WESTALL
SECONDARY
COLLEGE

SENIOR SCHOOL

2023 HANDBOOK

Learn the WESTALL WAY

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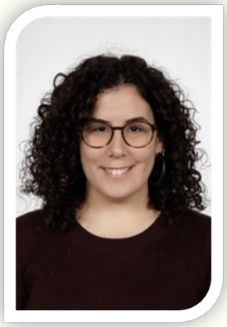
Introduction



Welcome to the Senior Sub-School!

This booklet is designed to assist students in selecting their Senior School Course of Study.

It is important that it is read closely, as it contains important information on the Victorian Curriculum and Assessment Authority's (VCAA) procedures, as well as suggestions to aid the organisational skills required to succeed in the VCE or VCEVM programs.

Westall Secondary College expects all senior students to make the most of the learning opportunities available to them. Our theme for this year is to "work hard, aim high".

Senior students are expected to be self-reliant and independent in their approach to their studies. However, there are ways in which parents and guardians can assist in promoting success. These include:

- Providing a suitable study area
- Encouraging sensible management of time and a regular study routine
- Encouraging the student to use the college diary. Dates for assessment tasks are made known to students in advance and should be included in the diary.
- Offering encouragement and providing mental health support where applicable.
- Contacting us regarding any problem or issues which you think may negatively impact on your child's progress. In come cases, special provision may be sought and applied.
- Encouraging your child to participate fully in the life of the school as senior students; success means more than academic achievement.

Sometimes, circumstances arise where some students may not be able to meet these expectations. This booklet provides specific advice on how to deal with such unforeseen circumstances.

Students should always keep the school informed of problems they are experiencing as the VCAA has procedures to deal with these issues.

Additionally, the college also has procedures for offering appropriate assistance. We encourage parents and students to contact us if you have any questions or concerns.

Should you have queries or concerns that are not addressed in this handbook, please do not hesitate to contact us at the Senior Sub-School by calling the school number 9546 3233 and asking to speak to someone from our office.

Thank you,

Anna Papagiannopoulos
Director of Learning - Senior School

KEY STAFF

Who?	Position of Responsibility	How this person can help you	Location
Mr Jason Tickner	Assistant Principal	College expectations, coping strategies, general information regarding life at school	AP Office
Ms Anna Papagiannopoulos	Director of Learning Senior School	Support with choosing pathways and transitioning from secondary school to tertiary settings or work. Ongoing support with career choices	Senior School Office
Ms Ellen Rankin	Year 12 Coordinator	Day to day support, VCE information and regulations, exam timetables, coping mechanisms	Senior School Office
Ms Helen Ifandis	Year 11 Coordinator	Day to day support, VCE information and regulations, exam timetables, coping mechanisms	Senior School Office
Mr Travis Mcintosh	Vocational Learning Coordinator	Support VCEVM students and ensure that they are meeting all their learning outcomes, eg. SWL, Literacy, Numeracy, etc.	Careers Office
Ms Vicky Karayiannis	Senior Sub-School Administrator	Monitor Senior student attendance, uniform and forms. Day to day support of senior students.	Senior School Office
Ms Geraldine Borgonha	MIPs Coordinator	Complete your MIPS profile. Ongoing support with career choices	Careers Office
Ms Geraldine Borgonha	Careers Coordinator	Ongoing support with career choices	Careers Office
Ms Debby Morgan	International Students' Program Coordinator	First port of call for all International students, liaison between school, host family, and family, day to day support at school	International House
Ms Joanne Kuzma	Wellbeing Coordinator	Provides confidential counselling and referral service	Wellbeing Office
Ms Christalia Formoso	Adolescent Health Nurse	Provides confidential assistance in relation to health issues	Nurse's Office
Ms Meaghan Morley	Mental Health Practitioner	Provides confidential counselling and intervention services	Wellbeing Office

THE LANGUAGE OF VCE

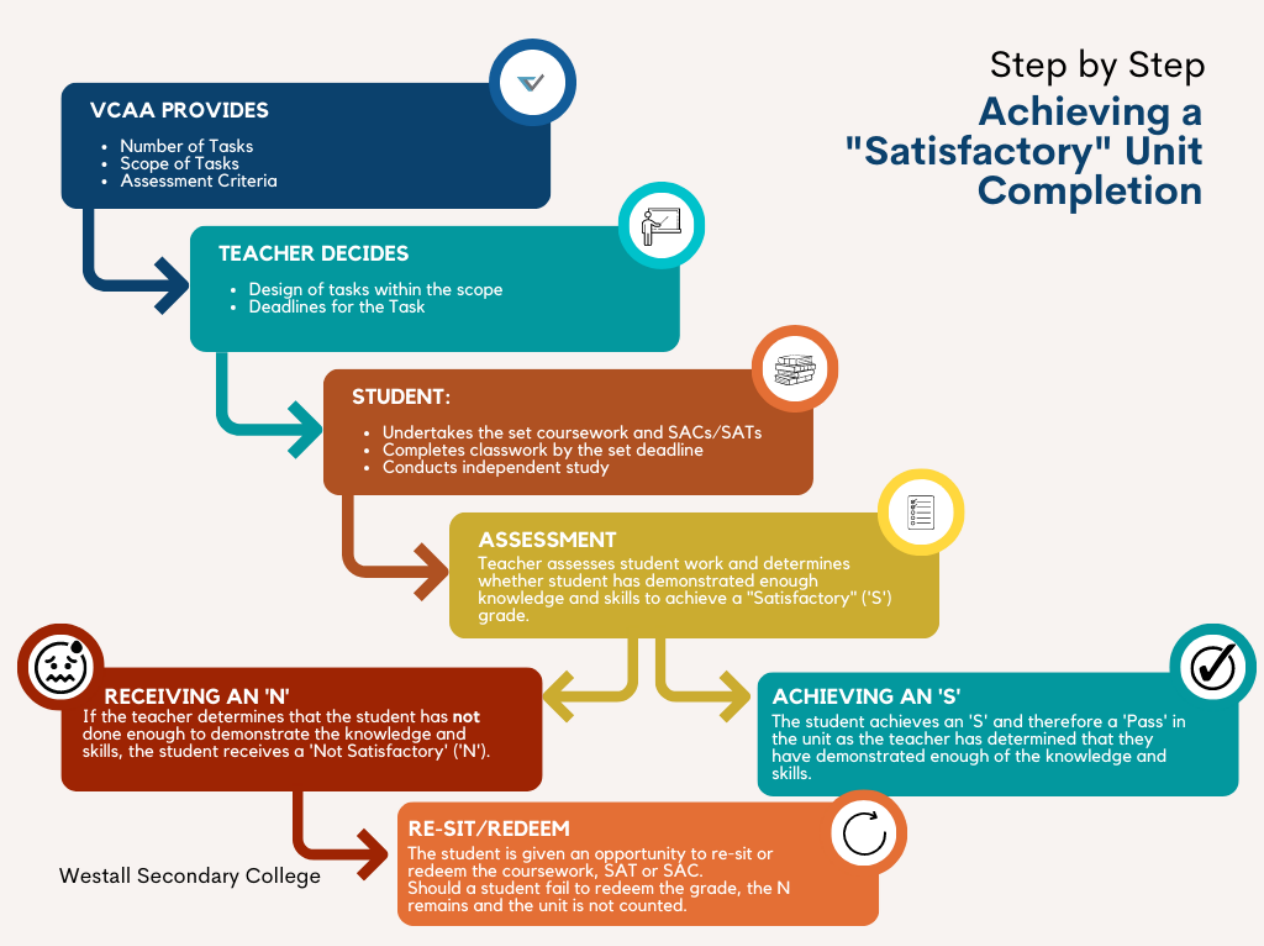
Unit 1 / 2 Subjects	Often referred to as "Year 11 subjects", these are generally preliminary introductions to the more in-depth studies in Units 3 and 4. Each unit runs for one semester each (i.e., Unit 1 subjects are taught across Semester 1, Unit 2 subjects across Semester 2). Some, but not all, are pre-requisites for a student to undertake studies in Units 3-4 of the same subject. Although gaining a good base across both Units 1 and 2 is generally recommended, some students may complete Unit 1 of a subject and then change to study Unit 2 of a different subject in Semester 2.
Unit 3 / 4 Subjects	Unlike Unit 1-2 subjects, both Units 3 and 4 must be completed in the same calendar year (i.e., they are not stand-alone units, unlike the Unit 1 and 2 subjects). Often referred to as "Year 12 subjects", teachers assess students through SACs / SATs and students sit externally set and graded exams.
Learning Outcome Completion	To satisfactorily complete a unit of work, a student must demonstrate the set key knowledge and key skills outlined within the study design. This is done by completing all assigned coursework to an acceptable standard, as outlined by individual subject teachers. Each VCE Subject is comprised of between 2 & 4 outcomes within each unit of study.
School Assessed Coursework (SACs) **School Assessed Tasks (SATs)**	These are the usual means by which achievement is judged for students enrolled in both Unit 1/2 and 3/4 studies. SACs can take the form of a structured questions (test), case studies, essays, written reports, annotated posters, presentations, data analysis or other graded assignments. They are completed in class time under a range of conditions. SATs are completed in Product Design & Technology subjects and, in most cases, take the form of portfolios or products. The results of SACs/SATs at Unit 1/2 are an internal grade which forms part of Semester Reports. The results of SACs/SATs at Unit 3/4 become part of a student's study score on that subject.
General Achievement Test (GAT)	The GAT is a test completed in June by all students enrolled in Unit 3/4 studies. GAT results are included in final VCE results.
Special Provision	Adjustments that may be made to a student's work or conditions to accommodate specific mental health and learning needs (i.e., learning disabilities). To qualify for special provision, schools and students must show a history of their condition affecting their ability to succeed.
Victorian Curriculum and Assessment Authority (VCAA)	The Authority which sets the policies and procedures associated with the VCE.
Unsatisfactory performance	"Unsatisfactory performance" may be issued where a student has attendance issues, produces coursework or a performance in SACs/SATs that is below standard as outlined within the study design of the subject. In these instances, 'At Risk' letters are sent home and/or emailed to inform parents/care givers of the situation.
VTAC	Victorian Tertiary Admissions Centre - is responsible for handling applications in Victoria for university and TAFE courses.
ATAR	Australian Tertiary Admission Rank. The overall ranking on a scale of 9 to 99.95 based on a student's study scores. The ATAR is calculated by VTAC and used by universities/TAFE Institutes to select students for courses.

THE VCE

The VCE requires the student to demonstrate specific knowledge and skills in each study.

If this is demonstrated, the student will be granted 'S' for satisfactory completion.

An 'N' for any assessment task can lead to the student being granted an 'N' for the whole unit, which results in the student not achieving that unit, thus placing their VCE certificate in jeopardy. The following flowchart illustrates this.



To satisfy the completion requirements, students must also complete a total of **16 units to graduate**.

- **Three** of those units **must** be in **English/EAL/Literacy**, including a **Unit 3/4 sequence**.
- An additional **three Unit 3/4 sequences in any other study** must also be completed to qualify to graduate.
- **For VCEVM** students, at least **180 nominal hours** of a VET must also be completed.

For this reason, it is College policy that:

- Year 11 students undertake 6 subjects.
- Year 12 students undertake 5 subjects.

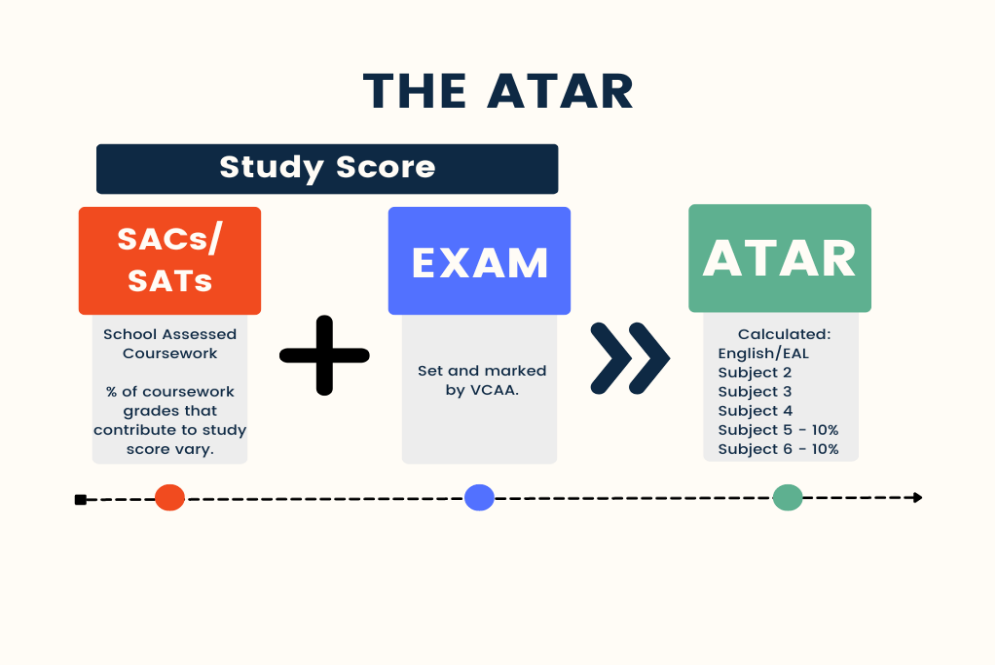
This ensures that students have every opportunity to achieve the sixteen unit completions they require.

- Sixteen units of VCE/VCEVM study.
- Three units, including a Unit 3/4 sequence of either English, EAL or Literacy.
- At least 3 other Unit 3/4 sequences.
- **(VCEVM only)** at least 180 nominal hours of a VET course.

THE ATAR

The following graphic explains how the ATAR (Australian Tertiary Admissions Rank) is calculated.

The minimum ATAR is 0 (reported as 'less than 30') and the maximum ATAR is 99.95.



STUDENTS TAKING ACCELERATED STUDIES

If students demonstrate the required level of knowledge, skills and learning behaviours, they may be eligible to undertake a unit of accelerated study.

For example, a Year 10 student make choose to complete a Unit 1/2 sequence in General Maths. Should their OnDemand testing, CAT results and teacher feedback reflect that they can do so, they will be enrolled in the class. The same goes for Year 11 students wishing to undertake a Unit 3/4 sequence.

Aim High

VCE Vocational Major at Westall Secondary College

What is the VCE Vocational Major (VCE VM)?

The VCE Vocational Major certificate is a 'hands-on' option for students in Years 11 and 12.

Unlike VCE mainstream, which is widely used by students as a direct pathway to university, the VCE VM is a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways).

The structure of the VCE Vocational Major (VCE VM)

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units.
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program.

Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge.

Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Students who complete the VCE VM can select to enrol in further studies. Some of the options are:

- Graphic Design
- Visual Arts
- Automotive
- Logistics
- Building and Construction
- Furniture Making
- Electrical
- Plumbing
- Accounting
- Business Administration
- Business Management
- Retail and Service
- Mental Health
- Youth Work
- Justice
- Information Technology
- Games Development
- Screen and Media
- Early Childhood Education
- Electronics and Telecommunications
- Engineering
- Beauty Services
- Hairdressing
- Make-up
- Aged Care
- Community Services and Development
- Health and community Care
- Nursing
- Conservation and Land Management
- Horticulture and Landscaping
- Water Industries
- Cookery and Patisserie
- Hospitality Management
- Travel, Tourism and Events
- Sport, Recreation and Fitness
- Multimedia and Web Design

VCE VM structure at Westall Secondary College

- Students attend school 3-4 days a week.
  - On Wednesday and Friday students will complete VET or SBAT subjects.
  - Students may also complete a SWL placement on one of these days.

- Students enrol in a VET program 1 day a week (either Wednesday or Friday).

- Students may attend a Structured Work Placement 1 day a week (either Wednesday or Friday).

- Students may undertake a School Based Apprenticeship (SBAT)
  - As a result, their VET program and work placement is combined and managed by an employer and apprenticeship agency.

- In some cases, students will not be able to begin their structured work placement until they have completed the OHS units of their VET program. In these circumstances, students will be required at school.

Structured Work Placement

What is a Structured Work Placement?

A Structured Work Placement (SWP) is an optional component of the VCE VM program which can be counted towards credit to the VM Work Related Skills units.

Students spend one day a week in a workplace where they will learn how the industry works, as well as a range of skills relevant to any work setting.

In some VET programs, an SWP is compulsory and therefore a student must find an SWP within the same field as their VET program.

SENIOR SCHOOL EXPECTATIONS

Westall Secondary College will support senior students to make the best use of the opportunities available to them.

At the senior level, the College has certain expectations that students are required to meet.

Priorities

- Study should be the main priority to students' senior program.
- Part-time employment, socialising and sport are all worthwhile activities, but students need to find a balance between the number of extra-curricular activities and doing well at school.
- Regular revision, other than teacher-set homework, is vital.
- VCEVM students need to work on this as they will often have conflicting demands.

Attendance

- It is expected that students will attend all classes. The aim is for all students to maintain a 90% attendance throughout the year. Class time is crucial to assessment preparation and completion.
- Unexplained class absences may result in a student being awarded unsatisfactory completion for the unit.
- Students should also attend all work placements, excursions, etc. (for any VCE study and for VET programs) and trial examination opportunities available to them (including those set aside for Unit 3/4 subjects).

Homework

- At Year 12 level, VCE students are advised to complete between 15-20 hours of homework per week or 2.5 - 3 hours per day.
- Year 11 students are advised to complete between 10-15 hours of homework per week or 2 - 2.5 hours per day.
- It is important to strike a balance between schoolwork, homework, part-time employment, sport/leisure pursuits and family responsibilities.
- Year 12 is a short and intense year where focus should be on achieving your very best. Students should try to not lose sight of why they chose to complete these final years of secondary education.
- VCEVM students will have some homework tasks that need to be completed but due to the nature of their program, most tasks will be completed in class or in the workplace.

Assessment

- Assessment is ongoing throughout each semester. VCE students will be given a copy of the expected assessment schedule/timeline in each subject.
- Students are expected to be in attendance for all assessment. Exceptions maybe made in the event of Special Provision circumstances. See the section on Special Provision.

Leadership

- As seniors in the school, it is expected that students will demonstrate leadership and maturity in all areas of school life, including uniform, attendance, behaviour and adherence to the College rules and values.

Work Organisation

- Students are expected to be organised and to be able to manage tasks within time frames.
- It is advisable to plan to avoid last-minute rushes and use tools such as the college diary.

Communication

- One of the keys to success is to ensure open lines of communication with teachers and parents.
- It is the student's responsibility to seek help when required. This is not a sign of weakness but a sign of intelligence!

Authentication of Work

- Students must be able to demonstrate that all assessment work is their own.
- Hence, class attendance (90%) and up-to-date maintenance of class work/homework is important.
- Students suspected of plagiarism will be followed up according to VCAA and school policy.

Attendance Policy

Attendance Guidelines

- Students must attend all timetabled classes and remain on college grounds for the duration of the school day unless they have returned a parent signed letter that will be handed out at the start of Head Start.
    - This allows students to arrive 15 minutes before Period 2 if they have a study period, Period 1.
    - It also allows students to leave at the end of period 3 if they have a study period during Period 4.
    - Students are NOT to leave school if they have study periods during Period 3 & 4.
    - They need to stay at school until the end of Period 3.

- If a student is absent, a medical certificate or an absence note signed by a parent/guardian must be presented to the Year Level Coordinator within 2 days of the student's return to school.

- It is the responsibility of the student who has been absent to find out what work was covered in missed classes and any work that may have been set during this time.

- Students need to attend classes regularly to complete coursework and assessment tasks. A student who does not attend at least 90% of timetabled classes for a unit may receive a 'Not satisfactory' (N) assessment' for the unit.

- Attendance at ALL year level assemblies, school assemblies and form assemblies is compulsory.

- During study periods, students must be working in the Year 12 Study Centre.

- It is the student's responsibility to arrive to classes on time. If a student is late, they must go straight to class where the teacher will record their attendance and deal with the lateness appropriately.

Senior School Lockout Policy
If a student is **more than 5 minutes late to class, they will be locked out and marked as 'absent'.**
This is to ensure students are prompt and ready to learn.

- If a student needs to leave school early, they must **obtain permission from the sub-school** where the Year Level Coordinator or the Director of Learning (Senior School) will ring home to ascertain the need to leave early.
    - Students are encouraged to get a note from their parents or get their parents to ring the senior school to organise early departures from school prior to the student approach senior office to leave early.

S/N Judgements

Students who accrue (unapproved absences) in excess of 20% in any unit, may be ineligible to receive a satisfactory grade for that unit.

- Students who have between 10% and 20% of unapproved absences will only be eligible to receive a satisfactory grade in exceptional circumstances. Absences beyond 10% must be accompanied by a medical certificate.

- Students who have less than 10% of unapproved absences will be eligible to receive a satisfactory grading, provided that all learning outcomes are satisfactorily completed.

Approved absences

Absences may also be approved for the following:

- School related activities
- Illness
- Family commitments (exceptional circumstances)

The procedure to have an absence approved is to present a note or letter to the relevant Year Level Coordinator.

This must contain:

- The student's name.
- The date(s) of the absence
- A brief explanation for the absence
- A parent or guardian signature

Where possible, approval for absences must be sought **ahead of time,** or within two weeks of the last day of absence. After this time, no absences will be approved without a medical certificate.

Class teachers will mark their class rolls accordingly and will use this information to determine whether the student has met the attendance requirements in consultation with the Year Level Coordinator.

The Year Level Coordinator is responsible for having school rolls amended to show approved absences.

Checking attendance

Students and parents have access to attendance data on Compass. Students are strongly recommended to check their attendance regularly.

Absence for a SAC / SAT

Students are expected to attend assessment tasks at the scheduled times.

If a student is unwell or cannot attend due to another reason, the process for re-scheduled SACs must be followed.

- A medical certificate or statutory declaration explaining the reasons for absence is required as evidence.
- Students must also complete a 'Application for Re-Scheduling or Extension of SAC' form and submit to sub-school office prior to completing the SAC missed.
- This form must be approved by the Director of Learning (Senior School) before the re-schedule SAC can be graded.

Students missing for part or all of an assessment task with an approved absence:

- Teachers may elect to give students an extension of time or make an estimate of their final grade, based on the work that the student has already completed, with the approval of the Year Level Coordinator.
- Teachers may give the student another task to complete, with the approval of the Year Level Coordinator.
- When the absence is known in advance, the student must complete an Application to Reschedule a SAC form to have the absence approved and alternative arrangements will be made by the Year Level Coordinator.

VCE Year 12 students who miss a SAC / SAT without an approved absence:

Here the VCAA rules regarding the VCE apply:

- The Year 12 student will receive an NA (Not Assessed) for an un-submitted school assessed coursework.
- A new assessment task set to enable a student to convert an N (Not Satisfactory) to an S (Satisfactory) result for the Outcome only.
- However, **a zero score** will be awarded to count towards the study score, and hence, the ATAR (Australian Tertiary Admission Ranking).

Appeals

Students are advised to check their approved attendance record on Compass.

Where a student has not met the attendance requirements for a subject, they may appeal in writing to the Year Level Coordinator, who will establish a review of their absences.

Where appropriate, a meeting will be called with the teacher, the student, a parent or guardian and the Year Level Coordinator to discuss the circumstances. **The teacher and Year Level Coordinator will make the final decision.**

Coursework SAC / SAT dates

The teacher of each class will provide students in their class with a Work Program, showing a week- by-week course outline with dates for all assessment tasks.

Students will also be given a semester outline showing when assessment tasks for all subjects are due.

All coursework set for a unit must be completed within the unit timeframe dates, as outlined, and documented in the Senior School calendar.

Coursework Tasks

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design.

The study design specifies a range of tasks to assess achievement of each of the unit outcomes.

Assessment tasks designated for coursework (SACs) must be part of the regular teaching and learning program and will be completed in class time.

Authentication

Authentication is the process of ensuring that the work submitted by students has in fact been completed by them.

For coursework assessment, Authentication Records are not required since 'coursework tasks are generally done in class and within a limited timeframe'.

The VCAA may, however, audit authentication processes.

'The audit will include examination of the coursework tasks that are set for the students, teacher's records of students' assessments and examples of student work. The audit will also examine school assessments for irregularities, including instances of undue assistance and cases where VCAA's requirements have not been followed.'

The Victorian Curriculum and Assessment Authority (VCAA) has developed procedures and rules for authenticating work:

- a student's work cannot be authenticated where the requirements of the attendance policy have not been met.
- students must attend classes regularly so that work can be supervised by the teacher.
- students must ensure that all work submitted for assessment is their own.
- students must acknowledge all resources used, by including.
    - footnotes/citations and a bibliography/reference list.
    - the name and status of any person who aided and the type of assistance they provided.
- students must not receive undue assistance from any other person in the preparation of their work, including:
    - copying another person's work
    - using resources that have not been acknowledged.
    - using corrections or improvements made or dictated by another person.
    - students must not submit the same piece of work for more than one assessment task.
    - students who assist other students to complete their work may be penalised.
- Where a teacher is in doubt as to the authenticity of the work, the teacher should consult with the Year Level Coordinator to initiate procedures for resolution of the problem.

Breach of Authentication Rules

If a teacher suspects that a breach of the authentication rules has occurred, then the following processes will be used:

- The teacher will discuss the authentication problem with the student.
- The student is required to provide evidence that the work submitted is his/her own.
- If the teacher is still not satisfied, then the student needs to attend an interview with the class teacher, the Year Level Coordinator, and the Assistant Principal.
- Students will be given 24 hours' notice if they are required to attend an interview.
- The student maybe asked to complete, under supervision, an additional assessment task or a test that is related to the original task.
- If a breach of the authentication rules has occurred, the principal shall decide on the type of penalty to be given to the student.
- Students may appeal the school's decision to the Victorian Curriculum and Assessment Authority, within 14 days.

WESTALL
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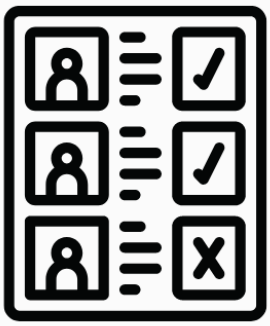
Quick Guide

AUTHENTICATION OF STUDENT WORK

1



Attendance - attending class regularly means that we can authentica the work you do.

2

Citing Your Sources - create a bibliography of all the sources you used to complete you work.

3

Ensure That All Work is Your Own - plagiarism is taken extremely seriously and could result in your being removed from the subject.

4

Breach - if a breach occurs, then the process may involve a parent/guardian coming in for a meeting.

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Statistical moderation

To ensure comparability of school assessments from different schools, the Victorian Curriculum Assessment Authority will apply statistical moderation procedures to each school group, study by study.

What this means is that **the marks you receive for School Assessed Coursework and School Assessed Tasks are conditional and may change after statistical moderation** by the Victorian Curriculum Assessment Authority.

Mobile phones

Senior Students are subject to the same Department of Education ministerial order as the other students across the state.

The ministerial order states that:

> *Students who choose to bring mobile phones to school must have them **switched off and securely stored during school hours.***

Non-compliance with the ministerial order will result in the following procession of consequences:

Stage 1
- Teacher asks student to securely store their phone in their locker.

Stage 2
- Phone is confiscated by teacher and securely stored in Senior School safe to be returned at the end of the day.

Stage 3
- Multiple breaches results in an after-school detention.

Stage 4
- Continued defiance of ministerial order will result in parent coming to collect the phone each time it is confiscated and parent meeting organised.
- A Student Contract or Behaviour Support Plan may also be implemented.

Satisfactory completion

For satisfactory completion of a unit, students must satisfactorily complete each of the outcomes for that unit as specified in the Study Design.

Satisfactory completion of an outcome means:

- The work meets the required standard.
- The work is submitted on time.
- The work is clearly the student's own.
- There has been no substantive breach of rules.

Extension Policy

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances.

Students who have been given an extension for an assessment task maybe required to undertake an alternate task.

The process for students to obtain an extension is:

- Student completes an 'Application for re-scheduled or Extension of a SAC' form submitting the application no later than 72 hours prior to the submission date.
- Consultation will then take place between the student, classroom teacher and the Director of Learning.
- Director of Learning (Senior School) considers all reasons and evidence and approves or declines the application.
- Both the subject teacher and informed of the decision. This is published on Compass.

Redemption Policy

Students may only redeem an 'N' result and convert it to an 'S' result for coursework.

It is not possible to change a grade for SAC result.

Redemption may include re-submission of a task or completion of an alternative task.

Arrangements for redemption are to be made between the students, their teacher, and the Year Level Coordinator.

Appeals

Students have the right to appeal decisions about:

- Non-satisfactory completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

- Student notifies the Director of Learning (Senior School) of intention to appeal.
- A formal interview will be undertaken with a school-based appeals panel.
- Composition of the panels will be the Principal or nominee, Director of Learning (Senior School) and relevant teacher.
- Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented, and outcomes must be conveyed to the student in writing by the Director of Learning (Senior School).

Special provision

VCE Special Provision

A student can apply for Special Provision if, while studying the VCE, they are disadvantaged by:

- a physical disability
- a learning disability
- a physical or psychological illness
- personal circumstances

Special Examinations Arrangements

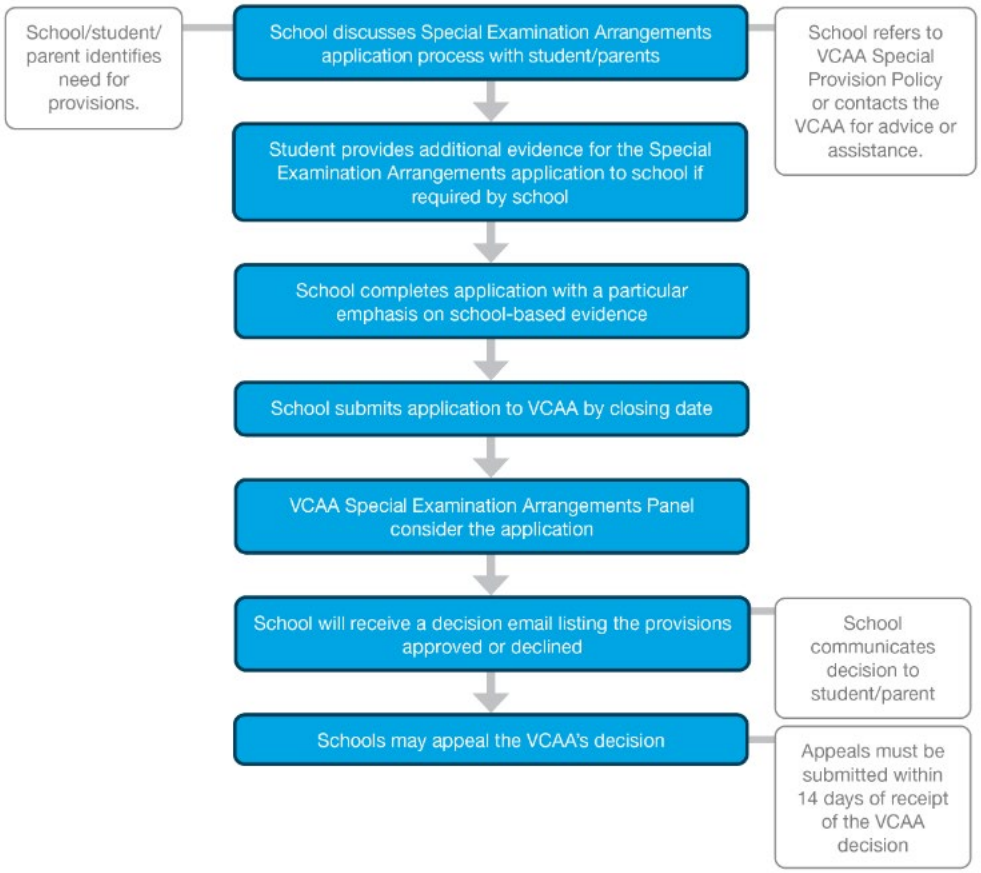
Special Examination Arrangements can be made if a student has a:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability

A student who believes he/she may be eligible for 'Special Provision', should apply for Special Provision through their Year Level Coordinator. This must be done as soon as possible.

Documented evidence, including medical/professional statements, will be required to support the application. More information can be found here.

The below infographic shows the process for attaining Special Examination Arrangements with VCAA.



Four Forms of Special Provision

Curriculum delivery and student programs – for example, where a student maybe provided with a reader or a scribe or allowed to use a computer.

School-based assessment - where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task.

Special Examination Arrangements – for example, where a student maybe provided with extra time to complete an exam, or permission to use technology.

Derived Examination Scores – where a student's exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done, eg: the GAT.

Students who are considering applying for Special Provision, Special Examination Arrangements, or a Derived Examination Score, must consult the Year 12 Coordinator.

Documentation will be required to support these applications.

The student's Statement of Results **does not** indicate that Special Provision has been permitted.

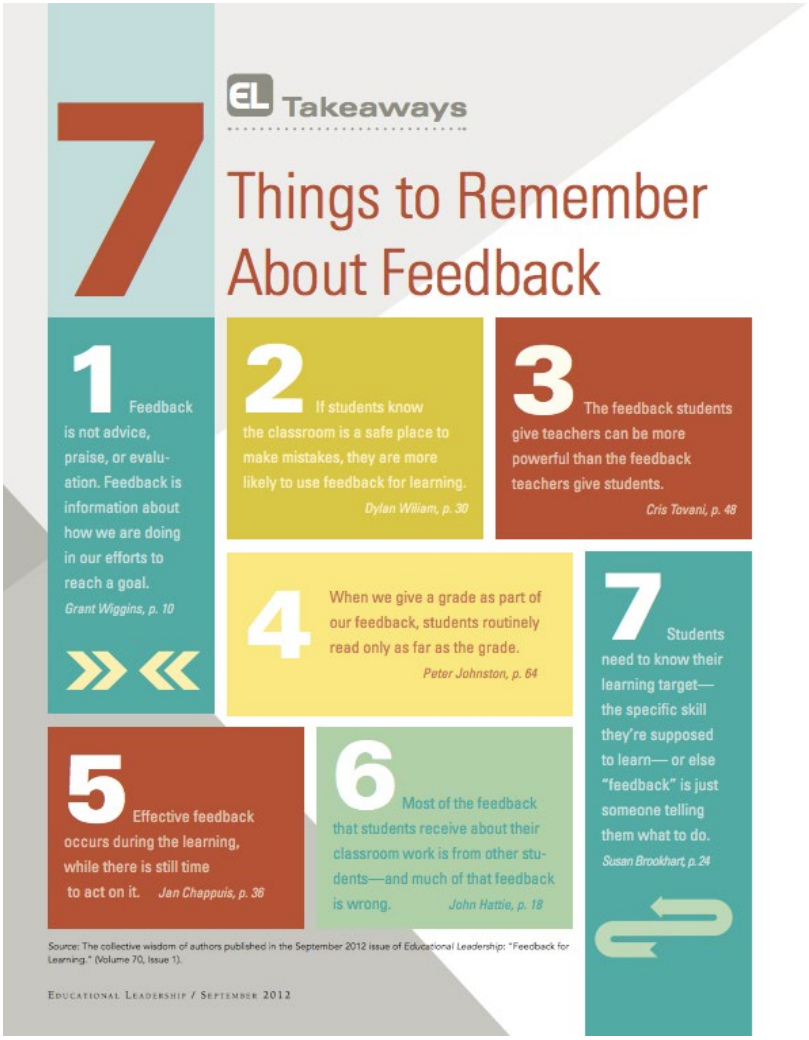
Release of results

After work is submitted and marked, teachers should provide feedback to students.

Appropriate feedback includes:

- Advice on problem areas
- Advice on where and how improvements can be made for further learning.
- Reporting S or N decisions and/or written comments on the student's performance against each outcome
- Reporting of student results is an important aspect of the feedback to students. In providing this feedback, teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the subject teacher.

When providing marks, teachers must advise students that their total coursework scores **MAY CHANGE** following statistical moderation.



SATs

Teachers may disclose to students their grades for SATs.

Again, these MAY CHANGE as a result of the review process.

Storage of student work

It is expected that students will retain ALL work completed during a year, until the end of the year in which the work was undertaken.

Such work maybe requested by the VCAA as part of the process of course sampling.

Any student work assessed as "N", or about which there are any concerns, should be retained by the teacher in original form.

Teachers should retain a representative sample of student work for each outcome to assist in the review of college courses.

Examinations

Year 12

- **All studies** will hold an end of year examination as prescribed by the VCAA.
- Examination Timetables will be published at the earliest available opportunity.
- Students who have applied for Special Provision will have arrangements organised as appropriate.
- All examinations MUST take place on the day scheduled in the timetable. **It is not possible to reschedule an examination to another day.**
    - Students are therefore **expected to attend examinations even if there are difficulties in them doing this (e.g., due to illness, family problems).**
    - Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room as specified by VCAA.
- Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

Year 11

- Students are expected to sit an exam in all Unit 1-2 subjects at the end of each semester.
- An examination timetable will be published and distributed to Year 11 students.
- These exams provide students with experience of the Year 12 VCE examinations, closely aligning with similar time duration and exam conditions.

General Achievement Test – The GAT

- **All students enrolled in one or more sequences of Unit 3-4 studies** and students enrolled in new VCE Vocational Major and Pathways Certificate are **required to sit the General Achievement Test (GAT) in June.**
- Exemptions from the GAT may be approved in exceptional circumstances.
- A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test.
- A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection.
- Performance on the GAT is used to measure SAC and SAT and examination results. As such, it is important that students take this test seriously.

School visitation for Assessment Review

- Review procedures will take place in all those studies (Arts & Technology) that involve SATs for assessment.
- It is the responsibility of individual teachers of such studies to ensure assessment materials are available if required for review.
- No assessment materials can be released to students prior to the completion of the assessment process.

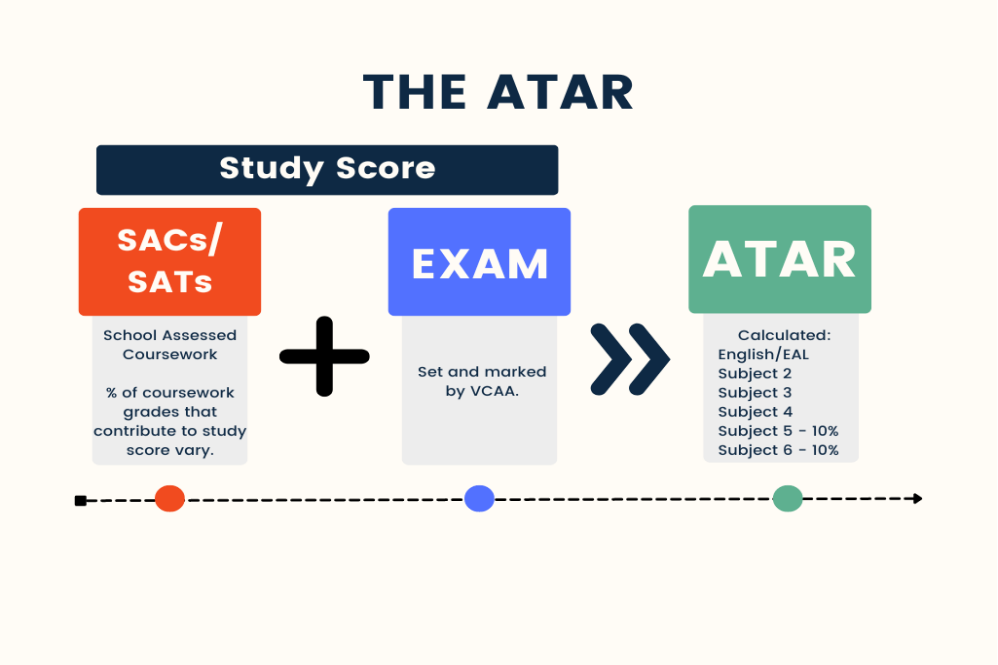
ATAR score

Student performance in all subjects is assessed with a study score out of 50.

The ATAR is calculated from the individual study scores.

The ATAR is used by the Victorian Tertiary Admissions Centre (VTAC), and other national tertiary entrance organisations, in determining eligibility for entry into tertiary courses.

They are not an indication of a pass or fail at VCE (see Satisfactory Completion).



Time management/study program

At the beginning of Term 1, students are provided workshops in time-management and study program.

The college also runs a Year 12 Transition Program, which aims to support students who aspire to enter a tertiary institution.

An additional study program is held prior to the November examinations, focusing on revision and examination techniques. This program may change according to the needs of students.

English as an Additional Language status

Students will be considered for English as an Additional Language status if both of the following conditions are satisfied:

- The student has been a resident for not more than seven years (arrived in Australia **after January 2016**)
- English has not been the student's major language of instruction for more than seven (7) years prior to Year 12.

From VCAA:

Aims

The EAL curriculum aims to ensure that students:

- *develop fundamental functional English language and literacy skills.*
- *learn to listen to, speak, read, view, write and create spoken, print and digital texts, including visual, multimodal, and interactive texts, across a growing range of contexts with accuracy, fluency and purpose.*
- *understand how Standard Australian English works in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning.*
- *appreciate, enjoy and use the English language in all its variations and develop a sense of the ways it can be used to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.*
- *develop their plurilingual awareness of the ways they use different languages and the roles of these languages in their lives and identities.*
- *develop their communicative skills, linguistic knowledge and cultural understandings in English and their other language/s, to enable their full participation in Australian society.*

Student Management and Support

Westall Secondary College aims to provide all its senior students with the appropriate environment, conditions, and support to enable success for every student.

We continually develop and implement strategies in the Senior School to manage students and direct their time purposefully.

There are guidelines and procedures in place to help students successfully negotiate their final years of secondary education.

Some of the procedures used by the Year Level Coordinators include:

- regular monitoring of student attendance.
- interviews with all students about their performance.
- progress reports for students experiencing difficulties.
- organising sessions on time and self-management.
- contacting parents.
- organising students to attend homework club, where required.

Feedback to parents also occurs at the two Parent/Teacher interview sessions and in the detailed written reports provided at the end of each semester.

Other parental contact is made whenever the need arises.

- Please note, Year 12 students do not receive an end of Semester 2 report.

Guidance and assistance to students is also available from the Careers Coordinator and the Wellbeing Coordinator.

We have very high expectations of our senior school students.

They are required to work conscientiously and co- operatively with their teachers and their peers, complete set work and strive to achieve their best. They must follow school rules, as well as Senior School and VCE policies and procedures. It is their responsibility to understand these procedures thoroughly.

The Senior School years are a very demanding and challenging time. It is important that parents/guardians work closely with the Senior School Co-ordinators and communicate any concerns or problems their children maybe experiencing. Through this partnership, it is possible to provide students with targeted direction and support.

Career Action Plans (Career Tools)

Career Action Plans (Career Tools) is a Department of Education and Training (DET) initiative that aims to provide students with a structured approach to obtaining career advice.

Key outcomes of Career Tools:

- Improved employment outcomes and other education outcomes for young people
- Greater selection of programs and provision of support for young people
- Improved tracking of young people and monitoring of standards and outcomes against local and state-wide benchmarks
- Improved participation and outcomes for young people who currently have poor education and employment outcomes.

The Aim of Career Action Plans (Career Tools):

The aim of the Career Tools Program is to assist students in obtaining career advice so that they can develop a career action plan.

This is accomplished by:

- Logging on to https://www.westallcareers.com
- Going to the 'For Students' Tab
- Clicking on any relevant page you'd like to read.
- Then logging into your account by clicking on the 'Log In' button.

Students are given the opportunity to discuss their career aspirations with a Student Manager or Careers Coordinator.

They will then develop their own career plan using information obtained from career classes, vocational testing, and individual career counselling. The plan will lead to them either remaining in education and training or successfully moving into the workforce.

Choosing a career path is one of the most important decisions a young person can make.

By Year 10, students have already sampled many subjects, developed some skills and have a variety of interests. The subjects, interests, and skills that students enjoy or do well in are usually a good starting point for choosing a career path that suits their abilities.

Personalities also have a significant bearing on selecting a career path. Some jobs require the ability to care for others or handle stressful situations. If a person does not have necessary qualities, then another career path may be more appropriate.

Students need to identify their own areas of interest and parents can assist in this process.

All family members are welcome to seek information from the Careers Coordinators and can access the resources in the Careers Centre. A weekly Careers Newsletter is distributed via Compass; this is another valuable resource for students and families from Years 9 to 12.

All students are supported in their endeavour to complete their VCE mainstream or VCE Vocational Major (VM)

Students who are identified as 'at risk' of not completing course and work will be provided with extra support where required. This may be subject specific or related to areas such as, homework support, time management and organisational skills or extra assistance with external support agencies.

Students who decide to exit school before the completion of their VCE or VCAL, will be linked with appropriate outside agencies that can provide support, while they search for a suitable job or course. They will be tracked by the school for six months after they leave.

Process and timeline

Course Selection Year 11 2022

Step 1:
Term 2 - Read and analyse information within the Senior Handbook

Over the Term 2 holiday break students should access the Senior Handbook and discuss its contents with parents/guardians.

Specifically, students should think about whether a VCE mainstream or VCE Vocational Major (VCE VM) is right for them based on their own educational needs and future pathways and/or career aspirations.

Additionally, read through the subject descriptor information to gain an understanding of what subjects are available in either stream of the VCE.

Step 2:
Term 3 (Week 2 and Week 3) - Student Course Planning Day

Students will then take part in relevant face-to-face presentations from the Director of Learning (Senior School) and Domain Leaders which will provide general advice on choosing a suitable course. It will also provide an opportunity to discuss the requirements of specific subjects.

Step 3:
Term 3 (Weeks 2-4) - Research & Consultation

- Students consult specialist teachers and current subject teachers.
- Students may wish to speak to teachers to gain more information about the units offered and to seek teachers' advice re selected subjects.
- Subject recommendations will be sought from English/EAL/Maths/Science teachers.
- Discussions with teachers should entail -
    - Discuss your progress and ability with your current teachers
    - Current classroom teachers of that subject area have a good understanding of how prepared the student is for a specific study.

These recommendations must be considered carefully.

The Online Subject Preferences Form **needs to be completed**. Students will not have any more access once it has closed.

Step 4:
Term 3 (Week 5) - Course Counselling Interviews (10-11& 11-12)

Year 10 students are expected to attend an interview at their scheduled time. The panel will check their performance in Year 10 subjects, teacher recommendations and their Unit 1 & 2 selections to counsel students and approve/not approve selected courses.

It is important for students to consider tertiary courses prior to selecting subjects so that any pre-requisite requirements are met.

Step 5:
Term 3 (Week 5 onwards)

All students who need their subject selections modified due to timetable clashes, teacher recommendations or a subject not being offered will be counselled on an ongoing needs basis.

Please note a subject may not go ahead if there are insufficient student numbers interested in studying it.

WESTALL
Secondary College

SENIOR SUBSCHOOL

SUBJECTS ON OFFER

2024

AT WESTALL SECONDARY

ACCOUNTING

In Accounting, students will learn and explore financial aspects of a business, including how to identify data, record and report financial information and use this information to inform decision-making for a range of small to large scale businesses. Students will analyse a range of case studies from small service and trading firms in Year 11 to large-scale trading firms in Year 12.

Unit 1 – The role of accounting in business

- Consideration of a range of factors to start and continue running a business
- Investigation of reasons for establishing a business as well as possible alternatives to operating a business
- Exploration of the types of business ownership and aspects which lead to success or failure of a business, sources of finance and ethical considerations
- Developing an understanding of the role and importance of accounting in operating a business
- Use of the single-entry level accounting processes to record and report financial information

Unit 2 – Accounting and decision making for a trading business

- Developing knowledge of accounting process in trading firms, focusing on inventory, accounts receivable, accounts payable and non-current assets
- Use of manual and ICT processes to prepare historical and budgeted accounting reports
- Analysis and evaluation of performance for a business relating to inventory, accounts receivable, accounts payable and non-current assets and their management
- Use of reports to predict, budget and compare potential effects and considering alternative strategies to improving business performance

Unit 3 – Financial accounting for a trading business

- Use of the double-entry accounting system to record financial information
- Preparation of reports using the accrual basis of accounting and perpetual methods of recording inventory including First in First Out and Identified Cost methods
- Consideration of the effect of decisions on the performance of a business including financial, ethical, social, environmental and legal considerations and suggest strategies to improve business performance
- Use and application of accounting assumptions and qualitative characteristics to various accounting processes

Unit 4 – Recording, reporting, budgeting and decision-making

- Further developing an understanding of the use of the double entry system to record and report data into financial reports using the perpetual method for recording inventory and accrual basis of accounting
- Extending knowledge and understanding of the recording and reporting process, including the use of balance day adjustments and alternative depreciation methods
- Investigating the role of budgeting in the decision-making process
- Analysis and interpretation of graphical representations of information for further evaluation of a business and providing alternative strategies for improvement
- Application of the accounting assumptions and qualitative characteristics which inform the way a business measures business performance
- Consideration of all factors relating to business decision-making including financial, ethical, social and environmental considerations

Assessment

- Unit 1 & 2 can include written reports, folios of case studies, ICT based assessments including use of spreadsheets, tests & examination
- Unit 3 & 4 can include SACs & an external examination (manual and ICT based)

BUSINESS MANAGEMENT

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation.

Business Management considers the ways businesses manage resources to achieve their goals. This subject follows the process from the first idea for a business concept to planning and establishing a business, through to the day- to-day management of a business. It also explores changes that need to be made to ensure the continued success of a business.

Unit 1 - Planning a business

- Investigate how businesses are formed and the conditions under which new business ideas can develop
- Take a business idea and plan how to make it a reality
- Explore the factors affecting business ideas and the internal and external environments within which, businesses operate, and the effect of these on planning a business.

Unit 2 - Establishing a business

- Examine the laws that must be followed when establishing a business
- Explore decisions about how best to establish a system of financial record keeping
- Investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Unit 3 - Managing a business

- Explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business goals
- Examine the different types of businesses and their objectives
- Consider corporate culture, management styles and management skills
- Investigate strategies to manage both staff and business operations to meet objectives.

Unit 4 - Transforming a business

- Consider the importance of reviewing key performance indicators to measure current business performance
- Analyse change management theories, and find a variety of strategies to manage business change in the most efficient and effective way
- Investigate the importance of leadership in change management.

Assessment

Unit 1 & 2 can include written reports, tests and examinations Unit 3 & 4 can include SACs & an external examination

HISTORY: MODERN HISTORY

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

Unit 1- Change and conflict

- Explore the nature of political, social and cultural change in the period between the two world wars.
- Examine the reasons for both world wars, structures put in place to avoid future conflict and how these changes affected developments in Europe, the USA, Asia, Africa and the Middle East.
- Study significant social and cultural change between the two World Wars.
- Review the new governments formed and the use of military, education and propaganda used to impose control on the way people lived, to exclude groups, specifically Germany and the persecution of the Jews, the USSR and Japan.

Unit 2 - The Changing World Order

- 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
- The formation of new countries created, and independence achieved through both military and diplomatic means.
- The increasing use of terrorism on a global scale.
- The rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

HISTORY: REVOLUTIONS

In Units 3 and 4 students investigate the significant historical causes and consequences of political revolution. Students will construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people.

Unit 3 - American Revolution

- Analyse the long-term causes and short-term triggers of revolution.
- Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, the Boston Tea Party.
- Analyse the degree to which the influence of enlightenment thinking was instrumental in promoting change in the American colonies.

Unit 4 - Russian Revolution

- Analyse the consequences of the revolution and evaluate the extent to which it brought change to society.
- Analyse the significant challenges that confronted the new regime after the initial outbreak of revolution.
- Evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.
- Challenges faced by the new regime, the response by the new leaders and the use of violence and policies of terror and repression, initiating severe policies of social control to stay in power.

Assessment

- Unit 1 and 2 can include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay.
- Unit 3 and 4 can include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an external examination.

LEGAL STUDIES

In Unit 1, students develop an understanding of legal foundations such as the different types and sources of law.

In Unit 2, the focus is on criminal and civil law and the methods and institutions that may determine a criminal case or resolve a civil dispute. Students analyse the sanctions and remedies and their effectiveness.

In Unit 3, students examine the methods and the institutions in the justice system and analyse their appropriateness in criminal cases and resolving civil disputes.

In Unit 4, students will look at the laws and legal system that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.

Unit 1 – Guilt and Liability

- Investigate key concepts of criminal and civil law and apply these to actual and / or hypothetical scenarios to determine whether an accused can be found guilty of a crime or liable in a civil dispute.
- Investigation of legal principles and information used in making reasoned judgements and conclusions about the guilt of an accused and the liability of a party in a civil dispute.
- Explore the roles of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals.
- Develop an understanding the existence of a court hierarchy in Victoria.
- Examination of the role of presumption of innocence as the fundamental principle of criminal law.

Unit 2 – Sanctions, remedies and rights

- Investigate the key concepts in a criminal case, including the institutions that enforce criminal law.
- The purposes and types of sanctions and approaches to sentencing.
- Explore the extent to which the principles of justice could be achieved through examination of real cases.
- Analyse the key concepts in the resolution of a civil case, including the methods used and the purposes and types of remedies used.
- Examine the ways in which rights are protected in Australia and compare this approach with that of another country.

Unit 3 – Rights and justice

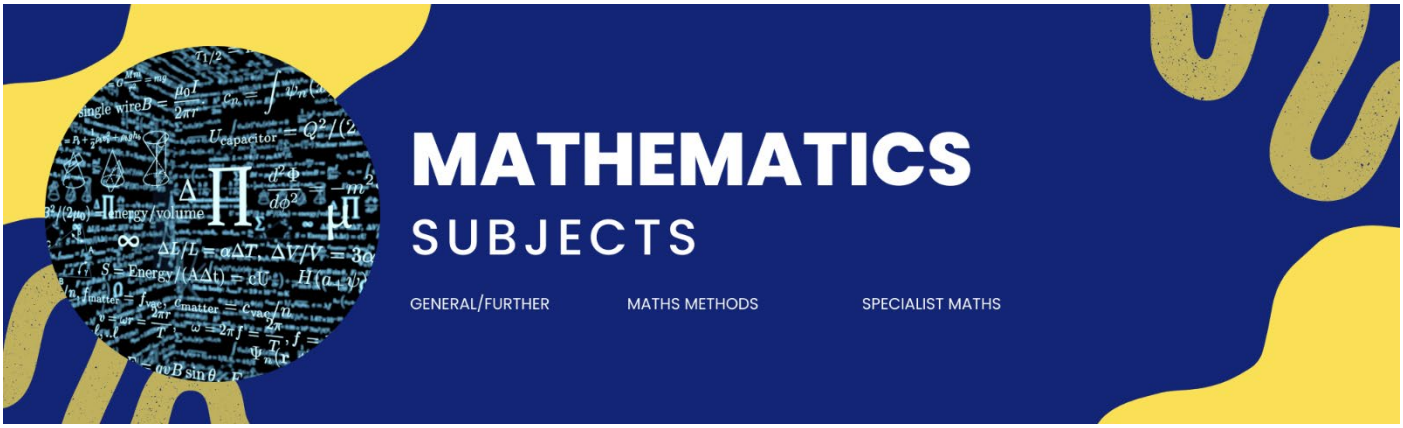
- Examine the methods and institutions in the justice system and look at their appropriateness in determining criminal cases and resolving civil disputes.
- Consideration of the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Unit 4 – The people and the law

- Explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people.
- Develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.
- Investigation of parliament and the courts, and the relationship between the two in law-making.
- Examine the roles of the individual, the media and law reform bodies in influencing law reform.

Assessment Tasks

- Unit 1 and 2 can include structured questions, classroom presentation, debate, written reports, tests, mock trials, case studies, folio of written work, SACs.
- Unit 3 and 4 can include case studies, structured questions, essay report in written format, report in multimedia format, folio of exercises and an external examination.



MATHEMATICAL METHODS

In Mathematical Methods, students are expected to apply techniques, routines and processes involving Algebra, Functions & Graphs, Calculus, Probability and Statistics. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 1 - Algebra, Functions & Graphs

- Studying algebra, performing operations and manipulating a variety of different algebraic expressions such as expand and factorising.
- Using and solving polynomials of various degrees for solutions.
- Students will be introduced to the concept of functions and relations as well as different mathematical notations on how to describe them. This includes domain and range, and methods to solve and manipulate these equations.
- Covering coordinate geometry, power functions and their transformations.

Unit 2 – Calculus, Probability

- Introduction to calculus and the study of rates of change. Students develop skills in differentiation and integration of different functions as well as its applications.
- Using the derivative to calculate gradients of different points of a function as well as applying to different practical situations.
- Students develop an understanding of basic probability and statistic theories and language. They will look at random experiments, samples spaces and compound events in probability.
- Using different rules to calculate probabilities, such as the addition rule and conditional probability.

Unit 3 – Algebra, Functions & Graphs

- Expanding on the intermediate knowledge covered in year 11.
- Modelling, transformations, graph sketching and equation solving.

Unit 4 - Calculus, Probability & Statistics

- Students build upon the calculus content covered in year 11 to extend into more complex applications and analytical situations. Such as using integration to evaluation area between lines and curves.
- Students continue to look at probability and statistics. They will be looking at discrete and continuous probability distributions and their properties.

Assessment

Can include progressive tests, modelling tasks, mathematical investigations, School Assessed Coursework and examinations.

MATHEMATICS - GENERAL

In Further Mathematics, students are expected to apply techniques, routines and processes involving Data Analysis, Financial Recurrence, Matrices and Graphs & Relations. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 1 - Algebra and structure, Arithmetic and Number, Linear graphs

- Cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.
- Cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.
- Cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.

Unit 2 - Discrete Mathematics and Statistics

- Cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.
- Cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

Unit 3 - Data Analysis, Recursion and Financial Modelling

- Model growth and decay problems in financial contexts
- Model compound interest investments and loans, and the flat rate, unit cost and reducing balance methods for depreciating assets, reducing balance loans, annuities, perpetuities and annuity investments.

Unit 4 - Matrices, Networks & Decision Mathematics

- Cover definition of matrices, different types 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.
- Cover the use of linear relations, including piecewise defined relations, and non-linear relations to model a range of practical situations and solve related problems, including optimisation problems by linear programming.

Assessment

Can include progressive tests, modelling tasks, mathematical investigations, School Assessed Coursework and examinations.

MATHEMATICS - SPECIALIST

In Specialist Mathematics, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Unit 1

- Algebra and Structure – Linear Relations and Equations.
- Arithmetic and Number – Number Systems and Recursion.
- Discrete Mathematics – Number Patterns and Recursion.
- Geometry, Measurement and Trigonometry – Geometry in the Plane and Proof.

Unit 2

- Algebra and Structure – Transformations, Trigonometry and Matrices.
- Geometry, Measurement and Trigonometry – Vectors in the plane
- Graphs of Linear and Non-Linear Relations – Graphs of Non-Linear Relations, Kinematics
- Statistics – Simulation, Sampling and Sampling Distributions

Unit 3

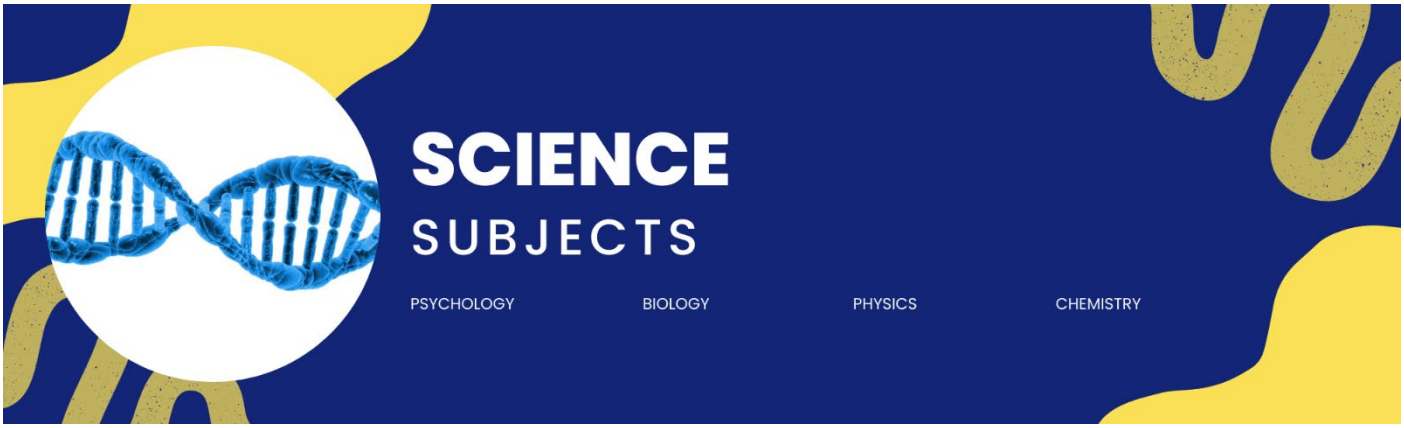
- In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and Graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

Unit 4

- This selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Assessment

Can include progressive tests, modelling tasks, mathematical investigations, School Assessed Coursework and examinations.



PHYSICS

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Unit 1 - What ideas explain the physical world?

- Examine how thermal effects can be explained. Topics include thermodynamic principles, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.
- Examine how electric circuits work. Topics include electrical phenomena, circuit components, electrical safety.
- Examine what matter is and how it is formed. Topics include nature of matter, the origins of atoms, time and space.

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

- Examine how motion can be described and explained. Topics include balanced and unbalanced forces on motion, energy transfers and transformations and the centre of mass.
- Select one option from twelve given options, each on a different observation of the physical world.
- Undertake a practical investigation involving two independent variables one of which should be a continuous variable.
- Experimental data is collected, organized and interpreted.
- A practical logbook is maintained by the student for recording, authentication and assessment purposes.

Unit 3 - Motion and electronics & photonics

- How do things move without contact?
    - Examine the similarities and differences between three fields: gravitational, electric and magnetic.
- How are fields used to move electrical energy?
    - In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.
    - They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.
- How fast can things go?
    - Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond.
    - Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Unit 4 - Electric power and light & matter

- How can waves explain the behaviour of light? Students use evidence from experiments to explore wave concepts in a variety of applications.
- Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.
- Do waves need a medium to propagate and, if so, what is the medium?
- Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.
- How are light and matter similar?
    - Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Assessment

- Unit 1 & 2 can include written report, test, laboratory report and examination Unit 3 & 4 can include test, experiments, laboratory reports and examination.

PSYCHOLOGY

VCE psychology enables students to explore how people think, feel and behave. As a branch of science, the course considers biological, psychological and social factors in human behaviour, and how these factors are applied in personal and social circumstances in everyday life. The key knowledge covered are outlined below.

Unit 1 - How are behaviour and mental processes shaped?

- In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected.
- Students also investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.
- A student-directed research investigation into contemporary psychological research is also undertaken in this unit where students apply of critical and creative thinking to evaluate the validity of a research study by analysing secondary data.

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

- In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others and explore a variety of factors and contexts that can influence the behaviour of individuals and groups.
- Students examine the contribution that classical and contemporary research has made to the understandings of human visual and taste perception and why individuals and groups behave in specific ways.
- A student-designed scientific investigation is undertaken which involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes.

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

- In this unit students investigate the contribution that research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.
- Students investigate how the human nervous system enables a person to interact with the world around them and how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours.

Unit 4 – How is mental wellbeing supported and maintained?

- In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing.
- Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing. They also consider the biological mechanisms that regulate sleep, how sleep changes across the lifespan and how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants.
- A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is also undertaken in this unit.

Assessment

Can include school assessed coursework, examinations and student designed or adapted practical investigation.

BIOLOGY

In Biology students will learn about how living things work, they have changed and the ethical and social implications with issues based on biotechnology.

At year 11 students will focus on cellular structures and processes in animals and plants including genetics.

In Year 12, unit 3 & 4 will focus on details on cellular process such as cellular respiration and photosynthesis, biological change, DNA manipulation and evolution.

Unit 1 - How do organisms regulate their functions?

- Examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs.
- Differentiate the steps involved in the cell cycle and cell growth, death and the role of stem cells involved into their specialised cells and their function.
- Investigate how specialised cells and their involvement in functioning systems in both plants and animals, including homeostasis and the diseases involved in a malfunction.
- A student practical investigation related to the development of organisms regulating their functions.

Unit 2 – How does inheritance impact on diversity?

- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
- Analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies.
- Explore the interdependencies between species, including the importance and impact of keystone species and top predators.
- Explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Unit 3 - How do cells maintain life?

- Explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome
- Examine the DNA manipulation techniques and applications such as Polymerase Chain Reaction, Gel electrophoresis and CRISPR-Cas9
- Analyse on the steps involved in synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes, as well as examining the nature of biochemical pathways such as photosynthesis and cellular respiration.
- Investigate factors that affect the rate of cellular reactions and explore applications of biotechnology that focus on the regulation of biochemical pathways.

Unit 4 - How does life change and respond to challenges?

- Focus on the immune response of organisms to specific pathogens including their unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity.
- Investigate the relatedness between species and the impact of various change events on a population's gene pool.
- Examine biological evolution by natural selection, examining changes in life forms using evidence from fossilisation, structural morphology and molecular homology.
- A student practical investigation related to cellular processes and/or biological change is undertaken in either Unit 3 or Unit 4.

Assessment

- Unit 1 & 2 can include practical investigations, tests and Examinations
- Unit 3 & 4 can include practical investigations, VCAA SAC's and an external examination

CHEMISTRY

In VCE Chemistry, students explore key processes related to matter and its behaviour.

In Year 11, students explore the diversity of materials and the uniqueness of water.

In Year 12, students learn about chemical processes, organization of organic compounds and various analysis techniques. In both years, students apply chemical principles to explain and quantify the behaviour of matter and undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

- Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.
- Students explore manufacturing innovations that lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.
- Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Unit 2 – How do chemical reactions shape the natural world

- Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions.
- Students explore applications of acid-base and redox reactions in society.
- Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve

Unit 3 -How can design and innovation help to optimise chemical processes

- Students investigate the chemical production of energy and materials.
- Students explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.
- Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
- Students explore food in the context of supplying energy in living systems.
- Students explore purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells
- Students evaluate chemical processes with reference to factors that influence their reaction rates and extent.
- Students investigate how the rate of a reaction can be controlled
- Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4 - How are carbon-based compounds designed for purpose?

- Students investigate the structures and reactions of carbon-based organic compounds
- Students study application of green chemistry principles in the production of synthetic organic compounds.
- Students study the metabolism of food and the action of medicines in the body.
- Students explore laboratory analysis and various instrumentation techniques that are used to analyse organic compounds
- Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Assessment:

- Units 1 and 2 can include practical work and reports, SACs, scientific investigation reports and examinations
- Units 3 and 4 can include practical work and reports, SACs, practical investigation, VCE examination.

ENVIRONMENTAL SCIENCE

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

Unit 1

- Examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs and consider the effects of natural and human-induced changes in ecosystems.
- Investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales.
- Consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2

- Explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors.
- Examine the flow of matter and energy in selected environmental events and phenomena with reference to natural and unpredictable or abrupt environmental changes in Earth's four systems.
- Learn how environmental changes may be monitored and measured. Collect and analyse primary and secondary data to determine the linear, non-linear or cyclical patterns that may be evident.
- Discuss how changes over time can be explained by interactions between different environmental processes and how these changes may affect all four Earth systems.

Unit 3

- Explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives.
- Distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution.
- Analyse the effects of pollutants on the health of humans and the environment over time and consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants.
- Explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision-making.

Unit 4

- Analyse the social and environmental impacts of energy production and use on society and the environment.
- Explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.
- Examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use.
- Distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Assessment

May include a practical logbook and report, topic tests, student-designed investigation and scientific poster and examinations.

ENGLISH

VCE English focuses on how the English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1 – AOS1: Reading and Exploring Texts; AOS2: Crafting Texts

- engage in reading and viewing texts with a focus on personal connections with the story.
- discuss and clarify the ideas and values presented by authors.
- develop and strengthen inferential reading and viewing skills.
- consider the ways a text's vocabulary, text structures and language features can create meaning.
- contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives.
- explore the cultural, social and historical values embedded in the text, and can compare these values with their own.
- develop their own thinking and engage with the ideas of others to extend their understanding of a text.
- apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.
- collaborate through classwork to cultivate their understandings of cohesive and successful texts.

Unit 2 – AOS1: Reading and Exploring Texts; AOS2: Exploring Argument

- read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning.
- examine the ways readers understand text considering its historical context, and social and cultural values.
- Develop their analytical writing.
- consider the way arguments are developed and delivered in many forms of media.
- read, view and listen to a range of texts that attempt to position an intended audience in a particular context.
- explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies.
- closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience
- practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing.
- employ their understanding of argument to create their own point of view text.

Unit 3 – AOS1: Reading and Responding to Texts; AOS2: Creating Texts

- apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters.
- analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.
- test their thinking, clarify ideas and form views about a text that can be further developed in their writing through discussion.
- read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.
- students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.
- work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing.
- experiment with adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts.
- reflect on the deliberate choices they have made through their writing processes in their commentaries.
- participate in collaborative class work and discuss the ways that vocabulary, text structures and language features can enliven ideas.
- read, explore and revisit examples of text, including extracts, to stimulate structural innovation and to inspire ideas when developing individual writing. They also make connections with experiences and events in their own lives, observing and recording to enrich their writing, and to extend their ideas.
- use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language,

Unit 4 – AOS1: Reading and Responding to Texts; AOS2: Analysing Argument

- apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.
- engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text.
- recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these social and cultural values are presented.
- analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.
- read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.
- consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect.
- analyse the ways all these elements work together to influence and/or convince an intended audience.
- explore and analyse the structures and features of argument presented in audio and/or audio visual texts, and consider the unique structures and features that enhance argument in these contexts.
- plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.
- apply their understanding of the use of argument and language to create a point of view text for oral presentation.
- present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

Assessment

A mixture of analytical essays, persuasive speeches, creative writing and presenting.

English as an Additional Language (EAL)

VCE EAL focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Unit 1 - Reading and Exploring Texts

- Reading and viewing texts with a focus on personal connections with the story.
- Guided reading of mentor texts to develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.
- Exploring and revisiting mentor texts for development of own writing processes, generation of ideas, and as models for effective writing.

Unit 2 – Exploring Argument

- Development of reading and viewing skills, including deepening capacity for inferential reading and viewing
- Consideration of the way arguments are developed and delivered in many forms of media.
- Analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing.
- Employing understanding of argument to create own point of view text. Constructing this text for oral presentation to learn about the conventions of oral presentation for persuasive purposes.

Unit 3 and 4 – Reading and Responding to Texts

- Applying reading and viewing strategies to critically engage with a text, considering its dynamics and complexities.
- Analytical writing about a text to further develop skills to engage with and challenge ideas.
- EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text.
- Reading and engaging imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.
- Working with mentor texts to inspire creative processes, to generate ideas for writing, and as models for effective writing.
- Sharpening skills of reading and viewing texts, consolidating capacity to critically analyse texts and deepen understanding of the ideas and values a text can convey.
- Analysing the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

Assessment

Unit 1 & 2 can include:

- a personal response to a set text
- a note-form summary of key connections and ideas within the set text
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs
- a set of annotations on the student-created texts, identifying the qualities of effective writing.
- a detailed mind map of vocabulary, text structures, language features and ideas from the set text
- an analytical response to a set text
- a note-form summary of the key argument(s) and supporting arguments in persuasive text(s)
- an annotated visual text(s) that identifies the key persuasive techniques
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text.

Unit 3 & 4 can include:

- An analytical response to text in written form.
- Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text.
- An analytical response to argument in written form.
- A point of view oral presentation.

FOOD STUDIES

VCE Food Studies explores food knowledge and skills, building pathways to health and wellbeing through the application of theory and practical food skills.

Within Units 1 and 2, students explore food from a wide range of perspectives, such as food around the world, past and present patterns of ingredients, cooking and eating, food industries in Australia and food in the home.

During Units 3 and 4, there is a focus on the science of food, food choices for health and wellbeing, food ethics and navigating food information. Practical work includes cooking, responding to design briefs, taste-testing, sensory analysis and product analysis. This course can be used as pathway to Hospitality (eg. Chef, baker, Pastry Chef), a Dietician or Nutritionist, Teacher, or Food stylist or Writer.

Unit 1 Food Origins

- This unit focuses on food from a historical and cultural perspective. Students investigate food through time and across the world.
- Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's global trade in food.
- Students consider the origins and significance of food through in food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time.

Unit 2 Food Makers

- Investigate food systems in Australia, exploring commercial food production in small-scale domestic settings.
- Gain insight into food industries in the Australian economy and investigate the capacity to provide safe, high-quality food.
- Produce foods and consider a range of evaluations to compare foods to commercial products.
- Consider the effective preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life.

Unit 3 Food in daily Life

- Investigate the many roles and everyday influences of food.
- Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food.
- They also investigate the properties of food, changes that occur during food preparation and cooking.
- Students analyse the rationale behind the Australian Dietary Guidelines and the Australia Guide to Healthy eating and develop their understanding of diverse nutrient requirements.
- They also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.
- Students inquire into the role of food in shaping and expressing identity and the ways in which food information can be changed.
- They investigate principles that assist in the establishment of lifelong, healthy dietary patterns.
- The practical component of this unit enables students to understand food science terminology and to apply techniques to the production of everyday food.

Unit 4 Food Issues

- Students examine global and Australian food systems, they focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.
- Students also investigate responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and conclusions, and apply this to navigate food fads, trends and diets.

Assessment

- Unit 1 & 2 can include written tests, oral presentations and role plays, practical investigations and exams.

- Unit 3 & 4 can include written tests, oral presentations and role plays, practical investigations, scored assessment tasks and external examination.

VCE Art Making and Exhibiting

Provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

Unit 1: Explore, expand and investigate

- students explore materials, techniques and processes in a range of art forms
- they expand their knowledge and understanding of the characteristics, properties and application of materials
- they explore materials to understand how they relate to specific art forms and how they can be used in the making of artworks
- students explore the historical development of specific art forms and investigate how the properties of materials have changed over time
- students become aware of and understand the safe handling of materials
- exploration and development is documented in both visual and written form in a visual arts journal

Unit 2: Understand, develop and resolve

- students research how artists use aesthetic qualities to represent ideas in artworks as well as broaden their investigation to understand how artworks are displayed to audiences
- students respond to a set theme and progressively develop their own ideas.
- students use materials, techniques and processes, art elements and art principles to consolidate ideas
- they plan and make finished artworks
- they reflect on their knowledge and understanding of the aesthetic qualities of artworks.
- they plan and develop one finished artwork
- exploration and development is documented in both written and visual form in their visual arts journal.
- students explore how exhibitions are planned and designed, and how spaces are organised for exhibitions.
- they investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.
- students visit a range of exhibitions, these include galleries, museums, and independent run exhibition spaces

Unit 3: Collect, extend and connect

- Students explore subject matter and ideas to develop artworks in imaginative and creative ways.
- They investigate how artists use visual language to represent ideas and meaning in artworks.
- Students use their Visual Arts journal to record their art making, research of artists and artworks
- They document their exploration of and experimentation with materials, techniques and processes
- students present a critique of their artworks to their peer group.
- Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation
- Students visit two exhibitions in either a gallery, museum, exhibition space or site-specific spaces
- Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition

Unit 4: Consolidate, present and conserve

- students make connections to the artworks they have made in Unit 3 as well as further refine and resolve artworks in -specific art forms.
- Resolution of artworks is documented in the Visual Arts journal, which includes technical skills in a specific art form, subject matter, ideas, visual language, aesthetic qualities and style.
- Students evaluate their selected finished artworks and reflect on their use of materials, techniques and processes used to make them.
- Students organise the presentation of their finished artworks and make decisions on how their artworks will be displayed, they consider lighting and any other considerations they may need to present their artworks.
- Students present a critique of their artworks and receive and reflect on feedback.
- They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks.
- Students visit a minimum of two exhibitions during the year from different art spaces
- Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Assessment

- Visual arts journal
- Folio
- Written response – SAC
- Examination

PRODUCT DESIGN

Product Design and Technology offers students a range of career pathways in design fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Product design develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multi- disciplinary nature of modern workplaces.

Unit 1 – Sustainable product and redevelopment

- Students design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.
- Students select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2 – Collaborative design

- Students design and plan a product or range of products collaboratively in response to a design brief.
- Students manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

Unit 3 – Applying the product design process

- Students investigate and define a design problem and discuss how the design process leads to product design development.
- Students explain and analyse influences on the design, development and manufacture of products within industrial settings.
- Students document the product design process used to meet the needs of an end-user/s, as well as commence production of the designed product.

Unit 4 – Product development and evaluation

- Students compare, analyse and evaluate similar commercial products, considering a range of factors as well as use appropriate techniques.
- Students apply a range of production skills and processes safely to make the product designed in Unit 3, as well as manage time and resources effectively and efficiently.
- Students evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

Assessment

- Design folio
- Design Products
- SAC
- Examination

SYSTEMS ENGINEERING

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Students test and verify systems. They develop their own project involving such systems. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create the intended design outcome.

Unit 1 - Introduction to mechanical systems

- While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system.
- The construction process draws heavily upon design and innovation. Apply knowledge of design, construct, test and evaluate operational systems.
- The focus of the system should be mechanical; however, it may include some electronic components.
- Through research, explore and quantify how systems use or convert the energy supplied to them.
- The fundamental mechanical engineering principles, recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Unit 2 - Introduction to electro-technology systems

- Produce operational systems that may also include mechanical components.
- Conduct research and produce technical reports.
- While this unit contains fundamental physics and theoretical understanding of electro-technology systems and how they work, focus remains on the construction of electro-technology systems.
- Explore some of these new and emerging technologies.
- Study fundamental electro-technology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits.

Unit 3 – Integrated and Controlled Systems

- students study engineering principles used to explain physical properties of integrated systems and how they work.
- design and plan an operational, mechanical and electrotechnological integrated and controlled system.
- learn about the technologies used to harness energy sources to provide power for engineered systems.
- Students commence work on the creation of an integrated and controlled system using the systems engineering process.
- This production work has a strong emphasis on innovation, designing, producing, testing and evaluating.
- Students learn about sources and types of energy that enable engineered technological systems to function.

Unit 4 – Systems Control

- students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3.
- Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.
- Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process.
- Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Assessment

Can include documentation of systems engineering processes, developmental folio, engineering product presentations and exam.

VISUAL COMMUNICATION & DESIGN (VCD)

Designers influence everyday life by creating and communicating ideas, information and messages through digital and manual designs. Drawing skills are developed and applied to designs using the design elements and principles to visualise the fields of communication, environmental and industrial design. The design process is supported with critical thinking processes and reflective strategies.

Unit 1 – Introduction to visual communication design

- Students develop observation, visualisation and presentation drawing skills.
- Drawings are created for different purposes using a range of media, materials and manual and/or digital methods.
- Students develop their knowledge of design elements and principles to create visual communications for a stated purpose.
- Students examine the technical, economic, and environmental factors that shape contemporary visual communications.
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of visual communication design

- Create presentation drawings that incorporate technical drawing conventions to communicate information and ideas associated with the environmental or industrial design fields.
- Students use typography and imagery to create visual communication design.
- Design thinking skills are used to explore ways in which images and type can be manipulated to communicate ideas and concepts in different ways.
- Students engage in stages of the design process to create visual communications appropriate to a brief.

Unit 3 – Design thinking and practice

- Students develop knowledge and skills to undertake a successful design process, creating visual communications for contexts, purposes and audiences that are informed by analysis of existing visual communications.
- Students describe how visual communications are designed and produced in different design industries.
- Students apply design thinking skills to carry out research to generate a range of visual ideas and apply design thinking skills to develop a creative client brief.
- Manual freehand and visualisation drawings are used to present annotated ideas.

Unit 4 – Design development and presentation

- Students produce two final visual communication presentations that satisfy the requirements of their brief.
- Students devise a pitch to present and explain their visual communications to an audience, articulating how the visual communication addresses the client needs.
- Students develop different final presentations from previously selected design concepts for each need, refining further to satisfy the brief requirements.
- Through reflection, a story is developed that articulates the merits of their final presentations and identifies how they have met the needs of the client in each presentation.

Assessment

Developmental Folio | Final presentations | Written reports | Exam

HEALTH AND HUMAN DEVELOPMENT

In Health and Human Development students will learn about what is health and wellbeing, how it can change very quickly and how it will be different for every individual. They will look at how health can be different for various population groups and why differences exist. In Year 11, students will look at Health from a youth going into adulthood perspective, and then in Year 12, they will look more at the health of the Australian population as well as health on a world scale.

Unit 1 - Understanding health and wellbeing

- What is health and wellbeing? It's not just in a physical sense but there is also emotional, mental, social and spiritual aspects.
- These dimensions will be different for every individual due to many different factors and students will analyse what influences individuals & populations' health and wellbeing.
- How personal perspectives and priorities influence people's attitude to health as well as their beliefs and practices including Aboriginal and Torres Strait Islanders?
- What measurements can be used to see what Australia's youth do well in and areas that need addressing like the role of food, mental disorders, injury, alcohol use and illicit use of drugs.

Unit 2 - Managing health and development

- Development over the human lifespan but particularly moving from youth to adulthood.
- Areas of adulthood that will be looked at will be the increasing independence and responsibility, the establishment of long-term relationships, considering parenthood and looking ahead at what health milestones to expect.
- The Australian Healthcare system - how it works and how/what can you access.
- The positives and challenges of finding quality healthcare information through digital media and the healthcare system.

Unit 3 - Australia's health in a globalised world

- Look at health, wellbeing and illness as multi areas that can change quickly and will be different for people in different places & scenarios.
- Looking at health and wellbeing as a global thing not just here in Australia and everyone should have the same rights.
- What are the concrete things that are needed to improve health and evaluate measures of things we have that are great/areas of concern within our population?
- How promotion and the improvement of health has changed over the years.
- What is being done with programs and our healthcare system to allow Australia's Health to continually improve and how this is also shown globally.

Unit 4 - Health and human development in a global context

- Students compare different countries and investigate reasons why there are similarity & differences between the countries in relation to their health & wellbeing and human development, as well as the physical, social and economic conditions in which people live.
- Students identify key areas of sustainability and human development.
- What is the impact on health from the way countries are more and more interconnected and what are the trends related to climate change, digital technologies, world trade and the mass movement of people?
- Using the United Nations and World Health Organization's recommendations focus on ways to improve health and wellbeing globally.
- Evaluate the effectiveness of health initiatives and programs that are in place globally and how well they are making a difference.

Assessment

Unit 1 & 2 can include written reports, tests & examinations Unit 3 & 4 SACs & an external examination.

PHYSICAL EDUCATION

VCE Physical Education looks at the body, how it moves, and the way people can pick up new skills when participating in physical activity and sport. It takes into consideration the various factors that influence people's performance and participation, like individual differences, people's mental ability, the environment and other factors that surround people. It combines practical classes with theory to explore these ideas.

Unit 1: The human body in motion

- Explore how the body systems work together to produce movement.
- Through practical activities students explore the relationships between body systems and physical activity. Explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.
- They also recommend and implement strategies to minimize the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

- Develop students' understanding of physical activity, sport and society from a participatory perspective.
- Introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Unit 3: Movement skills and energy for physical activity

- Examine the biomechanical and skills acquisition principles that can be applied when analysing movement in skills used in physical activity.
- Engage in a range of practical activities, and investigate and analyse movement to develop an understanding of the correct application of biomechanical and skill acquisition principles leading to proficiency of movement.
- Explore the various systems and mechanisms associated with the production of energy required for human movement.
- Build understanding of how the cardiovascular, respiratory and muscular systems supply oxygen and energy to working muscles.
- Examine how the three energy systems work they together to supply energy and resist fatigue under varying intensity levels.
- Engage in a variety of practical activities exploring the interplay of the energy systems during physical activity.

Unit 4: Physical activity, sport and society

- Analyse the information required to form the foundation of an effective training program.
- Use data from an activity analysis and determine the fitness requirements of a selected physical activity.
- Collect and use fitness testing data to inform the design of a fitness program.
- Implement and evaluate training principles and methods from a practical and theoretical perspective.
- Evaluate how fitness can be improved through the appropriate application of training principles and methods.
- Identify and consider components of an exercise training session, which is monitored and adjusted.
- Explain the long-term adaptations to body systems post training program.

Assessment

Unit 1 & 2 can include: written reports, tests, laboratory reports and examinations.
Unit 3 & 4 can include: labs, case study analysis, visual representation & structured questions.

CHINESE (FIRST LANGUAGE)

In VCE Chinese (FL), students further develop their capabilities of using the first language. In Year 11, students learn to express self and others and contrast the changes of the lifestyles and impact of travel. In Year 12, students analyse and summarize the changes of the culture and community throughout the history, explore some international issues such as global warming and immigration. Through the program, students apply their language skills, techniques and knowledge to demonstrate their critical and creative thinking.

Unit 1 - Self and Others

- This unit contributes to the overview study of Chinese language education of native students.
- The focus of this unit is self and others, which provides an opportunity to analyse personal world, develop personal belief and ideals and contribute to the community. Students develop thinking skills and intercultural understanding in persuasive writing, reading responding, oral presentations and listening comprehension.

Unit 2 - Tradition and Change in the Chinese-speaking communities

- In this unit, students investigate changes of lifestyles and impact of travel, which aim to develop their knowledge and skills of use structures related to informing, explaining, persuading, agreeing and disagreeing opinions in the language.
- Students further improve their critical thinking of evaluation and negotiation in the language.
- Students also expand their creative thinking and logical organization skills in imagination writing.

Unit 3 - Tradition and Change in the Chinese-speaking communities

- The unit continues the study of Chinese culture in the Chinese speaking communities. Students investigate the change of the culture and the community, and the focus should be on one aspect of the culture for detailed study.
- It promotes students critical understanding and creative thinking of different attitudes and values within the Australian community and beyond.

Unit 4 - Global Issues

- Studying this unit provides a basis for further learning and a pathway into many international topics as global citizens.
- This aims to broaden the views in the areas of Peace, Human rights in the world and the Nature and Future of work. Students practise all the five writing texts, personal, imaginative, persuasive, informative and evaluative essays.

Assessment

Unit 1 & 2 can include written tests, oral presentations and role-plays, and exams.

Unit 3 & 4 can include imaginative writing, listening comprehension, evaluative presentation, writing, reading and responding and interviews, external oral interview and external examination.

Vocational Education & Training (VET)

The VET programs are drawn from a national training package and offer portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the relevant industry.
Credits & Cost

VCE - Students will be eligible for up to four units towards VCE: two units at Units 1 and 2 level, and a Unit 3 and 4 sequence. A study score is available which can contribute directly towards the student's ATAR – either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

VM - Students will be eligible for up to four credits towards VM

Cost
Students are required to pay the material costs.

Based on the current courses that our students participate in this cost ranges from $200 to, in some cases, $900. It will depend on the course. If students do not pay this fee by the specified date at the end of this year then they will not be enrolled into the course for the following year.

Please note there is a cooling off period of 1 month at the start of the year in which students get the opportunity to try their selected course and if they do not wish to continue with their course, they will receive a full refund and be withdrawn from the course.

If a student continues after the cooling off period then the student has made a commitment to their course for the full 12 months.

VETs at Westall SC

VET Hospitality

Program: Certificate II in Hospitality (Kitchen Operations)
2 year program available

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served.

Units 1 and 2 of the certificate includes health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food.

Units 3 and 4 can be scored assessment, and incorporates units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts. Students gain experience in a commercial cooking setting therefore gaining experience cooking for functions up to 100 customers.
Career opportunities:

Completing the Certificate II in Hospitality (Kitchen Operations) will assist students in pursuing a career in the hospitality industry through vocational and higher educational pathways.

Employment opportunities exist in a variety of roles such as chef, pastry chef, caterer, breakfast cook, short order cook and fast food cook.

Work would be undertaken in the kitchen area of various hospitality settings including: restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

VET Sport and Recreation

Duration: Two semesters

Certificate II in Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Students can choose from a range of electives including, teaching the fundamental skills of basketball and other sports, maintaining sport and recreation facilities, and applying legal and ethical coaching practices.

Completion of Certificate II in Sports and Recreation may lead to employment outcomes or volunteering roles in the provision of sport and recreation programs, grounds and facilities maintenance, and working in the service industries in locations such as recreation/fitness centres, outdoor sporting grounds or aquatic centres.

Students who complete Certificate II in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 levels.

Students will undertake units such as:

- Organise and complete daily work activities
- Apply first aid
- Work effectively in sport and recreation environments
- Assist in preparing and conducting sport and recreation sessions

Certificate II in Electrotechnology (Career Start)

AIM

Certificate II in Electrotechnology (Career Start) aims to provide participants with the knowledge and skills to achieve units of competence that will:

- Enhance their employments prospects in the Electrotechnology related industries
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths

The Electrotechnology program reflects the new trends emerging as a result of the convergence of information and communications technology and electronics technologies and their applications in industry.

CONTRIBUTION TO:

Vocational Major:

This program contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

VCE:

On completion students will be eligible for up to five units towards their VCE: Three units at Units 1 & 2 and two at Units 3 & 4.

ATAR: Students who receive a Unit 3&4 sequence will be eligible for a 10% increment towards ATAR.

STRUCTURED WORKPLACE LEARNING

A minimum of 80 hours is strongly recommended.

UNITS OF STUDY MAY INCLUDE:

1st Year

- Apply OHS regulations, codes and practices in the workplace
- Use of routine equipment/plant/technologies in an energy sector environment
- Carry out routine equipment/plant/technologies in an energy environment
- Identify and select components, accessories and materials for energy sector work activities
- Fabricate, assemble and dismantle utilities industry components
- Use computer applications relevant to a workplace

PATHWAYS FOR ELECTROTECHNOLOGY (CAREER START)

Students who successfully complete this program will gain:

- Basic skills and knowledge to enhance their entry level employment prospects in related industries
- Certificate II in Electrotechnology (Career Start)

POSSIBLE FUTURE CAREER PATHS

- Electrical tradesperson (mechanic)
- Electrician
- Electrical Fitter
- Refrigeration and Air-Conditioning
- Electrical Line worker
- Electrical Cable Jointer
- Electrotechnology Communications Technician
- Electrotechnology Systems Technician

VET Certificate II in Building and Construction (Carpentry) Pre-apprenticeship (Partial Completion)

Provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry.
Provides a pathway into a building and construction apprenticeship.

PATHWAYS FOR BUILDING AND CONSTRUCTION
Students who successfully complete this program will gain:

- Basic entry level skills and knowledge for work in the building & construction industry
- Certificate II in Building and Construction (Pre-apprenticeship) (partial completion)

STRUCTURED WORKPLACE LEARNING

A minimum of 80 hours is strongly recommended.

WHERE TO NEXT
Further training and assessment pathways can include:

- Enhanced entry into a Building & Construction apprenticeship
- Certificate III in General Construction (Carpentry Framework, Form work,
- Finishing) (Painting & Decorating) (Bricklaying)

POSSIBLE FUTURE CAREER PATHS

- Building Site Administration
- Building Services
- Foremanship
- Building Inspection
- Contract Administration

CONTRIBUTION TO:

Vocational Major:

This program contributes to the Industry Specific Skills Strand and/or Work Related Strand.

For students undertaking the VCE VET program

- VCE: Five units at Units 1 & 2 and a Units 3 & 4 sequence.
- ATAR: Where a Unit 3 & 4 sequence is achieved towards the VCE it may provide a 10% increment towards the ATAR subject to VTAC policies.

UNITS OF STUDY MAY INCLUDE

- 1st Year
- Workplace safety and site induction
- Work safely in the construction industry
- Communications skills for the construction industry
- Quality principles for the construction industry
- Calculations for the construction industry
- Building structures
- Carpentry hand tools
- Workplace documents and plans
- Basic setting out
- Levelling
- Sub-floor framing
- Provide basic first aid

VETs offered externally

For highly recommended courses that are offered within our cluster of VET programs, please see the file on compass – School Documentation/ Course Selection 2021/ Sub-School Course Guides/ Senior School/ Highly Recommended VET courses.

Other recommended institutions are:

Holmesglen -https://holmesglen.edu.au/Services/Services-for-Secondary-Schools/VET-Delivered-Programs/

Chisholm – https://www.chisholm.edu.au/career-fields/vet-in-schools

Kangan – https://www.kangan.edu.au/courses/vet-in-schools

Hallam Secondary VETS – https://hallamseniorcareers.com/?page=vocational-education-and-training

CAREER BULLSEYEs

For ideas on possible pathways, please click on the link to take you to a site that has many different areas that you may be interested in and what sort of jobs are possible for those people with that interest.
https://myfuture.edu.au/bullseyes