WESTALL
Secondary College

Senior School Student Handbook 2019

A Student Guide to Units Offered And Course Selections

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Provider: Department of Education & Training CRICOS Number: 00861K

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Secondary College

Key Staff

Apart from your subject teachers, from whom you can get all kinds of assistance, these are other staff from whom you can also get more specialised assistance or information.

Who?	Position of Responsibility	How these people can help you	Location
Ms Sue Simadri	Assistant Principal	College expectations, coping strategies, general information regarding life at school	AP Office
Ms Haritini(Hari) Nikolaou	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 Ngan Nguyen	Year 12 Coordinator	Day to day support, VCE information and regulations, exam timetables, coping mechanisms	Senior School Office
Ms Claire Chomiak	Year 11 Coordinator	Day to day support, VCE information and regulations, exam timetables, coping mechanisms…	Senior School Office
TBC	VCAL Coordinator	Support VCAL students and ensure that they are meeting all their learning outcomes, eg. SWL, Literacy, Numeracy, etc.	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
Mrs Po Sim Ngian	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
TBC	Wellbeing Coordinator	Provides confidential counselling and referral service	Wellbeing Office
Ms Christalia Formosa	Adolescent Health Nurse	Provides confidential assistance in relation to health issues	Nurse's Office

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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 procedures, as well as suggestions to aid the organisational skills required to succeed in the VCE or VCAL 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"*. However, sometimes circumstances arise where some students may not be able to meet these expectations. This booklet provides specific advice as to how to deal with such unforeseen circumstances.

Students should always keep the school informed of problems they are experiencing as the VCAA has procedures (Special Provision) to deal with these issues and the school has adopted procedures for offering appropriate assistance to students. We encourage parents and students to contact us if you have any questions or concerns.

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 student to use the college diary. Dates for assessment tasks are known in advance and should be included in the diary
- Offering support and encouragement
- Contacting us regarding any problem or issues which you think may negatively impact on your child's progress, as special provision may be sought
- Encouraging your child to participate fully in the life of the school as senior students; success means more than academic achievement

2. 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 each subject undertaken 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 in order 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 an externally-set and graded exam.
Learning Outcome	To satisfactorily complete a unit of work, a student must demonstrate certain knowledge and skills across all assessments. Each VCE Subject comprises of between 2 & 4 outcomes.
Assessment Task	These are the usual means by which Unit 1-2 students demonstrate their knowledge and skills in relation to Learning Outcomes.
School Assessed Coursework (SACs) School Assessed Tasks (SATs)	These are the usual means by which achievement is judged for students enrolled in Unit 3-4 studies. SACs can take the form of a test or a graded assignment completed in class time. SATs are completed in Product Design & Technology subjects.
General Achievement Test (GAT)	The GAT is a test required to be completed in June by all students enrolled in Unit 3-4 studies. GAT results are included in final VCE results.
Special Provision	The VCAA has a Special Provision Policy to provide all Unit 3-4 students with the maximum opportunity to participate in, and complete, their senior secondary studies.
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 work that is below standard or test results demonstrate insufficient learning, etc. These will be sent home with a suggested resolution.
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.

3. 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 illustrate this.

Satisfactory achievement of all Outcomes
(Classwork, tests, assignments, SACs, SATs)
Leads to a

'PASS'

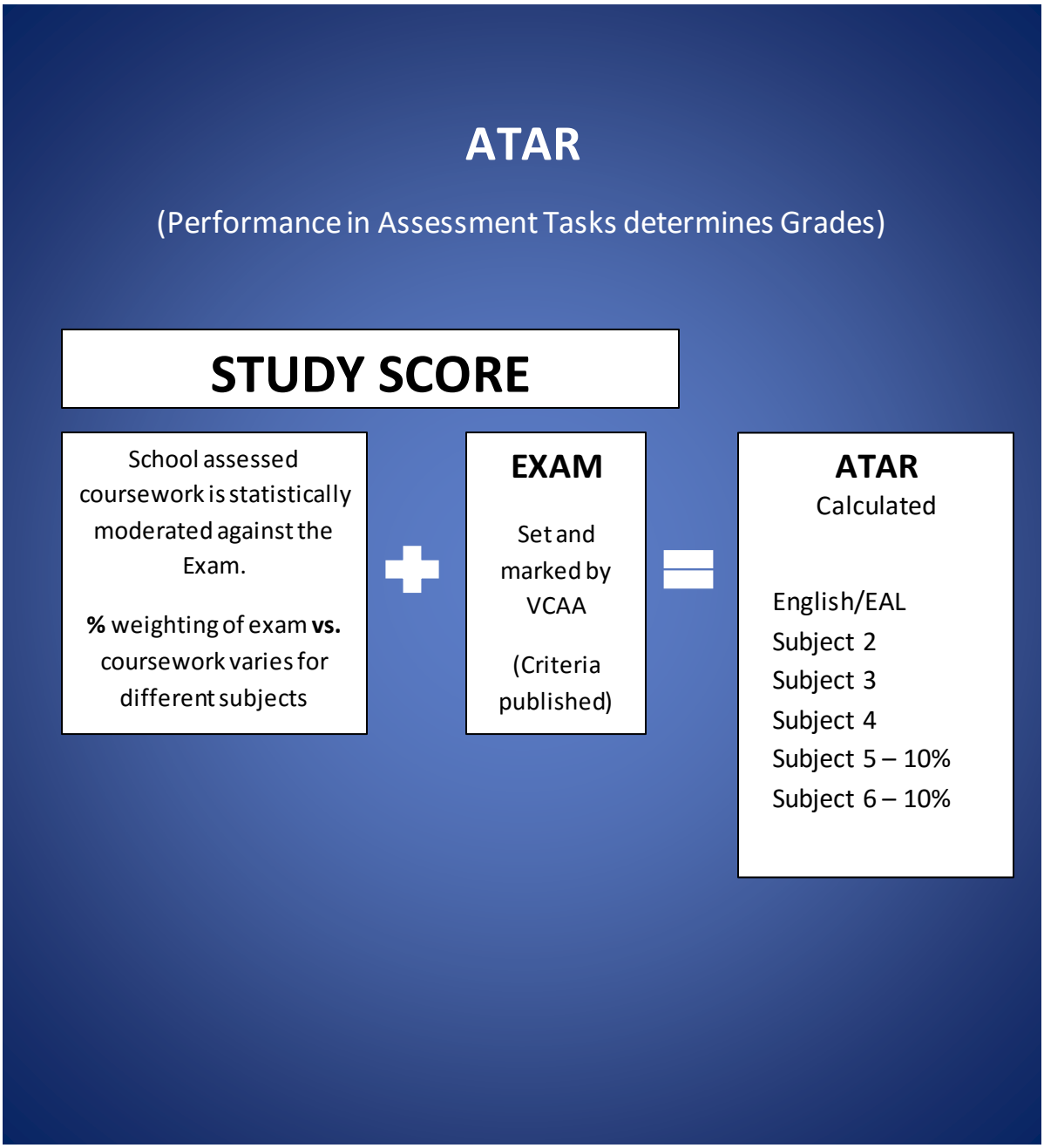
Student receives a Grade of 'S' for the unit if the teacher judges that the student has demonstrated the required knowledge and skill.

Attendance of 90%

SCHOOL ASSESSMENT TASK

VCAA provides:	*Number of tasks*
	Scope of tasks
	Assessment criteria
Teacher decides:	*Designs tasks within scope*
	Sets deadlines

- Performance in Assessment Tasks determines grades and therefore successful completion of the unit.
- Only "S" Satisfactory or "N" Not Satisfactory is reported to VCAA for Unit 1 & 2 studies.
- Grades are reported only in relation to Unit 3/4 SATs and SACs



VCE PROGRAM

Students undertaking accelerated studies;

A student may elect to undertake an accelerated study, provided that they demonstrate the required level of knowledge and skills, including appropriate learning behaviours to ensure their success in the selected study.

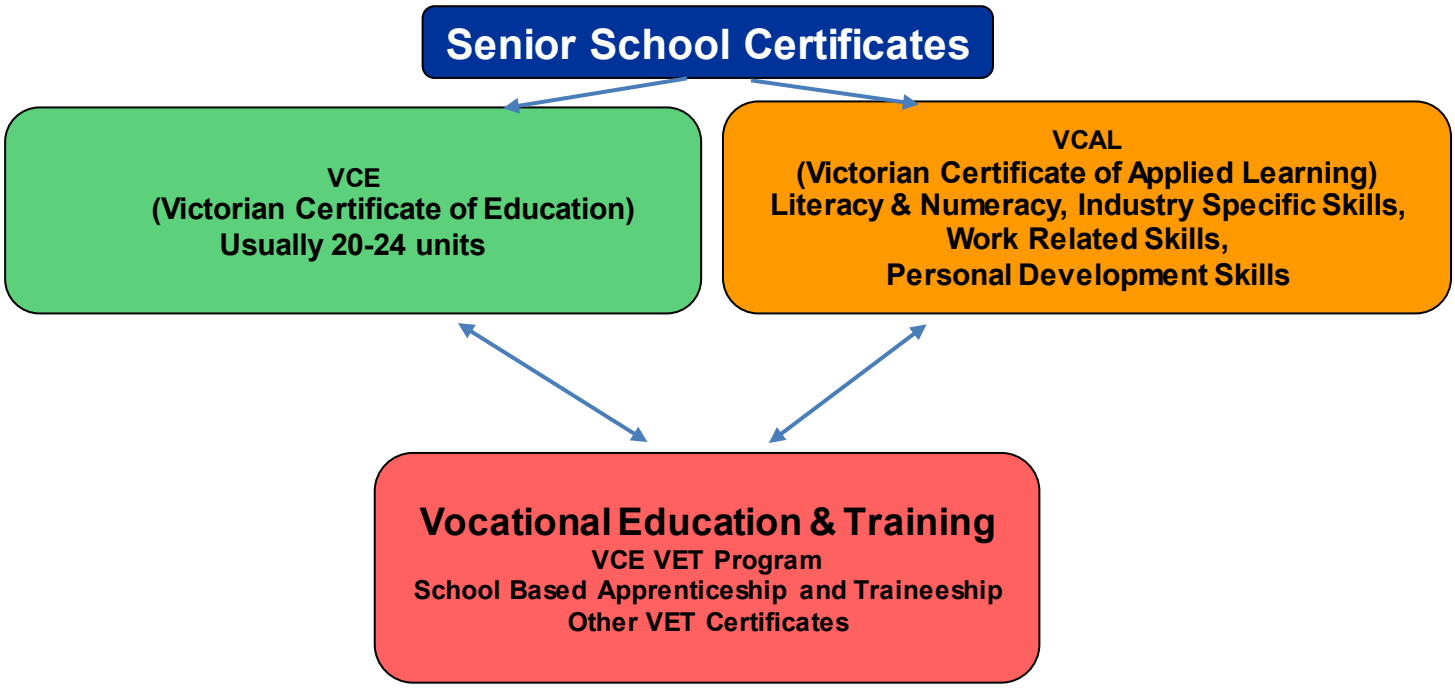
Eg: A VCE subject in Year 10 or a Unit 3-4 study in Year 11

The college policy is that **ALL** Year 11 students **MUST** undertake 6 studies in Year 11 and 5 studies in Year 12

4. VCAL at Westall Secondary College

What is the VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12. Like the VCE, the VCAL is a recognized senior secondary qualification. Unlike the VCE, which is widely used by students as a direct pathway to university, the VCAL focuses on 'hands-on learning'. Students who undertake the VCAL program are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.



What are the Certificates?

The VCAL is accredited at three levels:

- **Victorian Certificate of Applied Learning (Foundation)**
- **Victorian Certificate of Applied Learning (Intermediate)**
- **Victorian Certificate of Applied Learning (Senior)**

Foundation Level: At this level, the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills.

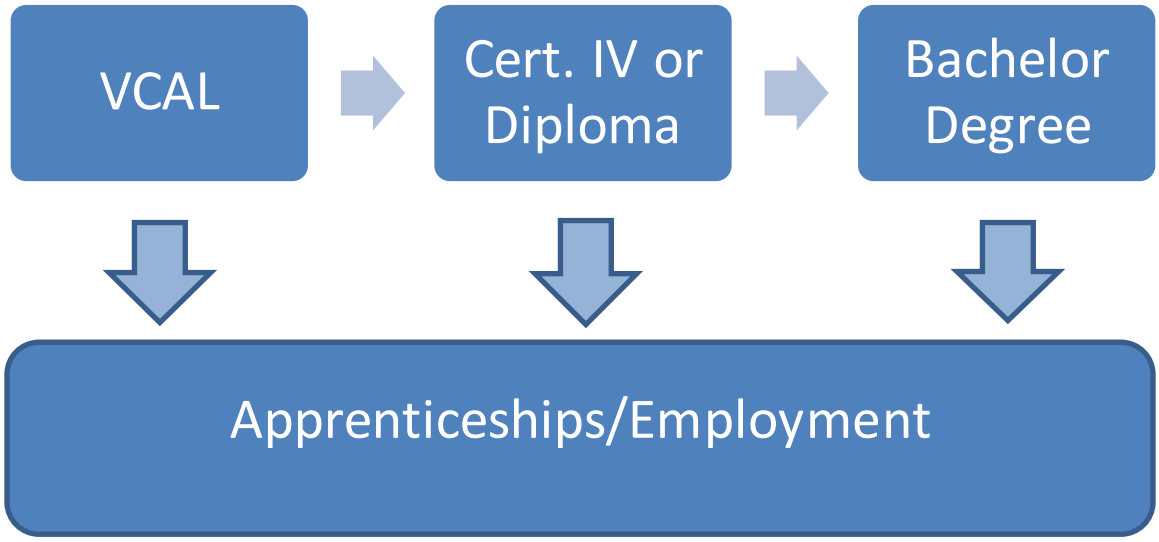
Intermediate Level: At the Intermediate level, the focus is on knowledge and employability skills development that leads to greater independent learning, increased confidence and a higher level of transferable skills.

Senior Level: At Senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. The demonstration of knowledge and skills that apply directly to the workplace or further training is also important.

- **In most cases, students in Year 11 will complete a foundation or intermediate certificate and students in Year 12 will complete an intermediate or senior certificate.**

What are the pathway options?

- There are several pathway options through the VCAL. These include commencing full time apprenticeships/traineeships, entering the work force or completing further studies. TAFE providers offer students high-level certificates, diplomas and bachelor degrees.



Student who complete the VCAL 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** • **Multimedia and Web design**	• **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**

Why choose VCAL?

It is important to remember that VCAL is not an 'easy' option, but a different one. At the intermediate and senior levels, students need to have a high level of sophisticated literacy skills, be motivated, organised and able to work both independently and within a group context. Quite often, students are required to run projects demonstrating leadership and teamwork skills.

What must students do to receive a VCAL qualification?

A student is awarded the VCAL certificate when they gain 10 credits from units of study that fulfil the minimum requirements for their learning program. The following VCAL units of study are compulsory:

- Literacy Reading and Writing: 1 credit
- Oral Communication: 1 credit
- Numeracy Units 1&2: 2 credits
- Personal Development Skills Unit 1&2: 2 credits
- Work Related skills Unit 1&2: 2 credits
- 180 hours for completed VET units: 2 credits

What is a Structured Work Placement?

A Structured Work placement (SWP) is an essential part of the VCAL program. Students spend one day a week in a work place where they will learn how the industry works, as well as a range of skills relevant to any work setting. In some VET programs, a SWP is compulsory and therefore a student must find a SWP within the same field as their VET program.

VCAL structure at Westall Secondary

- Students attend school 3 days a week (Monday, Tuesday and Thursday).
- Students enrol in a VET program 1 day a week (either Wednesday or Friday).
- Students attend a Structured Work Placement 1 day a week (either Wednesday or Friday).
- Students may undertake a School Based Apprenticeship. 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.

Note: Further information regarding the VCAL program at Westall Secondary will be available prior to the Head Start Program.

1. WHAT IS EXPECTED OF A SENIOR STUDENT?

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

Priorities

Study should be the main priority to student's senior program. Part-time employment, socialising and sport are all worthwhile activities, but, the student needs to find a balance between the number of activities and doing well at school. Regular revision, other than teacher-set homework, is vital.

VCAL students need to work on this as they will often have conflicting demands.

Attendance

It is expected that students will attend **all** classes. 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, in particular, 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. Year 11 students are advised to complete between 10-15 hours of homework per week. 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.

VCAL 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. Unit 3-4 students will be given a copy of the expected assessment schedule in each subject. Students are expected to be in attendance for all assessment. Exceptions may be made in the event of Special Provision circumstances. See the section on Special Provision.

Leadership

As senior students in the school, it is expected that students will demonstrate leadership and maturity in all areas of school life.

Work organisation

Students are expected to be organised and to be able to manage tasks within time frames. It is advisable to plan ahead 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 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. Students are NOT to leave school if they have study periods in the afternoon. If the study periods are in the morning, students must still attend and work in the study centre.
- 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 3 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 library or 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.
- If a student needs to leave school early, they must obtain **permission from a Senior School Coordinator or Assistant Principal** (who will ring home to ascertain the need to leave early)**.**

S/N Judgements

Students who accrue (unapproved absences) in excess of 20% in any unit, shall 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.

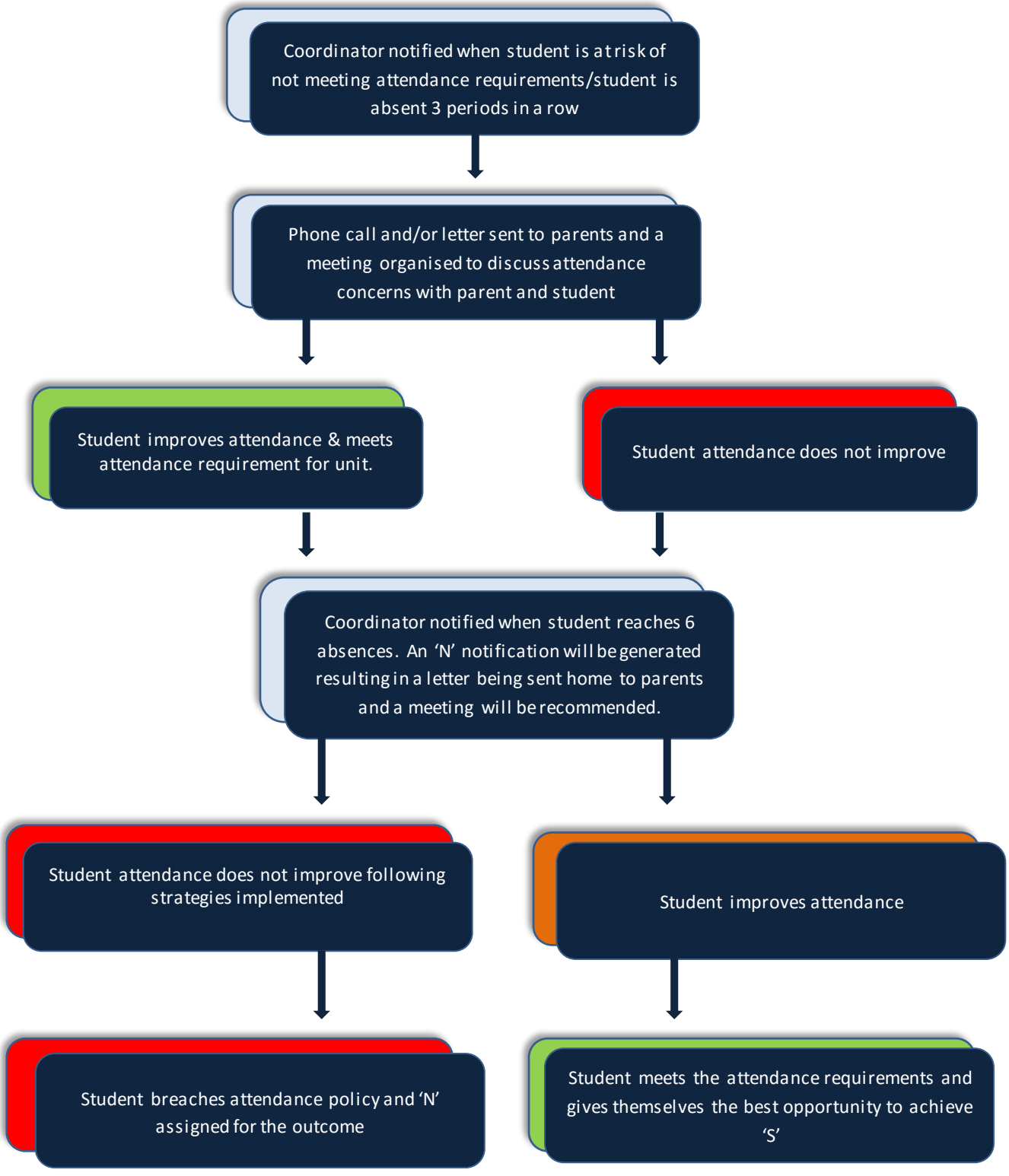
Class teachers will mark their class rolls accordingly and will use this information to determine whether the student has met the attendance requirements in consultation with the Year Level Coordinator.

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.

SENIOR SCHOOL ATTENDANCE POLICY FLOWCHART



Absence for a SAC / SAT

Students are expected to attend assessment tasks even if there are difficulties in doing this (eg. due to illness, family problems, etc). Under these circumstances, students will be eligible for special provision and teachers will make a professional judgment with regard to this disadvantage, in consultation with the Year Level Coordinator, and after reviewing the student's medical statement.

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 teacher's professional judgment, 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 for Special Provision form to have the absence approved and alternative arrangements made, with the approval of the Year Level Coordinator

VCE Year 12 sudents 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 may be set in order to enable a student to convert an **N** *(Not Satisfactory)* to an **S** *(Satisfactory)* result for the Outcome only. However, no score can be awarded to count towards the study score, and hence, the ATAR *(Australian Tertiary Admission Ranking).*

Absence during preparation for Assessment Tasks

Students may be given an extension and/or an alternative task for completion of the assessment task under the Special Provision policy. In this case, the mark obtained will count towards the ATAR score.

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's outcomes. Assessment tasks designated for coursework (SACs) must be part of the regular teaching and learning program and will generally 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 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 provided assistance 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 will need 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 may be 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

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

- Students' should not bring any mobile phones or other electronic devices *(other than allowed calculators)* to school assessed coursework (SAC), test or examination tasks.
- If a student has a mobile phone or electronic device, it **MUST** be given to the teacher who will look after it until the end of the session.

Satisfactory completion *(See also: Extension Policy, Appeals Policy)*

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 may be required to undertake an alternate task.

The process for students to obtain an extension is:

- Student completes an Application for Extension
- Consultation will then take place between the student, classroom teacher and the Year Level Coordinator
- Classroom teacher/Year Level Coordinator will then make the final decision and notify student

Redemption Policy

- Students may only redeem an 'N' result and convert it to an 'S' result for learning outcomes and work requirements. It is not possible to change a mark for a coursework assessment task.
- 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 Year Level Coordinator 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, Year Level Coordinator and relevant teachers
- 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

Special provisions

VCE Special Provision

A student can apply for Special Provision if, while studying the VCE, he/she is 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 or she may be eligible for 'Special Provision' should apply for Special Provision through the Year Level Coordinator. This must be done as soon as possible. Documentary evidence, including medical/professional statements, will be required to support the application.

There are four forms of Special Provisions for the VCE:

- Curriculum delivery and student programs – for example, where a student may be 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 may be 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 particular 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, till the end of the year in which the work was undertaken. Such work may be 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 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 ONLY 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 a Second Language status **if both** of the following conditions are satisfied:

1. The student has been a resident for not more than seven years *(arrived in Australia after January 2012)*
2. English has not been the student's major language of instruction for more than seven (7) years prior to Year 12.

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. Year 12 students do not receive an end of Semester 2 report.

Guidance and assistance to students is also available from the Careers Co-ordinator 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 may be experiencing. Through this partnership, it is possible to provide students with targeted direction and support.

Managed Individual Pathways (MIPs)

Managed Individual Pathways (MIPs) 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 MIPs:

- 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 statewide benchmarks
- Improved participation and outcomes for young people who currently have poor education and employment outcomes

The Aim of MIPs

The aim of the Managed Individual Pathways Program is to assist students in obtaining career advice so that they can develop a career plan.

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.

All students are supported in their endeavour to complete their VCE or VCAL

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.

Course Selection Process
Year 11 2019

Step 1:

Tuesday 24th July 2018

VCE and VCAL Information Night for existing Year 10 students and their parents.

At this general Information session, you will learn about the Senior School, the mechanics of the VCE and VCAL programs, some general advice on choosing a suitable course, and Domain Leaders the opportunity to discuss the requirements of specific subjects.

- At the Information Night, the Provisional Subject Selection form will be distributed to students as well as directions on where to access the Senior School Handbook
- Students are required to read this carefully, and discuss options with teachers and parents.

Step 2:

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 EAL /Maths /Science teachers.

Step 3:

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.

Step 4:

Wednesday 8th August 2018

Course Counselling Interviews

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:

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.

Remember to keep a COPY of your selection sheet

Course Selection Process
Year 12 2019

Step 1:

Monday 18th June 2018

- An online version of the Senior School Handbook will be made available to students.
- Students are advised to read the handbook carefully and find out specifically what each Unit of Study entails.
- It is strongly recommended that the student discusses options with significant individuals, especially their teachers and parents/guardians.

Step 2:

Tuesday 25th July 2018

- **Students consult specialist teachers and current classroom teachers.**
- Students may wish to see teachers to gain more information about the units offered and to seek teachers' advice re selected subjects. **Discuss your progress and ability with your current teachers, as they know you and may be able to help you decide on your choices.**
- Subject recommendations will be sought from Maths /Chemistry /Physics teachers.

Step 3:

Monday 6th August 2018

Course Counselling and Subject Enrolment
Year 11 students are expected to attend an interview at their scheduled time. The panel will check their performance in Unit 1 & 2 subjects, teacher recommendations and their Unit 3 & 4 selections to counsel students and approve/not approve selected courses.

Step 4:

All students who need their subject selections modified will be counselled on an ongoing needs basis.

Remember to keep a COPY of your selection sheet

ACCOUNTING

Unit 1:
Role of accounting in business

Overview
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Outcomes
Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of a business. Identify and record the financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Assessment Tasks
Tests
Case study scenarios and applications (incorporating ICT)
Examination

Unit 2:
Accounting and decision-making for a trading business

Overview
In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Outcomes
Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
Record and report for non-current assets and depreciation.

Assessment Tasks
Tests
Case study scenarios and applications (incorporating ICT)
Examination

Unit 3:
Financial accounting for a trading business

Overview
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Outcomes
Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
Record transactions and prepare, interpret and analyse accounting reports for a trading business.

Assessment Tasks
Tests
Case Study scenarios
ICT application
Extended responses/Interpretation tasks

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

Overview
In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Outcomes
Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

Assessment Tasks
Tests
Case Study scenarios
ICT application
Extended responses/Interpretation

BIOLOGY

Unit 1: How do living things stay alive?

Overview

In this unit students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to the abiotic resources of its habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Outcomes

Investigate and explain how cellular structures and systems function to sustain life. Explain how various adaptations enhance the survival of an individual organism. Investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment Tasks

Practical logbook and report
Fieldwork
Student-designed investigation and scientific poster
Examination

Unit 2: How is continuity of life maintained?

Overview

In this unit students examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes. They consider the role of genetic knowledge in decision making about the inheritance of genetic conditions.

Outcomes

Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies. Describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment Tasks

Practical logbook and report
Data analysis
Investigation of an issue
Examination

Unit 3: How do cells maintain life?

Overview

In this unit students investigate the workings of the cell. They explore the importance of the plasma membrane and its differential permeability to specific solutes in defining the cell and the control of the movement of molecules and ions in and out of such spaces. They study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes, as well las examining the nature of biochemical pathways. Students consider the types of signals, the transduction of information within the cell and cellular responses. They study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Outcomes

Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment Tasks

Practical logbook and report
Media response and/or data analysis

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

Overview

In this unit, students investigate the relatedness between species and the impact of various change events on a population's gene pool. They consider biological evolution by natural selection, examining changes in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. Students examine the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species. A student practical investigation related to cellular processes and/or biological change is undertaken in either Unit 3 or Unit 4,

Outcomes

Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution. Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

Assessment Tasks

Data analysis
Response to an issue
Student-designed investigation and scientific poster
External examination

BUSINESS MANAGEMENT

Unit 1: Small Business Management

Overview

Small businesses make up the majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Outcomes

Explain a set of generic business characteristics and apply them to a range of businesses.
Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.
Discuss one or more of the day-to-day operations associated with an ethical and socially responsible small business, and apply the operation/s to a business situation.

Assessment Tasks

Tests
Business Simulation
Examinations

Unit 2: Communication and management

Overview

Focuses on effective communication in achieving business objectives. It includes both internal and external communication, with special attention to the functions of marketing and public relations.

Outcomes

Explain, apply and justify a range of effective communication methods used in business-related situations.

Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
Apply public relations strategies to business-related situations and analyse their effectiveness.

Assessment Tasks

Tests
Marketing Plan Examination

Unit 3: Corporate Management

Overview

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale Organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes

Discuss and analyse the context in which large-scale organisations operate.
Discuss and analyse major aspects of the internal environment of large-scale organisations.
Discuss and analyse strategies related to operations management.

Assessment Tasks

Tests

Unit 4: Managing people and change

Overview

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Outcomes

Analyse and evaluate practices and processes related to human resource management.
Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

Assessment Tasks

Tests

CHEMISTRY

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

Overview

In this unit there are three areas of study. Area of study 1 examines how knowledge of the elements can be used to explain the properties of matter. Some of the areas that are studied include: elements and the periodic table, metals, ionic and covalent compounds. Area of study 2 examines how the versatility of non-metals can be explained. Some of the areas that are studied include: materials from molecules, carbon lattices and carbon nanomaterials, organic compounds, polymers. In area of study 3, students are required to communicate findings from a self-selected research investigation into materials.

Outcomes

Relate the position of elements in the periodic table to their properties, investigate the structures and properties of compounds, and calculate mole quantities. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed. Apply and extend their knowledge and skills to investigate a selected question related to materials.

Assessment Tasks

Practical work and report
Test/SACs
Research investigation
Examination

Unit 2: What makes water such a unique chemical?

Overview

In this unit there are three areas of study. Area of study 1 examines what the options are for energy production. Some of the areas that are studied analysis, measurement of solubility and concentration. In area of study 3, students are required to design and undertake a practical investigation related to water quality.

Outcomes

Explain the importance of the properties and reactions of water in selected contexts. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data include: properties of water, acid-base and redox reactions with water. Area of study 2 examines how substances in water are measured and analysed.

Assessment Tasks

Practical work and report
Test/SACs
Scientific investigation
Examination

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

Overview

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimization of their impact on the environment. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Outcomes

Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Assessment Tasks

Practical experiments and their associated reports
Tests/SACs

Unit 4: How are organic compounds categorized, analyzed and used?

Overview

In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins.

Outcomes

Compare the general structures and reactions of the major organic families of compounds. Distinguish and analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes. Design and undertake a practical investigation related to energy and/or food.

Assessment Tasks

Tests/SACs
Practical experiments and their associated reports
Scientific investigation
External examination

CHINESE

Unit 1: Self and Others

Overview

The study of Chinese (First Language) contributes to the overall education of students, particularly in the areas of cross-cultural understanding, cognitive, literacy and general knowledge. The focus of this unit is self and others, which provides an opportunity for students to analyse personal world, develop personal belief and ideals and contribute to the community.

Outcomes

Establish and maintain a spoken or written exchange related to an issue of interest or concern. Listen to, read and reorganise information and ideas from written and spoken texts.

Assessment

Tasks Produce a personal response to a fictional text.
Evaluation and Imaginative Essays
Listening and Reading Test
Presentation Test

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

Overview

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. Outcomes Participate in a spoken or written exchange focusing on the resolution of an issue. Listen to, read and extract and use information and ideas from spoken and written texts. Produce an imaginative piece in written or spoken form

Assessment Tasks

Role Play (persuasive language)
Listening and Reading Test Evaluation
Persuasive Essays Test

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

Overview

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.

Outcomes

Express ideas through the production of original texts. Analyse and use information from spoken texts. Exchange information, opinions and experiences.

Assessment

Tasks;
SAC1: Imaginative essays
SAC2: Listening test
SAC3: Presentation (Evaluation) External Examination

Unit 4: Global Issues

Overview

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.

Outcomes

Analyse and use information from written texts. Respond critically to spoken and written texts which reflects aspects of language and culture.

Assessment Tasks

SAC 4: Reading test
SAC 5: Detailed Study (Oral exam)
SAC 6: Persuasive or Evaluation Essays External Examination

ENGLISH

Unit 1:
Reading and Creating Texts
Analysing and Presenting Argument

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

Outcomes
Outcome 1
Produce an analytical interpretation of a text.
Produce a creative response to a text.
Outcome 2
Analyse how argument and persuasive language can be used to position audiences.
Create a text intended to position an audience.

Assessment Tasks
A creative text response, such as a monologue, script, short story, illustrated narrative, short film or graphic text.
An analytical text response.
An oral presentation intended to persuade an audience.
An analysis of the use of argument and persuasive language.

Unit 2:
Reading and Comparing Texts
Analysing and Presenting Argument

Overview
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments and the use of persuasive language and create their own text intended to position an audience.

Outcomes
Outcome 1
Compare the presentation of ideas, issues and themes in two texts.
Outcome 2
Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience. Create a text which presents a point of view.

Assessment Tasks
A written comparison of two texts.
A written text which presents a point of view.
An analysis of the use of argument and persuasive language.

Unit 3:
Reading and Creating Texts
Analysing Argument

Overview
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Outcomes
Outcome 1
Produce an analytical interpretation of a text.
Produce a creative response to a text.
Outcome 2
Analyse and compare the use of argument and persuasive language in texts that present a point of view on a current issue.

Assessment Tasks
A creative text response, such as a monologue, script, short story, illustrated narrative, short film or graphic text.
An analytical text response.
An analysis and comparison of the use of argument and persuasive language.

Unit 4:
Reading and Comparing Texts
Presenting Argument

Overview
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position an audience about an issue currently debated in the media.

Outcomes
Outcome 1
Produce a detailed comparison which analyses how two texts present ideas, issues and themes.
Outcome 2
Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Tasks
A written comparison of two texts.
An oral presentation expressing a point of view.

ENGLISH AS AN ADDITIONAL LANGUAGE

Unit 1:
Reading and Creating Texts
Analysing and Presenting Argument

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

Outcomes
Outcome 1
On completion of this unit the student should be able to produce analytical and creative responses to AT LEAST ONE TEXT.
Outcome 2
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Assessment Tasks (One assessment task will be in oral or multimodal form)
AT1: an analytical response to a set text
AT2: a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
AT3: An oral presentation intended to position an audience
AT4: An analysis of the use of argument and persuasive language in text/s

Unit 2:
Reading and Comparing Texts
Analysing and Presenting Argument

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

Outcomes
Outcome 1
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes IN TWO TEXTS.
Outcome 2
On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment Tasks (Assessment tasks will be in written form)
AT1: A comparative analytical response to set texts
AT2: A persuasive text that presents an argument or viewpoint
AT3: An analysis of the use of argument and persuasive language in text/s.

Unit 3:
Reading and Responding
Creating and Presenting
Using Language to Persuade

Overview
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context of *Encountering Conflict,* and the ability to explain choices they have made as authors.

Outcomes
Outcome 1
Analyse, in writing, how a text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
Outcome 2
Draw on ideas and/or arguments suggested by the context of *Encountering Conflict* to create written texts for a specified audience and purpose; and discuss and analyse in writing decisions about form, purpose, language, audience and context.
Outcome 3
Construct an oral presentation which presents a sustained and reasoned point of view on a selected issue

Assessment Tasks
SAC 1: An oral presentation which presents a sustained and reasoned point of view on a selected issue
SAC 2: A writing folio comprising three short pieces dealing with the context 'Encountering Conflict"
SAC 3: A written response to the selected text

Unit 4:
Reading and Responding
Creating and Presenting

Overview
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written texts suggested by their reading within the context of *Encountering Conflict* and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Outcomes
Outcome 1
Develop and justify a detailed interpretation of the text
Outcome 2
Draw on ideas and/or arguments suggested by the context of Encountering Conflict to create written texts for a specified audience and purpose; discuss and analyse in writing decisions about form, purpose, language, audience and context.

Assessment Tasks
SAC 1: An extended written interpretation of the text
SAC 2: A sustained written text created for a specific audience and context.

ENVIRONMENTAL SCIENCE

Unit 1: How are Earth's systems connected?

Overview

In this unit students 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. They 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. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Outcomes

Explain the atmosphere, biosphere, hydrosphere and lithosphere as interrelated components of Earth's natural systems and how they are governed by physical, chemical and biological processes. Describe the distinction between reusable and waste outputs resulting from the processes for life. Apply the cycling of matter across systems where waste outputs from one system become inputs for another system

Assessment Tasks

Practical logbook and report
Student-designed investigation and scientific poster
Examination

Unit 2: How is Earth a dynamic system?

Overview

In this area of study students 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. They 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. Students learn how environmental changes may be monitored and measured. They collect and analyse primary and secondary data to determine the linear, non-linear or cyclical patterns that may be evident. Students discuss how changes over time can be explained by interactions between different environmental processes and how these changes may affect all four Earth systems.

Outcomes

Explain systems thinking as a framework for exploring relationships in environmental systems by identifying inputs, outputs, components and structures that may be visible or invisible to the human eye. Explain open, semi-permeable or closed systems in terms of energy and matter. Analyse the effects of unpredictable and/or abrupt environmental changes resulting in localised extinction and speciation, or ecosystem shock, with reference to at least one example from the following events: floods, droughts, fire, earthquake, volcanic activity, the emergence of new diseases and/or rapid erosion events.

Assessment Tasks

Practical logbook and report
Data analysis
Investigation of an issue
Examination

Unit 3: How can pollution be managed?

Overview

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They 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.

Outcomes

Demonstrate the distinction between various sources of pollutants including point or diffuse (fugitive or mobile), direct or indirect, intentional or neglectful, and pollution sinks, and implications for management strategies. Apply the physical, chemical and biological indicators for monitoring the state of a local ecosystem or environmental issue including turbidity, pH, light intensity, biological oxygen demand in streams; salinity level in soils or water; presence/absence of pollution intolerant species in streams; and presence/absence of introduced species. Explain the natural processes and the human engineered machines that mimic the natural processes that act as pollution sinks.

Assessment Tasks

Research investigation
Practical logbook of activities or investigations
Model of an aspect of Earth systems
Report of a case study

Unit 4: How can the impacts of human energy use be reduced?

Overview

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They 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. Students 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. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Outcomes

Explain the characteristics of renewable and non-renewable energy sources, including biomass, solar, hydro-electric, wind, tidal, oil, coal, natural and coal seam gas, nuclear, geothermal. Demonstrate the solar energy that is absorbed, re-emitted and reflected by atmospheric gases and Earth's surface, including the albedo effect, the interaction of energy with greenhouse gases, and the First Law of Thermodynamics.

Assessment Tasks

Multi-model Presentation
Report on a case study
Scientific poster on a Practical Investigation
External examination (Unit 3 & 4 combined)

FOOD STUDIES

Unit 1: Food Origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Outcome 1: On completion of this Unit, the student should be able to identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
Outcome 2: On completion of this Unit, the student should be able to describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2: Food Makers
In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Outcome 1: On completion of this Unit, the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
Outcome 2: On completion of this Unit, the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

Unit 3 and 4 - does not require 1/2 to be completed
Unit 3: Food in Daily Life
This unit investigates 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 functional properties of food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australia Guide to Healthy eating and develop their understanding of diverse nutrient requirements. Students 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 connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural 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 specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food Issues
Challenges and Futures In this unit, students examine debates about global and Australian food systems. Students 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 individual 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 draw evidence based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Guider to Healthy Eating.

Unit 3:
Outcome 1:
On completion of this Unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products
Outcome 2: On completion of this Unit, the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4
Outcome 1: On completion of this Unit, the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
Outcome 2: On completion of this Unit, the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

HEALTH & HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

Overview

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

Outcomes

Explain multiple dimensions of health and wellbeing. Explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information. Interpret data to identify key areas for improving youth health and wellbeing and plan for action by analysing one particular area in detail.

Assessment Tasks

Written Report
Tests & Examination

Unit 2: Managing health and development

Overview

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Outcomes

Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept. Describe how to access Australia's health system, explain how it promotes health and wellbeing in your local community, and analyse issues associated with the use of new and emerging health procedures and technologies.

Assessment Tasks

Written Report
Tests & Examination

Unit 3: Australia's health in a globalised world

Overview

Explore health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. The Australian health system will be viewed within a global context.

Outcomes

Explain the complex, dynamic and global nature of health and wellbeing. Interpret and apply Australia's health status data and analyse variations in health status. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Assessment Tasks

Written Report
Tests

Unit 4: Health and human development in a global context

Overview

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Outcomes

Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. Analyse relationships between Sustainable Development Goals and their role in the promotion of health and human development, and evaluate on the effectiveness of global aid programs.

Assessment Tasks

Test & Examination

LEGAL STUDIES

Unit 1: Guilt and Liability

Overview

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

In this unit students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice. Students develop an understanding of key concepts in criminal and civil law and develop and understanding of the types of crime, and investigate two criminal offences in detail. Students will also develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

Outcomes

Upon completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws. To explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios. To explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Assessment Tasks

Structured questions
Classroom presentation
Role-plays
Debate
Written reports
Tests

Unit 2: Sanctions, Remedies and Rights

Overview

In this unit students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

The students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia.

Outcomes

To explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches. To explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies. On completion the student should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment Tasks

Structured questions
Classroom presentation
Role-plays
Debates
Written reports
Tests

MATHEMATICS

MATHEMATICAL METHODS

Unit 1: Functions, graphs and algebra
Unit 2: Algebra

Overview

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

Outcomes

For this unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the areas of study for the unit.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

To achieve this outcome the student will draw on knowledge and skills outlined in one or more areas of study.

Outcome 3

On completion of this unit the student should be able to use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.

Assessment Tasks

Assignments
Tests
Modelling or problem solving tasks
Examinations 1 & 2 (Internal)

Unit 3: Calculus
Unit 4: Probability and Statistics

Overview

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

Outcomes

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 3 and Unit 4 the outcomes as a set apply to the content from the areas of study covered in that unit.

Outcome 1

On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

To achieve this outcome the student will draw on knowledge and skills outlined in all the areas of study.

Outcome 2

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

To achieve this outcome the student will draw on knowledge and skills outlined in one or more areas of study.

Outcome 3

On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

To achieve this outcome the student will draw on knowledge and related skills outlined in all the areas of study.

Assessment Tasks:

Unit 3 – Application Task
Unit 4 – Modelling or problem Solving Task 1
Unit 4 - Modelling or problem Solving Task 2
Examination 1 & 2 (External)

MATHEMATICS

GENERAL MATHEMATICS

Units 1 & 2: Algebra and structure, Arithmetic and Number, Discrete Mathematics, Graphs of linear and non-linear relations and Statistics

Overview

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Graphs of linear and non-linear relations' and 'Statistics'.

Outcomes

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

To achieve this outcome the student will draw on knowledge and skills outlined in the areas of study.

Outcome 2

On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

To achieve this outcome the student will draw on knowledge and skills outlined in the areas of study.

Outcome 3

On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks

Assignments
Tests
Modelling tasks
Problem-solving tasks
Mathematical investigations.
Examinations

FURTHER MATHEMATICS

Unit 3: Data Analysis, Recursion and financial modelling

Overview

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2.

Outcomes

For this unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass Area of Study 1.

Assessment Tasks:

Unit 3 - Application Task
Unit 3 - Problem Solving Tasks

Unit 4: Applications, Graphs and Relations and Matrices

Overview

Graphs and relations module covers linear relations, including piecewise defined relations, and non-linear relations and optimisation problems by linear programming. Matrices module covers 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

Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

To achieve this outcome the student will draw on knowledge and skills outlined in the two modules selected from Area of Study 2.

Assessment Tasks:

Unit 4 - Modelling or Problem Solving Task 2
Unit 4 - Modelling or Problem Solving Task 3
Examination 1 & 2 (External)

MATHEMATICS

SPECIALIST MATHEMATICS

Unit 1 and 2:
Consist of the areas of study: Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graph of linear and non-linear Graphs and Statistics.

Unit 1:
Algebra and structure, Arithmetic and number, Discrete Mathematics.

Unit 2:
Geometry, Measurement and Trigonometry, Graph linear and non-linear Graphs and Statistics.
In undertaking these units, 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. They should have facility with relevant mental and by-hand approaches to estimation and computation. 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.

Outcome 1:
On completion of this unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures. To achieve this outcome the student will draw on knowledge and skills outlined in the areas of study.

Outcome 2:
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study. To achieve this outcome the student will draw on knowledge and skills outlined in at least three areas of study.

Outcome 3:
On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study. To achieve this outcome the student will draw on knowledge and related skills outlined in at least three areas of study.

Unit: 3: Functions and graphs, Algebra and Calculus

Overview
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.

Outcomes
In undertaking these units, 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, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Assessment Tasks
Unit 3 - Application Task

Unit 4: Vectors, Mechanics and Probability and Statistics

Overview
For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the areas of study for each unit. For each of Unit 3 and Unit 4 the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1
On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results

Assessment Tasks
Unit 4 – Modelling or problem Solving Task 1
Unit 4 - Modelling or problem Solving Task 2
External Examinations 1 & 2

PHYSICAL EDUCATION

Unit 1: The human body in motion

Overview
This unit allows students to explore how the body systems work together to produce movement. Through practical activities students explore the relationships between body systems and physical activity. They 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.

Outcomes
Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Assessment Tasks
Written Report
Test
Laboratory report
Examination

Unit 2: Physical activity, sport and society

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

Outcomes
Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment Tasks
Written Report
Test
Laboratory Report
Examination

Unit 3: Movement skills and energy for physical activity

Overview
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Practical activities demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

Outcomes
Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment Tasks
Test
Laboratory report
Case study

Unit 4: Training to improve performance

Overview
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Outcomes
Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment Tasks
Written reports
Reflective folio
Test and Examination

PHYSICS

Unit 1: What ideas explain the physical world?

Overview

In this unit there are three areas of study. Area of study 1 examines how thermal effects can be explained. Some of the areas that are studied include: thermodynamic principles, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. Area of study 2 examines how electric circuits work. Some of the areas that are studied include: electrical phenomena, circuit components, electrical safety. Area of study 3 examines what matter is and how it is formed. Some of the areas that are studied include: nature of matter, the origins of atoms, time and space.

Outcomes

Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities.
Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Assessment Tasks

Written report
Test
Laboratory report
Examination

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

Overview

In this unit there are three areas of study. Area of study 1 examines how motion can be described and explained. Some of the areas that are studied include: balanced and unbalanced forces on motion, energy transfers and transformations and the centre of mass. In area of study 2, students select one option from twelve given options, each on a different observation of the physical world.
In Area of study three students undertake practical investigation involving two independent variables one of which should be a continuous variable. They collect, organise and interpret data. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

Outcomes

Investigate, analyse and mathematically model the motion of particles and bodies. Design and investigation of a physics question and draw conclusions based on evidence from collected data.

Assessment Tasks

Written report
Test
Laboratory report
Examination

Unit 3: Motion and electronics & photonics

Overview

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry.
The following Detailed Study is also covered:
Structures and Materials: analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials.

Outcomes

To investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety and motion in space.
To investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Assessment Tasks

Case Study
Test
Laboratory

Unit 4: Electric power and light & matter

Overview

This unit focuses on the development and limitations of models in explaining physical phenomena.
The following detailed Study is also covered:
Sound: apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.

Outcomes

To investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
To use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

Assessment Tasks

Tests and Experimental Reports
Examination

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Overview

In this unit there are three areas of study. Area of study 1 examines how the brain functions. Some of the areas that are studied include: the brain structure and function, the effects of brain plasticity and brain damage. Area of study 2 examines psychological development. Some of the areas that are studied include: how the interactions between biological, psychological and social factors influence a person's development. In area of study 3, students are required to communicate findings from a self-directed research investigation to a question related to brain function or psychological development.

Outcomes

Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning. Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development. Investigate and communicate a substantiated response to a question related to brain function or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment Tasks

Tasks for assessment will be selected from the following:

- a report of a practical activity
- a research investigation
- a modelling activity
- a logbook of practical activities
- an analysis of data
- a media response
- a problem solving activity
- a test
- a reflective learning journal or blog

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

Overview

In this unit there are three areas of study. Area of study 1 examines what influences a person's perception of the world. Some of the areas that are studied include: how human perception is influenced by a variety of biological, psychological and social factors. Area of study 2 examines how people are influenced to behave in particular ways. Some of the areas that are studied include: social reasoning and behaviour influences. In area of study 3, students are required to communicate findings from a self-directed research investigation related to external influences on behaviour.

Outcomes

Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently. Design and undertake an investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Assessment Tasks

Tasks for assessment will be selected from the following:

- a report of a practical activity
- a research investigation
- a modelling activity
- a logbook of practical activities
- an analysis of data
- a media response
- a problem solving activity
- a test
- a reflective learning journal or blog

Unit 3: The conscious self

Overview

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

Students investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences.

Outcomes

Explain the relationship between the brain and states of consciousness. Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Assessment Tasks

- media response
- test
- report of a research investigation

Unit 4: Brain, behaviour and experience

Overview

This unit focuses on the relationship between learning, the brain and its response to experiences, and behaviour.

Students investigate learning as a mental process that leads to the acquisition of knowledge, the development of new capacities and changed behaviours.

Students also examine the biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses, such as stress, and mental disorders.

Outcomes

Explain the neural basis of learning, and compare and contrast different theories of learning and their applications. Differentiate between mental health and mental illness, and explain the causes and management of stress and depression.

Assessment Tasks

- an annotated folio of practical activities
- a test
- a visual presentation
- exam

STUDIO ARTS

Unit 1: Artistic inspirations and techniques

Overview
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sources inspiration and used materials and techniques in the production artworks.

Outcomes
Development of individual ideas and the identification of sources of inspiration to be used as starting points for art making.
The use of materials and techniques in the production of artworks.
Analyse ways in which artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Assessment Tasks
Folio of work including artworks
Visual report
Examination

Unit 2: Design exploration and concepts

Overview
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks specifically two artists' from different times and cultures.

Outcomes
Develop an individual design process based on visual research and inquiry.
Analyse and discuss ways in which artists from different times and cultures have created aesthetic qualities in artworks, have communicated ideas and developed identifiable styles.

Assessment Tasks
Folio design explorations and artworks
Visual report
Examination

Unit 3: Studio production and professional art practices

Overview:
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. The design process is individually determined by the students. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas.

Outcomes
Develop an exploration proposal that creates a framework for the individual design process.
Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
Discuss art practices in relation to particular artworks at least two artists.

Assessment Tasks
Exploration Proposal
Design Process
Visual Report
Exam

Unit 4: Studio production and art industry contexts

Overview
This unit focuses on the production of a cohesive folio of finished artworks. Students also present visual and written documentation explaining how selected potential directions were used to produce the folio of finished artworks. Students will focus on two exhibition spaces ahnd methods and considerations involved in the preparation, presentation and conservation of artworks.

Outcomes
Produce a cohesive folio or finished artworks developed from selected potential directions.
Produce a visual report, which examines and explains the preparation and presentation of artworks in at least two different exhibition spaces.

Assessment Tasks
Folio of artworks
Focus, reflection and evaluation
Visual Report

SYSTEM ENGINEERING

Unit 1: Introduction to mechanical systems

Overview

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.

Outcomes

Describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.
Make, test and evaluate a mechanical or an electro-mechanical system.

Assessment tasks

Assessment tasks for this unit are selected from the following:
• documentation of the Systems Engineering Process
• production work
• practical demonstrations
• test
• oral presentation.

Unit 2: Introduction to electrotechnology systems

Overview

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

Outcomes

• production work
• practical demonstrations
• test
• documentation of the Systems Engineering Process
• oral presentation

VISUAL COMMUNICATION DESIGN

Unit 1: Introduction to visual communication design

Overview

Students develop skills in the drawing methods used for observation, visualisation and presentation. Drawings are completed using manual and/or digital methods. Representing objects in three dimensions using paraline and/or perspective drawing systems. Students develop their knowledge of design elements and design principles and their interplay; and apply this understanding when creating visual communications. Students undertake a case study to examine the technical, economic, and environmental factors that shape contemporary visual communications.

Outcomes

Create drawings for different purposes using a range of drawing methods, media and materials.
Select and apply design elements and design principles to create visual communications for a stated purpose. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Assessment Tasks

Developmental Folio
Final presentations
Written report

Unit 2: Applications of visual communication design

Overview

Students use presentation drawings incorporating technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication and 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.

Outcomes

Create presentation drawings that incorporate technical drawing conventions and communicate information. Manipulate type and images to create visual communications. Engage in stages of the design process to create a visual communication appropriate to a brief.

Assessment Tasks

Developmental Folio
Written Report
Final Presentations

Unit 3: Design thinking and practice

Overview

Students develop knowledge and skills to undertake a successful design process. Students complete a range of design exercises to develop an understanding of the breadth of visual language employed in different visual communication design fields. Investigation of how the design process is interpreted within industry. Students carry out research to generate a range of visual ideas and apply design thinking skills to develop a creative client brief. Manual freehand drawings and visualisation drawings are used to present annotated ideas.

Outcomes

Create visual communications for contexts, purposes and audiences that are informed by analysis of existing visual communications.
Describe how visual communications are designed and produced in the design industry. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas.

Assessment Tasks

Developmental Folio covering the 3 design fields
Written report based on Professional practice
Brief – setting out design focus for Unit 4

Unit 4: Design development and presentation

Overview

This is the final stage of the design process where final presentations are produced and presented. The pitch provides students with the opportunity to reflect on their work and articulate how the visual communication addresses the client needs. Two separate final presentations are refined further and produced from previously selected concepts. A reflection of their work is carried out and a story is developed that articulates the merits of their final presentations and identifies how best they have met the needs of the client in each presentation.

Outcomes

Develop different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
Produce final visual communication presentations that satisfy the requirements of the brief. Devise a pitch to present and explain their visual communications to an audience.

Assessment Tasks

Developmental Folio for 2 distinct design processes
Final Presentations
Written report

VET Programs

The VCE 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.

There are 2 programs that are currently offered at the school.

VET - Certificate II in Kitchen Operations

VET – Certificate II in Sport and Recreation

And the VET – Diploma in Aviation is available during the I-Create time (Subject to numbers).

VCE credit: 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. (Currently only the first year of the program is offered at Westall Secondary College, but students will be able to continue the program at another provider or at the school if numbers permit.)

VCAL credit: Students will be eligible for up to four credits towards VCAL – at the Foundation, Intermediate or Senior levels should both years of the program be undertaken.

In addition to the VET programs in this booklet, additional options are available through the cluster. (Please see your Director of Learning or Ms Borgonha)

VET – HOSPITALITY

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

Description:

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 program include 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 offer scored assessment, and incorporate units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

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.

Please note: There are additional costs associated with taking this course.

VET – SPORT & 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

Please note: There are additional costs associated with taking this course.

VET - AVIATION

This is a new program that will be offered for the first time in 2018. It's recommended for students who have an interest in the aviation industry, especially in the role of a pilot. Roles that will be supported by this program will be pilot, aeronautic engineer etc.
Students undertaking this course will need to undertake additional activities, eg; flight training with a supervisor at Moorabbin Airport (additional costs associated with this)
This program is a partial completion of a Diploma, where students will be undertaking a challenging but highly rewarding program.
Students will undertake units such as:

- Apply aircraft safety procedures
- Control aeroplane on the ground
- Manage aircraft fuel

Please note: There are additional costs associated with taking this course.

Please also refer to VET information on the Compass System.