knowledge base for us as individuals.

COURSE DESCRIPTION:

Unit 1: Food Origins

This unit focuses on where our food has come from and how we have arrived where we are in our food culture in Australia. There is a large practical component in this subject and it focuses on the production techniques of food. For the research task, students will investigate ingredients from an indigenous background and extend their knowledge in an area of interest to them. Students will be able to explain, compare and apply understanding of historical and indigenous foods and transform this knowledge into modern recipes.

Unit 2: Food Makers

This unit focuses on the commercial food production industries as well as the small scale operations in domestic settings. Students also develop an understanding about the safe supply of food to Australia and how we can use this knowledge in our everyday life. There is an opportunity to focus on entrepreneurial skills in designing and creating food products. Students will develop their use of the design process in creating and fulfilling briefs. They will also expand their knowledge of how to prepare and provide nutritious meals for people with intolerances and allergies.

WHERE DOES IT LEAD?

VCE Food Studies is designed to assist students in making informed food choices. It can be studied at all levels in a variety of ways, from Tertiary studies in health knowledge and promotion, to food technology, nutrition or consumer behaviour. In a TAFE setting, the hands-on experience can assist in the form of hospitality, front of house in restaurants or cafes, back of house as a chef or kitchen hand, or working while travelling. This assists students who wish to move into many different areas of the work force including, food technologists, food manufacturing, sensory analysts, hospitality, nutrition, dietetics and travel.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Design and development of a practical food solution in response to an opportunity or need in the food industry or school community
- Design and development of a practical food solution in response to an opportunity or need in a domestic or small scale setting
- Written examination
- Practical examination

STAFF CONTACT: Ms. Shelley Haughey or Ms. Anne Gellatly (Arts/Technology/Health/P.E. Coordinator)

HEALTH AND HUMAN DEVELOPMENT**Units 1 & 2****WHY CHOOSE IT?**

VCE Health and Human Development Units 1 & 2 enables students to develop an understanding of individual human development that occurs through the lifespan stages of prenatal, childhood, youth and adulthood. The concept of health is explored and limitations that exist are highlighted. The interrelationship between health and human development is investigated in each life span stage with students being able to explain how determinants of health may impact on the health and development of Australians. Students undertaking this subject are provided with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. They will be able to actively participate in make appropriate choices that allows for good health and be able to seek appropriate advice.

COURSE DESCRIPTION:**Unit 1: The health and development of Australia's youth**

Students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Australian youth are the focus of this unit. Factors that influence health and individual human development of youth, such as nutrition, determinants of health and health care services are explored.

Unit 2: Individual human development and health issues

Students focus on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. They identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Investigations into a variety of health issues that impact on these lifespan stages are carried out. Analysis of personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults is conducted.

WHERE DOES IT LEAD?

The study of Health and Human Development offers students a range of pathways and caters to those who wish to further study in the areas of nursing, nutrition, health promotion, community health research and policy development, humanitarian aid work, allied health practices, education and the health profession.

ASSESSMENT

Assessment tasks over Units 1 and 2 may include the following:

- Case study analysis
- Data analysis
- Multimedia presentation
- Visual presentation
- Oral Presentation
- Test
- Written examination

STAFF CONTACT: Ms Allison Phillips or Ms Anne Gellatly (Arts/Technology/Health/P.E. Coordinator)

HISTORY—Twentieth Century Units 1 & 2

WHY CHOOSE IT?

The study of History assists students to understand themselves, others and their world, and broadens their perspective. Through studying VCE History, students will develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to current issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

COURSE DESCRIPTION:

Unit 1: Twentieth century history 1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and brought about changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s.

Unit 2: Twentieth century history 1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

WHERE DOES IT LEAD?

In addition to preparing students for Units 3 & 4 History the study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

ASSESSMENT:

Assessment tasks over Units 1 and 2 should include the following:

- A historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay
- Tests
- Written examination

STAFF CONTACT: Mr John Sheehan or Ms Kathryn Robinson (English / Humanities / LOTE Coordinator)

LEGAL STUDIES**Units 1 & 2****WHY CHOOSE IT?**

Students in Legal Studies will learn how society operates to elects members to parliament who are responsible for the creation of the laws that govern our everyday lives. They will learn where ideas for new laws develop and how individuals and groups put pressure on governments for change. Through interesting case studies and the participation in a mock trial students will explore the features of many of our criminal and civil laws, how trials operate and the key personnel in the courtroom and their roles. Students will develop an understanding of the different types of punishments that are imposed upon guilty parties, such as imprisonment and how effective these sanctions are in achieving the aims of society. To further develop their understanding, students will gain first-hand experience of the court system as well as visiting a medium security prison to speak with offenders about their experiences.

COURSE DESCRIPTION:**Unit 1: Criminal law in action**

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases.

Unit 2: Issues in civil law

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues

WHERE DOES IT LEAD?

Apart from preparing students for Units 3 & 4 Legal Studies this subject will develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

ASSESSMENT:

- Research projects,
- Mock trial,
- Case studies,
- Tests and Written examination

STAFF CONTACT: Mr John Sheehan or Ms Kathryn Robinson (English / Humanities / LOTE Coordinator)

GENERAL MATHEMATICS

Units 1 & 2

WHY CHOOSE IT?

General Mathematics Units 1 & 2 are designed for students who would like to continue their mathematical studies at Year 12, but who find the abstract nature of the Mathematical Methods difficult to manage. The topics covered promote students' awareness of the importance of mathematics in everyday life in a technological society, and give them confidence in making effective use of mathematical ideas, techniques and processes.

By completing Mathematics at VCE, many career options open up for students, ranging from some pre-apprenticeship TAFE courses through to Medicine and Law qualifications. Specific courses have pre-requisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended future courses by seeking up to date advice from their maths teacher, the VCE coordinator or careers counsellor.

Ashwood High School strives to offer a General Mathematics course for a diverse range of students with widely varying career paths. To this end, the topics studied include mathematics related to statistics, measurement and business.

COURSE DESCRIPTION:

Unit 1

The focus of Unit 1 is the study of simple arithmetic skills, modelling using linear equations and measurement. Students apply their mathematical skills to problems involving ratios, percentages and the unitary method. Students investigate real world problems which can be modelled on linear equations and use geometry and trigonometry to problem solve in various contexts. Students are expected to solve simple problems without the use of technology to satisfy Outcome 1 of the unit, however there is a strong focus on the use of CAS technology to efficiently and accurately solve problems in unfamiliar contexts in order to satisfy Outcomes 2 & 3.

Unit 2

In Unit 2, students focus on statistics and financial arithmetic which make up the core areas of study in Year 12. Students investigate univariate and bivariate data, interpret data in different contexts and use lines of best fit to make predictions. Students apply their mathematical skills to calculate mark-ups and discounts, simple and compound interest and to compare various purchasing options. CAS technology is further explored to solve complex real world applications.

WHERE DOES IT LEAD?

General Mathematics is excellent preparation for students considering studying Further Mathematic 3 and 4. This subject fulfills many university and TAFE mathematics prerequisites. A pass in Further Mathematics at Year 11 standard is looked on favourably by employers in general and employers looking for new apprentices in particular.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Topic tests
- Application and analysis tasks
- Written examination

STAFF CONTACT: Mrs Ann Price, Mr Michael Cifra or Ms Kate Davis (Maths/Science Coordinator)

MATHEMATICAL METHODS**Units 1 & 2****WHY CHOOSE IT?**

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications. They are designed as preparation for Mathematical Methods Units 3 and 4 and Specialist Mathematics 3 and 4 and cover assumed knowledge and skills for those units. Students wishing to study Specialist Mathematics Units 1 and 2 must have successfully completed or be concurrently studying Mathematical Methods Units 1 and 2. Successful completion of Mathematical Methods at Year 11 will enable you to choose any of the Mathematics subjects offered at Year 12. The study of mathematics is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the ability to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

COURSE DESCRIPTION:**Unit 1**

The content of Units 1 and 2 will be presented so that there is a balanced and progressive development of skills and knowledge. The connections between and across the areas of study are developed consistently throughout both Units 1 and 2. The focus of Unit 1 is the study of simple algebraic functions and their graphs and probability and statistics. Students use correct mathematical symbology when determining inverses, using function notation, set theory and describing the behaviour of graphs. Students are expected to solve problems without the use of technology to satisfy Outcome 1 of the unit. CAS technology is introduced to efficiently and accurately solve problems and there is a focus on using mathematical skills to solve problems in unfamiliar contexts in order to satisfy Outcomes 2 and 3. Students should be proficient in relevant mental and by-hand approaches to estimation and computation.

Unit 2

In Unit 2, students continue to study functions with the introduction of circular, exponential and logarithmic functions and their graphs. Transformations of functions are determined using mapping and matrix methods. Average and instantaneous rates of change begin the formal study of calculus. Differentiation from first principles is studied and expanded upon to allow students to differentiate a range of functions. Discrete probability distributions continue the study of probability and statistics. CAS technology is further explored to solve complex real world applications.

WHERE DOES IT LEAD?

Mathematical Methods Units 1 and 2 allow you to choose any single or combined mathematics course in Year 12. They are excellent preparation for all TAFE courses, apprenticeships and arts or humanities based university degrees. Combined with Mathematical Methods at Year 12 they prepare you for all science, engineering or commerce university degrees.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Topic tests
- Application and analysis tasks
- Regular work authentication tasks
- Written examination

STAFF CONTACT: Ms Ann Price or Ms Kate Davis (Maths/Science Coordinator)

SPECIALIST MATHEMATICS**Units 1 & 2****WHY CHOOSE IT?**

The study of Specialist Mathematics 1 and 2 provide a course of study for students interested in advanced study of mathematics. There is 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.

COURSE DESCRIPTION:

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

Unit 1:

This unit will cover the prescribed topics of Number Systems, Recursion, Geometry in the Plane and Proof. Other topics covered in this unit include: Algebra, Circle Geometry and Trigonometric Applications. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, diagrams and geometric constructions, algebraic manipulation with and without the use of technology.

Unit 2:

This unit will cover the prescribed topics of Vectors in the Plane and Graphs of Non-linear Relations. Other topics covered in this unit include: Sampling Distributions, Variation and Kinematics. Students are expected to be able to apply techniques, routines and processes involving equations and graphs, statistics, vectors and kinematics with and without the use of technology.

WHERE DOES IT LEAD?

This subject will open every VCE mathematics pathway and all associated careers that require good mathematical skills. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

ASSESSMENT:

Assessment tasks will include components to be completed with or without the use of technology as applicable to the outcomes. Demonstration of achievement of the outcomes will be based on the student's performance on a selection of the following assessment tasks:

- Assignments
- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Written examination

STAFF CONTACT: Mr Xenophon Kakogiannis and Ms Kate Davis (Maths/Science Coordinator)

MEDIA STUDIES**Units 1 & 2****WHY CHOOSE IT?**

With the relentless advance of technology changing the way we interact, everyone needs to understand how codes and conventions embedded in digital communication operate. The study of Media will provide students with the skills to understand the relationship between the media, technology and the representations present in media forms. They will explore the way the media represents, reflects and influences society, and demonstrate their knowledge by producing their own media texts across the forms of film, photography, animation, print, web and sound design. They will further their technical abilities with media hardware and software, and work through the process of production from the earliest planning stages to the final presentation.

COURSE DESCRIPTION:**Unit 1: Representation, Technologies of Representation and New Media**

All media texts are created through a process of selection, construction and representation. Representations of events, ideas and stories, which may appear natural and realistic, are mediated and constructed in ways that are different from the audience's direct experience of reality. Media codes and conventions, together with such factors as degrees of intended realism, the cultural and historical context of the production and institutional practices, help shape a product's structure and meaning. Technological advancements in the media occur within the context of the society in which they are created, developed and used. Such developments, therefore, not only affect media products themselves but also change the ways audiences think about and use the media.

Unit 2: Media Production and the Media Industry

All media representations are constructed through a production process. Production is usually undertaken in stages, often grouped under the headings of preproduction, production and postproduction, with segments of the various stages undertaken by specialist individuals or teams. Students develop an understanding that as each media product progresses through the various stages of production, the work practices and conventions of each specific stage and role help shape the nature of the final media product. Students explore how changes in the media industry, particularly features of the Australian media landscape impacts upon the production process and the specialist roles therein.

WHERE DOES IT LEAD?

VCE Media Studies prepares you for tertiary education at University or TAFE. It provides an excellent grounding for entry into Arts, Fine Arts, Humanities, Communications, Journalism, Film Production, Multimedia, Publishing, Audio and Sound Engineering, Advertising and Marketing, Photography and many other areas. Units 1 and 2 establishes a groundwork of thinking about media in terms of construction of representations that allows students to experience the process by which media products are created across a range of industries.

ASSESSMENT:

- Production tasks using film, photography, sound, animation, print/magazine, radio.
- Theory exercises: question sheets, research tasks
- Production plans: storyboards, Treatments, scripts etc.
- Essay/writing tasks: reviews, reflections and analysis
- Tests
- Written examination

STAFF CONTACT: Ms Kath Robinson or Ms. Anne Gellatly (Arts/Technology/Health/P.E. Coordinator)

PHYSICS

Units 1 & 2

WHY CHOOSE IT?

The study of Physics assists students to understand how things work in the world around them. Through studying Physics students will gain an understanding of how and why things that they observe in the natural and built world occur as they do. They will develop inquiry skills that will enable them to compare and contrast the theoretical and practical while undertaking self-directed research and practical investigations.

COURSE DESCRIPTION:

Students conduct investigations, develop hypotheses, collect and analyse data, utilise a range of technologies and techniques as they explore and appreciate the application of physics in the real world.

Unit 1: What ideas explain the physical world?

This unit looks at processes with heat and temperature, specific heat and latent heat. Students will then investigate how thermodynamics can be applied to the greenhouse effect and how society can combat or reduce the greenhouse effect and other environmental issues. The next area of study focuses on electric circuits including the behavior of charged particles, electric currents, circuits and energy. This topic investigates the practicality of serial and parallel circuits as well as using electricity and electrical safety. The final area of study involves the study of matter and how it is formed. This covers units of measure at a universal scale, the Big Bang Theory and the standard model. Radioactivity, isotopes and energy from the atom are also investigated.

Unit 2: What do experiments reveal about the physical world?

The focus of the first area of study is on scalars and vectors, linear motion, momentum & force and then on energy, work and power. The unit then moves to investigation of the question "How do Heavy Things Fly?" where students explore the physical nature of flight. The topic will focus on the forces involved in flight and will also examine the practical aspects of design of aircraft. The final of study is a practical investigation of the student's own choice. Students will design, carry out and report on an aspect of physics covered in the course this year.

WHERE DOES IT LEAD?

Knowledge gained through the study of physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources, which is highly valued in a wide range of fields including industrial, medical, engineering and technology applications. The study of Physics prepares students for enrolment in Engineering, Science and the Biomedical fields. Some IT courses suggest that a knowledge of Physics is an advantage.

ASSESSMENT:

Includes:

- Topic tests
- Research assignments
- Theory exercises
- Practical laboratory investigations
- Extended practical investigations
- Written examination

STAFF CONTACT: Ms Julie Huggins, Mr Michael Cifra or Ms Kate Davis (Maths/Science Coordinator)

PHYSICAL EDUCATION**Units 1 & 2****WHY CHOOSE IT?**

In VCE Physical Education students explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examine behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students will combine theory about performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

COURSE DESCRIPTION:**Unit 1: The human body in motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities they 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. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

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 assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to the guidelines. They then create and participate in an activity plan that meets the guidelines relevant to the particular population group being studied.

WHERE DOES IT LEAD?

The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- A written report
- Written plan and reflective folio
- A data analysis
- Practical laboratory
- Structured questions
- Visual presentation
- Written examination

STAFF CONTACT: Mr Christopher Tipping or Ms Anne Gellatly (Arts/Technology/Health/P.E. Coordinator)

PSYCHOLOGY

Units 1 & 2

WHY CHOOSE IT?

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. This study enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics and sensory perception and awareness.

COURSE DESCRIPTION:

Unit 1: 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. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

WHERE DOES IT LEAD?

Psychology explores the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Future career opportunities may involve working in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

ASSESSMENT:

- Assessment tasks over Units 1 and 2 will be selected from among the following:
- A report of a practical activity involving the collection of primary data
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- A test comprising multiple choice and/or short answer and/or extended response
- A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
- Written examination

STAFF CONTACT: Ms Bernadette Jowett or Ms Kate Davis (Maths/Science Coordinator).

THEATRE STUDIES**Units 1 & 2****WHY CHOOSE IT?**

In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. Students work with playscripts in both their written form and in performance, studying various areas of stagecraft that can be used to interpret these playscripts. Students study the contexts, that is, the time, places and cultures, of playscripts, as well as their language and theatrical possibilities. They explore ways that meaning can be constructed and conveyed through theatrical performance. Students apply stagecraft to collaboratively and individually interpret playscripts and their theatrical possibilities. Through study of playscripts, contribution to the production of plays, and the application of stagecraft, students develop knowledge and understanding of theatre and its practices. The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager.

COURSE DESCRIPTION:**Unit 1: Pre-Modern Theatre**

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit 2: Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

WHERE DOES IT LEAD?

The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways. The analysis work gives students grounding in the types of skills required for English and Literature at VCE and beyond, whilst the creative aspects of the subject are transferable to Music and Drama. The skills of collaboration and delivering material to an audience are transferable into a variety of careers and are also beneficial to students as they venture into tertiary studies in a variety of fields.

ASSESSMENT:

Assessment tasks over Units 1 and 2 may include the following:

- Written analysis
- Individual projects
- Group projects
- Written and oral explanations/report
- Performances
- Research reports
- Written examination

STAFF CONTACT: Ms Brigitte Ferguson, Ms Anne Gellatly (Arts/Technology/Health/P.E. Coordinator)

VISUAL COMMUNICATION DESIGN

Units 1 & 2

WHY CHOOSE IT?

The study of Visual Communication Design provides students with the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. This study assists student to develop and apply drawing and computer rendering skills using a range of techniques and programs to make their design thinking visible in design fields as diverse as graphic design, architecture and product design. Students learn to draw, and interpret, Australian Standard AS 1100 technical drawing conventions; which all Australian engineers, architects, designers, surveyors and patternmakers follow.

COURSE DESCRIPTION:

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of Visual Communication Design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

WHERE DOES IT LEAD?

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, engineering, industrial and architectural design and communication design. This study has a focus on design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, which supports skill development in areas beyond design, including science, business, marketing and management.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Criteria based assessment of folio production
- Analysis tasks: Short and extended responses, written reports, or structured questions.
- Written examination

STAFF CONTACT: Ms Catherine Preston, Ms Anne Gellatly, (Arts/Technology/Health/PE Coordinator)

UNIT 3 & 4 STUDIES

ACCOUNTING

WHY CHOOSE IT?

The study of Accounting assists students to understand the world of business and finance, specifically learning about how to interpret, organise and report finances for service and trading businesses. Through studying VCE Accounting, students develop knowledge on how to record financial data and report accounting information for relevant business stakeholders. They develop an understanding of the role of accounting in the management and operations of small business. They also develop the capacity to identify, analyse and interpret financial data and accounting information and non-financial information which informs business stakeholders decision making processes in order to achieve greater profit margins, business growth and long term success.

COURSE DESCRIPTION:

Unit 3: Recording and reporting for a trading business

This unit extends on the accounting knowledge and skills developed from Units 1 & 2 Accounting. This aspect of the VCE course looks closely at the collecting, measuring, processing and communication of financial data, by using the double entry accounting method and accrual-based system for reporting financial information.

Unit 4: Control and analysis of business performance

This unit builds on recording and reporting processes learned in Unit 3 Accounting. It involves analysing financial and non-financial information in order to aid large scale organisations key stakeholders in their decision making, in order to improve business performance.

WHERE DOES IT LEAD?

The study of accounting, in all its various forms, is relevant to students who wish to pursue further study in Business Studies in TAFE and/or University. Various options include a Diploma and/or Degree in Accounting, a Bachelor of Business or Bachelor of Commerce and Post Graduate studies of a Chartered Accountant (CA) or Certified Practising Accountant (CPA). Students who wish to study accounting at a tertiary level or in a further technical and education setting can move onto various careers including accounts payable/receivable officers, import/export clerks and/or treasurers as well as varied positions such as Financial, Managerial, Tax, Forensic Accountants and/or Chartered or Certified Practising Accountants.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- Folios of exercises (manual and/or ICT based)
- Tests (manual and/or ICT based)
- Case Study (manual and/or ICT based)
- An assignment (manual and/or ICT based)
- Classroom Presentation (oral or multimedia)
- Report (written, oral or multimedia)
- VCAA External Examination

STAFF CONTACT: Mrs Dolores Briffa or Ms Kathryn Robinson (English/Humanities/LOTE Coordinator)

ART

Units 3 & 4

WHY CHOOSE IT?

Art offers an opportunity to think and work creatively to express yourself in your chosen medium in a 'hands on' way. Choose from a range of mediums and art forms such as Painting, Drawing, Ceramics, Fabrics and Wire Sculpture for example. Learn about the importance of art in challenging values and changing ideas in society through analysis and interpretation of artworks from different times and places. Learn how to apply your artistic ability and develop your design and media skills for a range of exciting careers.

COURSE DESCRIPTION

Unit 3: Artworks, ideas and values

Students interpret the meanings and messages of artworks produced before 1990 with artworks produced since 1990. They develop, examine and analyse various opinions about art and use evidence to support different points of view. Students research two artists and complete a comparison of their work with detailed analysis of at least two artworks by each artist. They use appropriate terminology and apply the Analytical Frameworks to comment on Structural, Personal, Cultural and Contemporary influences on the artworks. Students develop personal artistic responses inspired by ideas, concepts and observations of interest to them. They apply imagination and creativity to explore and develop their style through the investigation and experimentation with materials, techniques and art forms. Students progressively develop and refine their ideas and skills to produce a body of work with at least one finished artwork. They document and evaluate their thinking and working practices using appropriate art terms. Students employ appropriate health, safety and sustainable practices in their folio development.

Unit 4: Artworks, ideas and viewpoints

Students discuss art ideas and issues and the varying interpretations about the role of art in society. They select a statement about an art idea and related issues to research, analyse and interpret. The students refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

Students continue to develop the folio begun in Unit 3. They work to resolve ideas and concepts leading to at least one finished artwork in addition to the work that was completed in Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

WHERE DOES IT LEAD?

DESIGN CAREERS - Interior Design/Industrial Design; Graphic Design /Architecture/Landscape; Design / Animation / Games Design; Fashion / Fabric Design / Hats & Accessories / Jewellery FINE ART – Artist / sculptor; Illustrator of Children's Books, Scientific, Botanical or Medical drawings; Gallery or Museum Curator/Art Dealer / Art Conservator / Archaeologist;

TRADES and SPECIALIST TRADES - Painter/Plasterer / Textiles worker / Prosthetics Technician / Dental; Technician / Forensic Sculptor

ASSESSMENT:

- Criteria based assessment of folio production
- Analysis tasks: Short and extended responses, written reports, or structured questions.
- VCAA External Examination

STAFF CONTACT: Ms A. Gellatly (Arts/Technology/Health/PE Coordinator)

BIOLOGY

Units 3 & 4

WHY CHOOSE IT?

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours. Students also develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues and communicate their views from an informed position.

COURSE DESCRIPTION:

Unit 3

Students investigate the workings of the cell from several perspectives. They explore the plasma membrane, the cells internal spaces and the movement of molecules. Students consider base pairing, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions within the immune system. The synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes are investigated. They explore the chemistry of cells by examining the nature of biochemical pathways and how cells communicate with each other using a variety of signalling molecules.

Unit 4

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine change in life forms using evidence. They explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

WHERE DOES IT LEAD?

VCE Biology enables students to pursue pathways within the discipline and leads to a range of career options. Branches of biology include: microbiology, genetics, botany, immunology, pharmacology, and zoology. The study of biology develops critical thinking and inquiry skills that can also be applied to a wide variety of careers in cross-disciplinary areas. These career areas may include: dentistry, pharmacy, health care, horticulture, medicine, optometry, physiotherapy, medicine, veterinary science, forestry, horticulture, conservation, forensic science, and sports science.

ASSESSMENT

Assessment tasks over Units 3 and 4 may include the following:

- A report of a practical activity
- Data Analysis
- An evaluation of research
- A scientific poster
- A response to an issue
- VCAA External Examination

STAFF CONTACT: Ms Megan McLellan and Ms Kate Davis (Maths/Science Coordinator)

BUSINESS MANAGEMENT

Units 3 & 4

WHY CHOOSE IT?

The study of Business Management assists students to understand the world of business and enterprise. Students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of society. Students develop an understanding of the complex and changing environments which businesses operate within. In Units 3 & 4, students develop an understanding of how businesses are managed day-to-day and consider changes that need to be made to ensure continued success of a business. Students also develop an understanding of a range of management theories and consider and compare them with management in practice through contemporary case studies.

Unit 3: Managing a Business

This unit explores the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these.

Unit 4: Transforming a Business

This unit explores the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

WHERE DOES IT LEAD?

The study of business management is relevant to students who wish to pursue further study in Business/Commerce in TAFE and/or University. Various options include a Diploma and/or Degree in Marketing/Management/International Business/Human Resources/ Public Relations, a Bachelor of Business/ Commerce and further Post Graduate Degrees. Students who wish to study business related courses at a tertiary level or in a further technical and education setting can move onto various careers including the roles of project manager, human resource manager, operations manager, executive manager, marketing manager or small business owner.

ASSESSMENT:

- a case study
- structured questions
- an essay
- a report
- a media analysis
- VCAA External Examination

STAFF CONTACT: Mr Joshua Littmann, Ms Kathryn Robinson (English/Humanities/LOTE Coordinator)

CHEMISTRY**Units 3 & 4****WHY CHOOSE IT?**

Chemistry explores the composition, properties and behaviour of matter and the chemical processes that occur on Earth and beyond. Units 3 and 4 focus on energy transformations that occur during chemical reactions; the combustion of fuels, the development of fuel cells and factors which affect manufacturing processes. Chemistry is a key science and the development of our modern society is dependent on the successful integration of chemical knowledge into new technologies. This will continue with emerging fields such as biotechnology and nanotechnology. An understanding of the complexities and diversity of chemistry leads to an appreciation of the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences

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

This unit focuses on the global demand for energy, emerging energy options and ways to minimise our impact on the environment as the world population increases. Students investigate renewable and non-renewable fuels comparing their efficiency and contribution to global CO₂ emissions. Galvanic, electrolytic and rechargeable cells are investigated and compared. Industrial processes are examined, as is the role of the industrial chemist to improve the efficiency, yield and environmental credentials of important manufacturing processes. Quantitative analysis involves the study and use of Faraday's Laws, equilibrium constants, Maxwell-Boltzmann distribution curves and enthalpy calculations.

Unit 4: How are organic compounds categorised, analysed and used?

This unit further examines organic chemistry introduced in Units 1 and 2. Instrumental analysis techniques such as nuclear magnetic resonance spectroscopy, infra-red spectroscopy and mass spectroscopy are used to analyse organic compounds qualitatively and quantitatively. Volumetric analysis and chromatography is used to calculate concentrations of unknown solutions. Students study a wide range of organic compounds such as aldehydes, ketones, esters and halo alkanes, studying the reaction pathways and naming conventions for these molecules. The importance of intermolecular bonding to properties such as melting and boiling points and viscosity is investigated. Key food molecules and chemical reactions within the human body are studied. Students study the structure of proteins, carbohydrates, lipids, select enzymes and vitamins and their role in the metabolism of food and other biological processes.

WHERE DOES IT LEAD?

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. VCE Chemistry is a prerequisite for many tertiary courses in science, medicine, biomedicine and engineering. In addition, chemistry is applied in many fields of endeavour including agriculture, dentistry, dietetics, environmental sciences, meteorology, sports science and veterinary science.

Those students not pursuing further studies will have developed an increased understanding of scientific processes and a capacity to critically assess the strengths and limitations of science. They will have respect for evidence-based conclusions and gained an awareness of the ethical, social and political contexts of scientific endeavours.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- practical investigations and reports
- a structured scientific poster
- a research investigation into the development and/or properties of a chosen material
- data analysis tasks
- topic tests
- VCAA External Examination

STAFF CONTACT: Ms Kate Davis (Maths/Science Coordinator)

ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Units 3 & 4

EAL Special Requirements

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12.

WHY CHOOSE IT?

The study of English contributes to the development of literate individuals capable of critical and creative thinking. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English/EAL become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. Studying English will teach students to consider the ideas and arguments of others and manipulate language to persuade and influence audiences. English/EAL helps equip students for participation in a democratic society and the global community.

Study of a course of English during VCE is compulsory. To attain the VCE, students must gain an S in at least 3 units from the English group, with at least one sequence at Unit 3 & 4 level.

COURSE DESCRIPTION:

Unit 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Students develop their skills in creating written, spoken and multimodal texts, and explaining the decisions made in the writing process. EAL students will also develop their comprehension skills by listening to spoken texts.

Unit 4

In this unit, students compare the meaningful connections and the presentation of ideas, issues and themes in two texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Students develop their skills in creating written, spoken and multimodal texts, and explaining the decisions made in the planning of an oral presentation.

WHERE DOES IT LEAD?

Studies in VCE English can lead to study and career paths in the following areas:

- | | | | |
|--------------|-------------------|---------------------|-----------------------|
| • Actor | • Journalist | • Program director | • Speech pathologist |
| • Announcer | • Literary critic | • Publicity officer | • University lecturer |
| • Copywriter | • Media analyst | • Publisher | • Writer |
| • Editor | • Playwright | • Reviewer | |
| • Historian | • Presenter | • Scriptwriter | |

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- An analytical response to a selected text.
- A creative response to a selected text.
- An analysis and comparison of the use of persuasive language in media texts.
- Short answer responses and note-form summaries in response to a spoken text (EAL only).
- A comparison of how two texts present ideas, issues and themes.
- An oral presentation that presents a point of view on a current issue debated in the media.
- VCAA External Examination

STAFF CONTACT: Ms Karen Bares, Ms Natalie Same, Ms Cassandra Gatt, Ms Kathryn Robinson (English / Humanities / LOTE Coordinator).

FOOD STUDIES**Units 3 & 4****WHY CHOOSE IT?**

Food Studies assists students to understand the many roles and influences on everyday food choices. Students also explore the science behind the way food works and how our body reacts to it. Learn to analyse food models and how they were designed to suit out society, and apply these models in real life situations. There are strong links to the Health and Human Development subject with an in depth look at the global food supply and how we can secure the future of our food supply. It is impossible to know everything about food; however, this subject will help you to gain a sound knowledge base for us as individuals and conscious global citizens in our world.

COURSE DESCRIPTION:**Unit 3: Food in daily life**

This unit focuses on all things scientific about food. It helps us better understand why food reacts the way it does under different circumstances. There is a detailed study into digestion of food and the utilization of micro and macro nutrients. Students will use evidence to inform food choices and undertake hands on experiments using food as the vehicle for learning. You will look at the relationships between the reasons people eat food and why specific food is chosen instead of another including food habits. Students will develop a repertoire of healthy meals for children and families using this information.

Unit 4: Food issues, challenges and futures

Students will enter debates in regards to global food security and the responsibilities of all nations to ensure this. Students will critically analyse food issues and develop creative solutions to the ever growing problem of developed vs developing countries. Students will need to take into account the ethical issues pertaining to these concepts as they move through the unit. Students will monitor the development of fad diets and undertake a detailed analysis of one diet and how this impacts the person undertaking it. The skills of interpretation of labels and marketing terms on food packaging are developed further.

WHERE DOES IT LEAD?

VCE Food Studies is designed to assist students in making informed food choices. It can be studied at all levels in a variety of ways, from Tertiary studies in health knowledge and promotion, to food technology, nutrition or consumer behaviour. In a TAFE setting, the hands on experience can assist in the form of hospitality, front of house in restaurants or cafes, back of house as a chef or kitchen hand, or working while travelling. This assists students who wish to move into many different areas of the work force including, food technologists, food manufacturing, sensory analysts, hospitality, nutrition, dietetics and travel.

ASSESSMENT:

Assessment tasks over Units 1 and 2 will include the following:

- Design and development of a practical food solution in response to functional properties of food
- Design and development of a practical food solution in response to ethical food choices
- Design and development of a practical food solution in response to the Australian Guide to healthy eating
- Design and development of a practical food solution in response to the healthy meals for children and families
- Annotated visual reports
- Written reports
- VCAA External Examination

STAFF CONTACT: Ms Shelley Haughey, Ms Anne Gellatly (Arts/Technology/Health/PE Coordinator)

HEALTH AND HUMAN DEVELOPMENT

Units 3 & 4

WHY CHOOSE IT?

Through the study of Units 3 and 4 Health and Human Development students investigate health and human development in local, Australian, and global communities. A global perspective to how health is achieved through the analysis of aid programs and sustainable programs are key features of these units. We look at how Australia as a developed nation, compares to other developed nations such as the UK and USA, as well as against developing countries. The role of the United Nations, and the World Health Organisation (WHO) are explored and students will understand the current ideologies of health and human development in contemporary society.

COURSE DESCRIPTION:

Unit 3: Australia's Health

Students develop an understanding of the health status of Australians by investigating key health measures to compare health in Australia and analyse how determinants of health contribute to variations in health status. Students examine the development of the National Health Priority Areas (NHPAs) and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. Different models of health and health promotion are investigated and students study the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

Unit 4: Global Health and human development

This area of study explores global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations' Sustainable Development Goals is investigated. The role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development are explored. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs and contributions to non-government organisations.

WHERE DOES IT LEAD?

The study of Health and Human Development offers students a range of pathways and caters to those who wish to further study in the areas of nursing, nutrition, health promotion, community health research and policy development, humanitarian aid work, allied health practices, education and the health profession.

ASSESSMENT

Assessment tasks over Units 3 and 4 may include the following:

- Case study analysis
- Data analysis
- Test
- VCAA External Examination

STAFF CONTACT: Ms Allison Phillips, Ms Anne Gellatly (Arts/Technology/Health/PE Coordinator)

HISTORY — Revolutions

Units 3 & 4

WHY CHOOSE IT?

Political revolutions are frequently bloody and violent affairs, involving the overthrow of an established system for a new one. In this course students will investigate the causes of the French and Russian revolutions, how the citizens of these countries, led by charismatic figures, rose up to challenge the existing order. Students will look at the famous figures behind each revolution, and the new ideals and systems they represented. Students will investigate the various challenges each revolution faced in bringing about such momentous changes to their society and ultimately whether or not they were successful in achieving their desired goals.

COURSE DESCRIPTION:

Unit 3: Russian Revolution of October 1917.

Unit 4: French Revolution of 1789.

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a complete change to society. Revolutions are caused by the mixture of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

In these units students develop an understanding of the complex and multiple causes which lead to revolution and their consequences. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

WHERE DOES IT LEAD?

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

ASSESSMENT:

Assessment tasks over Units 3 and 4 may include the following:

- Research report
- Analysis of visual and/or written documents
- Historical Interpretations
- Essay
- VCAA External Examination

STAFF CONTACT: Mr John Sheehan or Ms Kathryn Robinson (English / Humanities / LOTE Coordinator).

LEGAL STUDIES

Units 3 & 4

WHY CHOOSE IT?

Unit 3 & 4 Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community, and examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies.

COURSE DESCRIPTION:

Unit 3: Law-making

Law-making is generally left to those elected by the people to represent their needs and the rights and responsibilities that underpin a democratic society. In Unit 3 students develop an understanding of the processes by which laws are made by parliament, the courts and the influence of individuals. The impact of the Commonwealth Constitution and the study of significant cases increase their ability to evaluate the strengths and weaknesses of these bodies to adapt to change.

Unit 4: Resolution and Justice

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

WHERE DOES IT LEAD?

Studying Legal Studies may lead to employment and further studies in the legal field in areas such as:

| | | |
|-------------------------------|--------------------------------|---------------------------------|
| Barrister | Defence Force Officer | Prison Officer |
| Conveyancer | Judge/Magistrate | Probation and Parole Officer |
| Court Administrator/Registrar | Law Clerk | Relations Manager |
| Court Officer | Lawyer | Security Guard |
| Criminologist | Police Officer | Solicitor |
| Customs Officer | Merger and Acquisition Manager | Surveillance Operator Workplace |
| | Policy Analyst | |

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- Case Studies,
- Tests,
- Research projects,
- VCAA External Examination

STAFF CONTACT: Mr John Sheehan or Ms Kathryn Robinson (English / Humanities / LOTE Coordinator).

FURTHER MATHEMATICS**Units 3 & 4****WHY CHOOSE IT?**

The study of Further Mathematics is intended for a diverse group of students and is designed to be widely accessible. It comprises a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important.

COURSE DESCRIPTION:

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

Unit 3:

In the study of Data Analysis students will investigate data distributions, associations between variables, modelling linear associations and modelling time series data. Recursion and Financial Modelling covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities. 'Data analysis' comprises 40 per cent of the content to be covered. 'Recursion and financial modelling' comprises 20 per cent of the content to be covered.

Unit 4:

The Applications area of study comprises two modules. The matrix module covers the definition of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. The geometry and measurement module covers the use of measurement, geometry and trigonometry to formulate and solve problems involving angle, length, area and volume in two and three dimensions, with respect to objects, the plane and the surface of the earth. Each module comprises 20 per cent of the content to be covered

WHERE DOES IT LEAD?

Statistics is used in such varying studies as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Recurrence and Financial Modeling and Matrices are used in all Business Studies and Marketing Courses and for everyday living skills with money that will be required in adulthood. Where possible the Further Mathematics course is made as relevant as possible to modern day situations.

ASSESSMENT:

Assessment tasks over Units 3 and 4 include the following:

- an application task and
- three problem solving and/or modelling tasks.
- VCAA External Examinations

STAFF CONTACT: Mr Xenophon Kakogiannis, Ms Debra Gibson or Ms Kate Davis (Maths/Science Coordinator)

MATHEMATICAL METHODS**Units 3 & 4****WHY CHOOSE IT?**

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine. Many university courses have Mathematical Methods as a prerequisite subject and successful completion will provide many opportunities for tertiary study.

Students wishing to study Specialist Mathematics Units 3 and 4 must have successfully completed or be concurrently studying Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, or both.

COURSE DESCRIPTION:**Unit 3**

The content of Units 3 and 4 will be presented so that there is a balanced and progressive development of skills and knowledge. The connections between and across the areas of study will be developed consistently throughout both Units 3 and 4. The level of complexity and sophistication of problem solving tasks develops steadily throughout the two units. The focus of Unit 3 is the further study of polynomial and transcendental functions, differentiation techniques and the correct use of mathematical symbology. Students are expected to solve problems without the use of technology to satisfy Outcome 1 of the unit. CAS technology is fully utilised to efficiently and accurately solve problems and there is a focus on using mathematical skills to solve problems in unfamiliar contexts in order to satisfy Outcomes 2 and 3.

Unit 4

In Unit 4, students continue to study calculus with the introduction of integration and anti-differentiation techniques. Students calculate net signed and exact areas under and between curves, learn to approximate areas and calculate average values. These skills are applied to problem solving and analysis tasks. Random discrete, continuous and normal probability distributions are studied, as are Bernoulli trials and binomial distributions. The mean, variance and standard deviation of probability distributions are calculated and applied to real world contexts. Population parameters, sample statistics and confidence intervals are investigated. CAS technology continues to play a major role in problem solving tasks.

WHERE DOES IT LEAD?

Whilst Units 3 and 4 Mathematical Methods will lead students into Engineering, Sciences, Humanities, Medicine, Economics, Commerce and Business it should not just be viewed as another prerequisite for University Entrance. It is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and to develop confidence in making effective use of mathematical ideas, techniques and processes. A pass in Year 12 Mathematical Methods is highly regarded by many employers and will enhance your resumé regardless of your chosen pathway.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- topic tests
- application and analysis tasks
- regular work authentication tasks
- VCAA External Examinations

STAFF CONTACT: Ms Kate Davis (Maths/Science Coordinator)

SPECIALIST MATHEMATICS**Units 3 & 4****WHY CHOOSE IT?**

The study of Specialist Mathematics 3 and 4 provide a course of study for students interested in advanced study of mathematics. It is relevant to students who wish to pursue tertiary studies in Engineering, Physical Sciences, Mathematics and a double degree.

COURSE DESCRIPTION:

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4 or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

Unit 3:

The areas of study covered by this unit include: Functions and Graphs, Algebra, Vectors and Calculus.

Unit 4:

The areas of study covered by this unit include: Differential Equations, Mechanics, Probability and Statistics.

WHERE DOES IT LEAD?

Specialist Mathematics provides for specialisation by extending, in breadth or depth, work undertaken in Mathematical Methods Units 3 and 4. This course is designed to provide content specifically relevant to students intending to take Degrees in Engineering, Science/Engineering, Physical Sciences, Actuarial Studies or any other degree that has an emphasis on mathematics. It is a suitable course for students with a strong background in Mathematics.

ASSESSMENT:

Assessment tasks over Units 3 and 4 include the following:

- an application task and
- two modeling or problem-solving tasks.
- VCAA External Examinations

STAFF CONTACT: Mr Xenophon Kakogiannis or Ms Kate Davis (Maths/Science Coordinator)

MEDIA STUDIES

Units 3 & 4

WHY CHOOSE IT?

VCE Media gives students the opportunity to study and produce audio visual media such as film and animation, print-based media such as magazines and photography, and interactive digital media such as computer games and social media. VCE Media is a theoretical and practical study that places the student in the role of both media creator and media analyst. Students consider media texts, technologies and processes from various perspectives. They examine industry production and distribution, audience reception and the media's impact on society. This study is integrated with students' own individual and collaborative design and production of actual media products.

COURSE DESCRIPTION:

Unit 3: Narrative & Media Production Design

Students develop an understanding of film, television or radio production and story elements, and learn to recognise the role and significance of narrative organisation in these texts. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan (PDP) for their own media product. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Media Process, Social Values & Media Influence

Students make their media product which realizes the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

WHERE DOES IT LEAD?

VCE Media Studies prepares you for tertiary education at University of TAFE. It provides an excellent grounding for entry into Arts, Fine Arts, Humanities, Communications, Journalism, Film Production, Multimedia, Publishing, Audio and Sound Engineering, Advertising and Marketing, Photography and many other areas. Units 3 and 4 further builds on the knowledge and skills developed in Units 1 & 2, enhancing skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- Narrative – short and long answer questions
- 2 Production Exercises
- Production Design Plan
- Production
- Media Values in Society - short and long answer questions
- Media Influence - short and long answer questions
- Practice exams and tests
- VCAA External Examination

STAFF CONTACT: Ms Kath Robinson, Arts, Ms. Anne Gellatly (Arts/Technology/Health/PE Coordinator)

PHYSICS

Units 3 & 4

WHY CHOOSE IT?

The study of Physics assists students to understand how things work in the world around them. Through studying Physics students will gain an understanding of how and why things that they observe in the natural and built world occur as they do. They will develop inquiry skills that will enable them to compare and contrast the theoretical and practical while undertaking self-directed research and practical investigations.

COURSE DESCRIPTION

Unit 3 How do fields explain Motion and Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

Unit 4 How can two contradictory models explain both Light and Matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter, which enables students to consider the relationship between light and matter.

As a part of Unit 3 or 4 students will undertake a student designed practical investigation related to waves, fields or motion.

WHERE DOES IT LEAD?

Knowledge gained through the study of physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources, which is highly valued in a wide range of fields including industrial, medical, engineering and technology applications. The study of Physics prepares students for enrolment in Engineering, Science, Technology, Electronics, Telecommunications, Materials Science, Medical Science and Allied Health careers

ASSESSMENT

Assessment tasks over Units 3 and 4 include the following:

- Topic Tests,
- Research Assignments, T
- heory Exercises,
- Practical Laboratory Investigations,
- Extended Practical Investigations and poster presentations,
- Analysis tasks, and
- Written Examinations.

STAFF CONTACT: Mrs Julie Huggins, Ms Kate Davis (Maths/Science Coordinator)

PSYCHOLOGY

Units 3 & 4

WHY CHOOSE IT?

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. This study enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, memory and learning, and mental health.

COURSE DESCRIPTION:

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

In this unit students examine functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students also examine the biological, psychological and social factors that influence learning and memory.

Unit 4: 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 continuum and analyse mental health and disorder. They also 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.

WHERE DOES IT LEAD?

Psychology explores the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Future career opportunities may involve working in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will be selected from the following:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- analysis of data including generalisations and conclusions
- media analysis/response
- a test
- a structured scientific poster according to the VCAA template
- VCAA External Examination

STAFF CONTACT: Ms. Karen Bares or Ms Kate Davis (Maths/Science Coordinator).

THEATRE STUDIES

Units 3 & 4

WHY CHOOSE IT?

In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. Students work with playscripts in both their written form and in performance, studying various areas of stagecraft that can be used to interpret these playscripts. Students study the contexts, that is, the time, places and cultures, of playscripts, as well as their language and theatrical possibilities. They explore ways that meaning can be constructed and conveyed through theatrical performance. Students apply stagecraft to collaboratively and individually interpret playscripts and their theatrical possibilities. Through study of playscripts, contribution to the production of plays, and the application of stagecraft, students develop knowledge and understanding of theatre and its practices. The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager.

COURSE DESCRIPTION:

Unit 1: Playscript Interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

Unit 2: Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

WHERE DOES IT LEAD?

The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways. The analysis work gives students grounding in the types of skills required for English and Literature at VCE and beyond, whilst the creative aspects of the subject are transferable to Music and Drama. The skills of collaboration and delivering material to an audience are transferable into a variety of careers and are also beneficial to students as they venture into tertiary studies in a variety of fields.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- Written analysis
- Interpretation of a playscript for an audience through two areas of stagecraft
- Written interpretation of an unseen playscript
- Written explanation of monologue interpretation
- VCAA Examinations – Written and Stagecraft (monologue interpretation)

STAFF CONTACT: Ms. Brigitte Ferguson or Ms. Anne Gellatly (Arts/Technology/Health/PE Coordinator)

VISUAL COMMUNICATION DESIGN**Units 3 & 4****WHY CHOOSE IT?**

The study of Visual Communication Design provides students with the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. This study assists student to develop and apply drawing and computer rendering skills using a range of techniques and programs to make their design thinking visible in design fields as diverse as graphic design, architecture and product design. Students learn to draw, and interpret, Australian Standard AS 1100 technical drawing conventions; which all Australian engineers, architects, designers, surveyors and patternmakers follow.

COURSE DESCRIPTION:**Unit 3: Design Thinking and Practice**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Unit 4: Design Development and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Students refine and present two visual communications within the parameters of the brief. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

WHERE DOES IT LEAD?

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, engineering, industrial and architectural design and communication design. This study has a focus on design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, which supports skill development in areas beyond design, including science, business, marketing and management.

ASSESSMENT:

Assessment tasks over Units 3 and 4 will include the following:

- Criteria based assessment of folio production
- Analysis tasks: Short and extended responses, written reports, or structured questions.
- Short class presentation “pitching” a proposed visual communication
- VCAA External Examination

STAFF CONTACT: Ms Catherine Preston or Ms Anne Gellatly (Arts/Technology/Health/PE Coordinator)

THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12 who are interested in pursuing TAFE courses, apprenticeships, or entering the work force after Year 12.

Ashwood High School offers two levels of VCAL - Intermediate and Senior and each level usually takes one year to complete. Students commence their course at the level that matches their needs and abilities. If successful, students will receive a VCAL Certificate and Statement of Results listing all units and modules that have been satisfactorily completed at the particular VCAL level undertaken.

ASSESSMENT:

To be awarded a VCAL, students must satisfactorily complete units and modules from a number of compulsory components:

- FOUR modules undertaken at school (see descriptors overleaf)
- Industry specific skills - VET modules completed at a TAFE College or through a school-based apprenticeship
- Work placement – ongoing work placement in an industry relevant to TAFE studies

Attendance at the VCAL Preparatory Program (November 2016) is compulsory, as this time will be used to find and secure an appropriate work placement for 2017. Acceptance into the VCAL course is conditional upon securing an ongoing contracted work placement by **2nd December 2016**. If students have not managed to secure a work placement that relates to their VET program by this date, they will not be able to undertake their chosen VET program and will need to accept a School Based Apprenticeship that Ashwood High School has available. Failure to maintain an ongoing work placement or accept a School Based Apprenticeship (if applicable) will jeopardise enrolment in VCAL.

COSTS:

The cost of the VET program will vary and is in addition to the cost of VCAL. These costs will be advised by the Careers and Pathways Advisor prior to enrolment but **MUST BE PAID** prior to commencement of the VET program.

STAFF CONTACT: Mrs Julie Huggins (Senior School Coordinator), Mrs Voula Jakubicki (Careers and Pathways Advisor)

VCAL LITERACY SKILLS**Level: Year 11 & 12****WHY CHOOSE IT?**

VCAL Literacy aims to develop skills, knowledge and attitudes to provide you with pathways to work and further education. You will work on a variety of projects within the school and in the surrounding communities and you will have the opportunity to negotiate aspects of your study to link in with your personal interests. Due to the applied nature of VCAL a large proportion of your work will be linked to projects of a hands on nature.

COURSE DESCRIPTION:

The Literacy Units have been designed to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community. Provide pathways to further study at TAFE or entry into apprenticeships and full time work

WHERE DOES IT LEAD?

This is dependent upon the particular area of TAFE study you have chosen to pursue. The range of VET studies are numerous and include: Traditional Lab Skills, Aviation, Engineering, Justice, Allied Health, Building Trades, Community Services, IT, Business, Fashion, Hospitality, Fitness And Music. VCAL, including its four strands (Literacy & Numeracy, Work Related Skills, Personal Development Studies and Industry Specific Skills) and the VET component (Unit 1 & 2 – year 11, Unit 3 & 4 – year 12) will lead to further TAFE study at certificate 2 (Unit 3 & 4 year 12), certificate 3 & 4 and Diploma level, Apprenticeship/Traineeship or Full time work.

ASSESSMENT:

- Reflective work and project journals
- Self-assessment inventories
- Written reports
- Oral presentations
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations (Written, visual and aural)
- Performance of practical tasks
- Excursions and camp

EXPECTED SKILLS:

Students must be able to:
Work independently or co-operatively in group settings
Complete assigned tasks by set deadlines
Commit to completing some projects for homework

STAFF CONTACT: Ms Kathryn Robinson or Mrs Julie Huggins

VCAL NUMERACY SKILLS

Level: Years 11 & 12

WHY CHOOSE IT?

VCAL Numeracy aims to provide students with Numeracy skills that are relevant to their own lives – how to budget, understand public transport (maps and time tables), how to break down a project into smaller pieces and see it through to the end, how to access information and when it is required, to name just a few. As much as possible the maths will be learnt through hands on project based assessment. This will involve the students in solving real problems, constructing items and developing programs that will benefit themselves and the wider community.

COURSE DESCRIPTION:

VCAL Numeracy deals with maths in the real world. We look at how we can use maths to help us handle our money better, organise our time, use and create maps and solve real problems. This is covered under the themes of Design, Measurement, Money and Time, Location, Data, Information, Problem Solving and Formulae.

WHERE DOES IT LEAD?

This is dependent upon the particular area of TAFE study you have chosen to pursue. The range of VET studies are numerous and include: Traditional Lab Skills, Aviation, Engineering, Justice, Allied Health, Building Trades, Community Services, IT, Business, Fashion, Hospitality, Fitness And Music. Successful completion will lead to further TAFE study at certificate 2(Unit 3 & 4 year 12), certificate 3 & 4 and Diploma level; Apprenticeship/Traineeship; Full time work.

ASSESSMENT:

- Teacher observation of students performing required skills; The maintenance of an organised work portfolio; Reports on investigations and problem solving tasks; Performance of practical tasks

EXPECTED SKILLS:

Students must be able to:

- Use concrete, relevant contexts and materials where the mathematics content is predictable and easily accessible
- Rely on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- Use a blend of personal “mental maths” methods, pen and paper methods and calculator procedures to solve concrete mathematical problems
- Work independently or cooperatively in group settings
- Complete tasks by set deadlines

STAFF CONTACT: Mr Christopher Tipping or Mrs Julie Huggins.

VCAL PERSONAL DEVELOPMENT SKILLS

Level: Year 11 & 12

WHY CHOOSE IT?

This is one of four strands in the VCAL program. Personal Development is designed to improve student's knowledge of practical organisation, problem solving and to develop interpersonal skills in various areas. The skills learnt will hopefully lead to the student making independent and positive choices in their future endeavours. The teamwork, leadership and interpersonal skills developed in this subject are highly sought after by employers.

COURSE DESCRIPTION:

The Personal Development Units have been designed to recognise learning within other qualifications that leads to the development of: individual and group responsibility, self-confidence and resilience, values of integrity, enterprise and excellence and empowerment for active citizenship.

The themes of study aim to develop:

- community engagement
- social awareness
- interpersonal skills
- planning and organisational skills.

WHERE DOES IT LEAD?

Further TAFE study at certificate 2 (Unit 3 & 4 –year 12), certificate 3 & 4 and Diploma level
Apprenticeship / Traineeship
Full time work

ASSESSMENT:

- Portfolio of tasks and projects
- Oral and written reports
- Self-assessment inventories
- Awards from recognised programmes
- Discussion
- Debates
- Role plays

EXPECTED SKILLS:

Students must be able to:
Work independently or co-operatively in group settings
Complete assigned tasks by set deadlines

STAFF CONTACT: Mrs Julie Huggins

VCAL WORK RELATED SKILLS

Level: Year 11 & 12

WHY CHOOSE IT?

VCAL Work Related Skills aims to develop skills, knowledge and attitudes to provide you with pathways to work and further education. You will work on a variety of projects within the school and in the surrounding communities and you will have the opportunity to negotiate aspects of your study to link in with your personal interests. Due to the applied nature of VCAL a large proportion of your work will be linked to projects of a hands on nature.

COURSE DESCRIPTION:

Students cover a wide variety of issues that relate directly to the workplace. Aspects covered include: Occupational Health and Safety, Working Conditions and Career Planning, Communication and Teamwork in the Workplace, incorporating Leadership. It is important that students relate their experiences in the workplace to the content covered in this class. This makes the class work more relevant and rewarding.

WHERE DOES IT LEAD?

This is dependent upon the particular area of TAFE study you have chosen to pursue. The range of VET studies are numerous and include: Traditional Lab Skills, Aviation, Engineering, Justice, Allied Health, Building Trades, Community Services, IT, Business, Fashion, Hospitality, Fitness And Music. However, VCAL, including its four strands (Literacy, Numeracy, Work Related Skills and Personal Development) and the VET component (Unit 1 & 2 – year 11, Unit 3 & 4 – year 12) will lead to:

Further TAFE study at certificate 2 (Unit 3 & 4 year 12), certificate 3 & 4 and Diploma level

Apprenticeship/Traineeship

Full time work

ASSESSMENT:

- Assignments
- Presentations
- Practical activities
- Mapping exercises
- Photographs of the workplace
- Projects

EXPECTED SKILLS:

Students must be able to:

Work independently

Communicate workplace experiences

Observe workplace activities and roles

Learn from experience

Record observations

ADDITIONAL REQUIREMENTS: A work placement is mandatory

STAFF CONTACT: Ms Catherine Preston or Mrs Julie Huggins.

VET STUDIES

VET AVIATION

Level: Year 11 & 12

WHY CHOOSE IT?

This program provides opportunities to students who wish to develop their skills and knowledge in the aviation industry. This course provides opportunities for students to work towards or complete a Private Pilot Licence (PPL). The Recreational Pilot Licence Test is the first stage in pilot training that ultimately leads to gaining a Commercial Pilot Licence. The students will receive an approximate of 30 hours flying time for the 1st year (Units 1 & 2) and 20 hours of flight time for the 2nd year (Units 3 & 4).

Students who complete this program may be eligible for recognition of two or more units at units 1 & 2 level and units 3 & 4 sequences. This program may also contribute to the students' VCE studies and ATAR score.

COURSE DESCRIPTION:

| 1st Year Unit of Competency: | 2 nd Year Unit of Competency: |
|---|--|
| <ul style="list-style-type: none"> • Maintain aircraft radio communications • Manage pre & post-flight actions • Control aero-plane on the ground • Control aircraft in normal flight • Manage aircraft passengers and cargo** • Manage human factors in aviation operation** • Take-off aeroplane • Land aeroplane • Manage aircraft fuel** • Apply aircraft safety procedures | <ul style="list-style-type: none"> • Execute advanced aircraft manoeuvres and procedures** • Navigate aircraft under visual flight rules* • Manage safe flight operations** • Operate at a controlled aerodrome** <p>** Units are delivered over 2 years * Unit delivered 2nd year only</p> |

WHERE DOES IT LEAD?

Possible future employment outcomes may include Emergency Services Pilot, Air Force Pilot, Airline Pilot, Flying Instructor, Licenced Aeronautical Engineer, Airline Program Manager, Agricultural Pilot (Crop Duster), Helicopter Pilot.

ASSESSMENT:

Assessment involves collecting evidence about your skills and knowledge, comparing it to a set of competency standards and judging whether you are competent. Your training provider, flight instructor, or other qualified person will carry out your assessment. This will mean judging whether you are 'competent' or 'not yet competent'.

Assessment Undertaken:

- Observation
- Practical
- Written tests
- Pre License Flight Test
- Flight Test

PREREQUISITES FOR THE PROGRAM:

In order to gain entry into the program, students will need to be a minimum of 15 years old and pass an aptitude test prior to commencement. CASA sets a minimum standard of general English language proficiency for student pilot. Please speak to your Vet Coordinator for more information.

STAFF CONTACT: Mrs Voula Jakubicki or Mrs Debra Gibson.

VET MUSIC (Certificate III Music)

Level: Year 11 & 12

WHY CHOOSE IT?

VET Music enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. In the second year, the program offers scored assessment and includes units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students look at trends in the music industry and develop and update their industry knowledge; compose simple songs and look into the process of writing song lyrics, gaining copyright knowledge; record their own pieces and assist in others' recordings; prepare and present performances.

VET Music can contribute to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand for VCAL. This program can also contribute to students' VCE studies and ATAR score.

COURSE DESCRIPTION:

This course must be undertaken over two years.

Units 1 & 2 (First Year):

Compulsory Units:

- CUFCMP301A - Work effectively in the music industry
- CUSIND301B- Follow occupational health and safety procedures
- CUSOHS301A- Implement copyright arrangements.

Five elective units need to be completed also:

- CUSMCP301A –Compose simple songs or musical pieces
- CUSMCP302A – Write song lyrics
- CUSMCP303A- Develop simple musical pieces using electronic media
- CUSMPF301A- Prepare for performances
- CUSMPF203A – Develop ensemble skills for playing or singing music.

Units 3 & 4: (Second Year)

- CUSMPF301A-Develop technical skills in performance -20 hrs – (Work performance)
- CUSMPF305A-Develop improvisation skills -35 hrs – (Portfolio)
- CUSMLT301A-Apply knowledge of genre to music making-40hrs- (Work project)
- CUSMPF402A-Develop and maintain stagecraft skills -70hrs-(Portfolio)
- CUSMPF404A-Perform music as part of a group-70hrs-(Work Performance)

WHERE DOES IT LEAD?

This course prepares students for work in areas such as performance, critical listening, music management and music promotions. With additional training and expertise, future employment outcomes may include musician, sound or studio engineer, writer/arranger, sales and merchandise, stage producer, director, band member, stage manager, studio teacher, promoter.

ASSESSMENT:

Each unit requires nominal hours of student attendance according to the specific units in which students are enrolled. Quizzes and activities are provided for revision and formative assessment for each topic. Students are required to competently complete a minimum of 1 major assessment task for the unit.

EXPECTED SKILLS:

It is expected that students who select VET Music have some experience in music studies in the areas of: musician, singer, DJ, songwriter and/or programmer. Students must have a good work ethic to succeed in this course.

ADDITIONAL REQUIREMENTS:

A work placement is recommended. There may also be additional training days outside of school, during school hours, and there will be studio visits. You will need: Laptop/iPad, A4 workbook, A4 display folder

STAFF CONTACT: Mr Rod Pilois or Mrs Voula Jakubicki

GLOSSARY OF TERMS

ATAR: - **Australian Tertiary Admissions Rank** - Derived from SAC/SAT and external assessment scores in Units 3 and 4 to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

COURSEWORK ASSESSMENT: The assessment of work, done mainly in class time, to establish how students are performing in Units 3 and 4. It must conform to the study design.

GRADED ASSESSMENT: School Assessment Coursework, School Assessed Tasks, Performance Exams, Oral exams and written examinations.

OUTCOMES: What a student is expected to know and be able to do (the key knowledge and skills as defined by the VCAA) in order to satisfactorily complete a unit as specified in the VCE and VCAL study design.

SATISFACTORY COMPLETION OF UNIT: Satisfactory completion of all units of study will be based on completion of all the Outcomes prescribed for the unit of study.

SAC - SCHOOL ASSESSED COURSEWORK: A task done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to the VCAA specifications.

SAT - SCHOOL ASSESSED TASK: Tasks completed to assess how students are performing in Units 3 and 4, set and marked by teachers according to the VCAA specifications. Applies only to Art, Studio Arts, Visual Communication and Design, Design and Technology: Wood.

SEMESTER: Equivalent to half a school year or two terms.

STUDY: A sequence of half year units in a particular area, for example; English, Mathematics, Spanish. Over 40 studies have been developed for the VCE.

STUDY SCORE: The aggregate score for the school assessments and examinations in Unit 3/4 sequences. They are used to derive the ATAR. (Maximum score is 50).

STUDY DESIGN: Describes the units being taught within the study and prescribes the objectives, areas of study, work requirements and assessment tasks.

UNIT: A semester length component of a study

VET: Vocational Education and Training - A program in which students complete TAFE subjects (modules) as part of their VCE.

VCAA: Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment and certification of curriculum in Victoria from Foundation to VCE.

VTAC: Victorian Tertiary Admissions Centre - administers a joint selection system on behalf of tertiary institutions, is responsible for ATAR calculation.

VCAL: Victorian Certificate of Applied Learning

VCAL: Victorian Certificate Applied Learning

VCE: Victorian Certificate of Education