WESTALL
Secondary College

Senior School Handbook

iCreate

Aim High

Learn the WESTALL WAY

Contents

Introduction

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

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
Mr Jason Tickner	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
Mr Jared Bandara	Year 12 Coordinator	Day to day support, VCE information and regulations, exam timetables, coping mechanisms	Senior School Office
Mrs Susan Blias	Year 11 Coordinator	Day to day support, VCE information and regulations, exam timetables, coping mechanisms…	Senior School Office
Mrs Ngarelle Gordon	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
Ms Kyla Alexander	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
Ms Meaghan Morley	Mental Health Practitioner	Provides confidential counselling and intervention services	Wellbeing Office

THE LANGUAGE OF VCE

Unit 1 / 2 Subjects	Often referred to as “Year 11 subjects”, these are generally preliminary introductions to the more in-depth studies in 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 externally-set and graded exams.
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.

Back to Contents click here

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

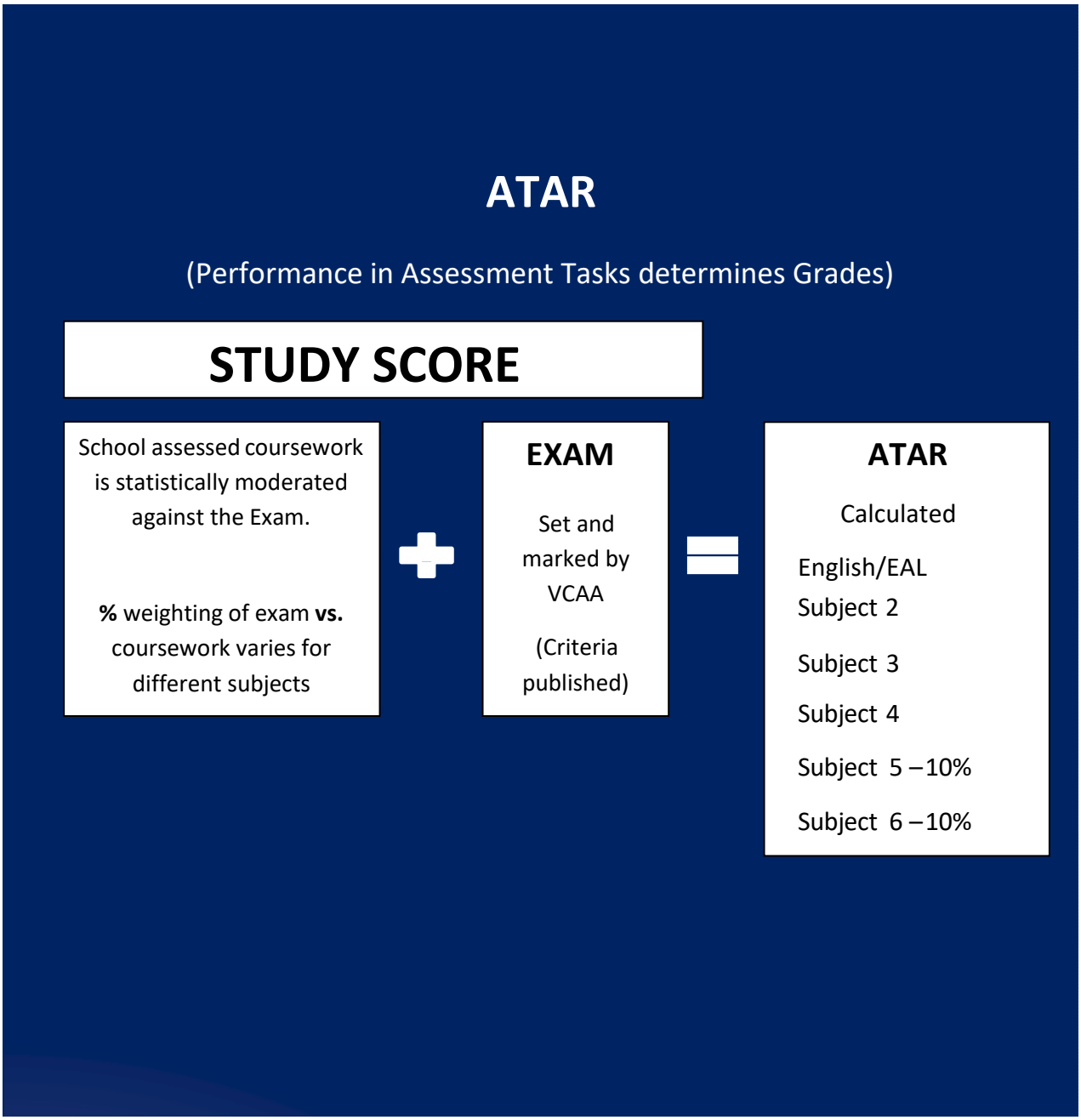
'PASS'

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

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 andSACs



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

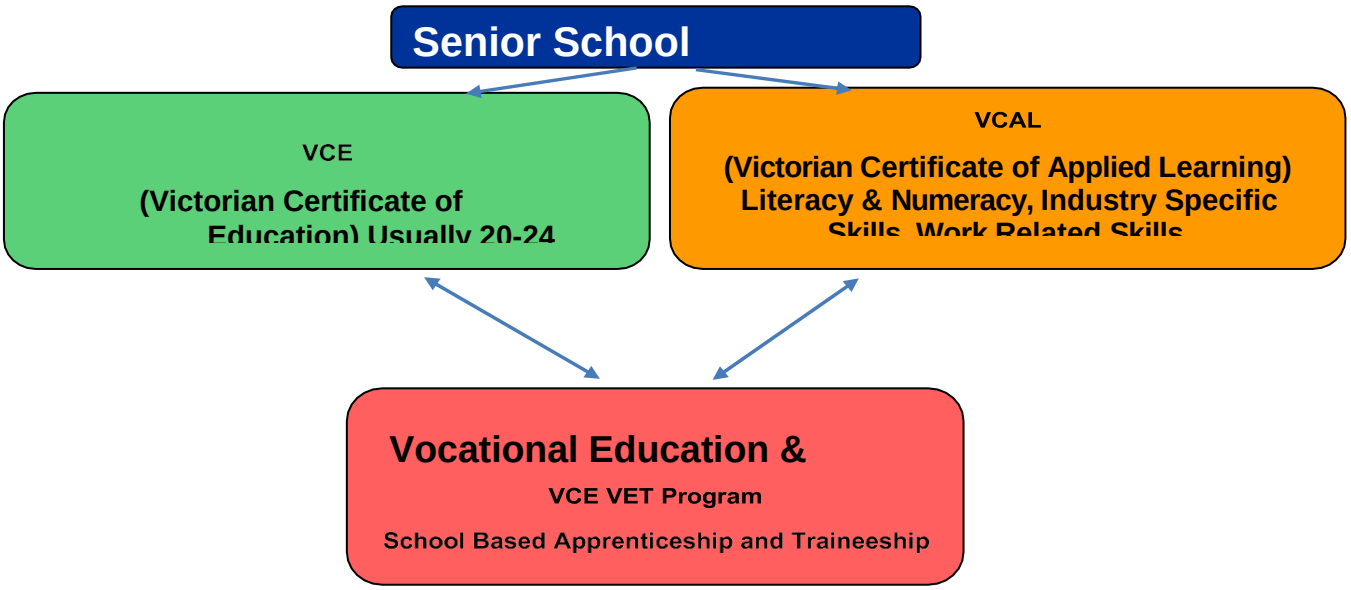
The college policy is that ALL Year 11 students MUST undertake 6 studies in Year 11 and 5 studies in Year 12

Back to Contents click here

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.

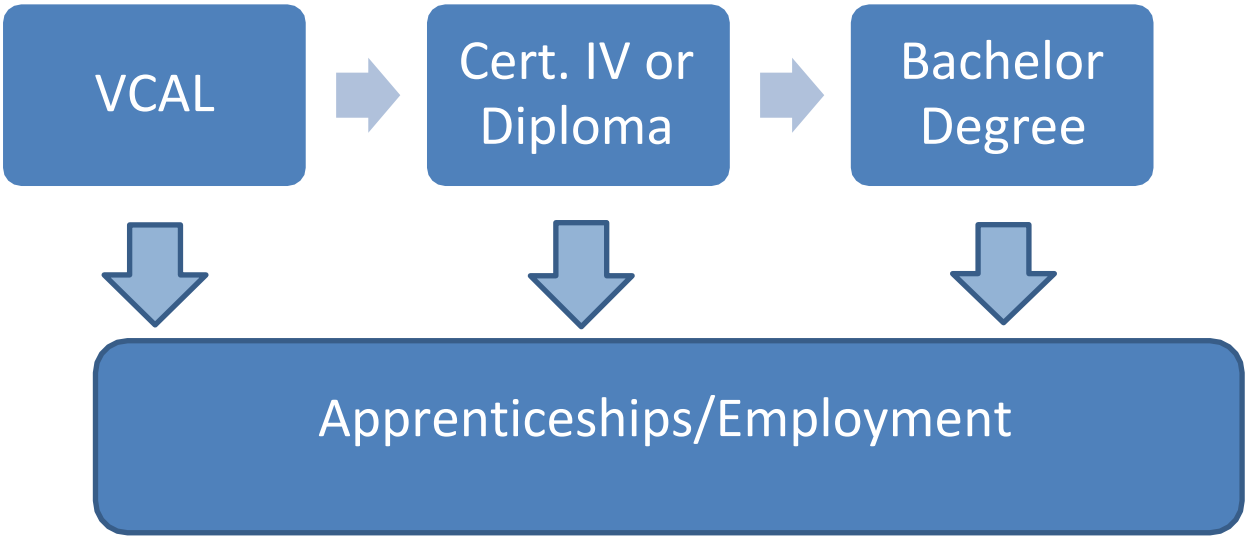
Intermediate Level: At the Intermediate level, the focus is on knowledge and employability skills development that leads to greater independent learning, increased confidence and a higher level of transferable skills.

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 10/11 will complete a foundation or intermediate certificate and students in Year 11/12 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**

Back to Contents click here

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.

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 maybe 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!

Back to Contents click here

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 unless they have returned a parent signed letter that will be handed out at the start of Head Start. This allows students to arrive 15 minutes before Period 2 if they have a study period, Period 1. It also allows students to leave at the end of period 3 if they have a study period during Period 4. Students are NOT to leave school if they have study periods during Period 3 & 4. They need to stay at school until the end of Period 3.
- If a student is absent, a medical certificate or an absence note signed by a parent/guardian must be presented to the Year Level Coordinator within 2 days of the student's return to school.
- It is the responsibility of the student who has been absent to find out what work was covered in missed classes and any work that may have been set during this time.
- Students need to attend classes regularly to complete coursework and assessment tasks. A student who does not attend at least 90% of timetabled classes for a unit may receive a 'Not satisfactory' (N) assessment' for the unit.
- Attendance at ALL year level assemblies, school assemblies and form assemblies is compulsory.
- During study periods, students must be working in the 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.

Absence for a SAC / SAT

Students are expected to attend assessment tasks at the scheduled times. In the event that a student is unwell or cannot attend due to another reason, the process for rescheduled SACs must be followed. A medical certificate will be required as evidence for any case of illness. The Year Level Coordinator will complete the verification and schedule a date for completion of the SAC.

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

- Teachers may elect to give students an extension of time or make an estimate of their final grade, based on the work that the student has already completed, with the approval of the Year Level Coordinator.
- Teachers may give the student another task to complete, with the approval of the Year Level Coordinator.

- When the absence is known in advance, the student must complete an Application to Reschedule a SAC form to have the absence approved and alternative arrangements will be made by the Year Level Coordinator.

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

Here the VCAA rules regarding the VCE apply.

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

Appeals

Students are advised to check their approved attendance record on Compass. Where a student has not met the attendance requirements for a subject, they may appeal in writing to the Year Level Coordinator, who will establish a review of their absences. Where appropriate, a meeting will be called with the teacher, the student, a parent or guardian and the Year Level Coordinator to discuss the circumstances. The teacher and Year Level Coordinator will make the final decision.

Coursework SAC / SAT dates

The teacher of each class will provide students in their class with a Work Program, showing a week-by-week course outline with dates for all assessment tasks. Students will also be given a semester outline showing when assessment tasks for all subjects are due.

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

Coursework Tasks

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit outcomes. Assessment tasks designated for coursework (SACs) must be part of the regular teaching and learning program and will generally be completed in class time.

Back to Contents click here

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 maybe 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 twill 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 maybe asked to complete, under supervision, an additional assessment task or a test that is related to the original task
- If a breach of the authentication rules has occurred, the Principal shall decide on the type of penalty to be given to the student
- Students may appeal the school's decision to the Victorian Curriculum and Assessment Authority, within 14 days

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 is found to be in possession of a mobile phone or electronic device, they risk having it confiscated for an extended period of time.

Satisfactory completion

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

Satisfactory completion of an outcome means:

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

Back to Contents click here

Extension Policy

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances. Students who have been given an extension for an assessment task maybe required to undertake an alternate task.

The process for students to obtain an extension is:

- Student completes an Application for 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 teacher
- Students may request a support person to be present, e.g. parent/guardian/friend

- All deliberations must be documented and outcomes must be conveyed to the student in writing

Special provision

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/she may be eligible for 'Special Provision', should apply for Special Provision through their Year Level Coordinator. This must be done as soon as possible. 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 maybe provided with a reader or a scribe, or allowed to use a computer
- School-based assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task
- Special Examination Arrangements – for example, where a student maybe provided with extra time to complete an exam, or permission to use technology
- Derived Examination Scores – where a student's exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done, eg: the GAT

Back to Contents click here

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

Any student work assessed as "N", or about which there are any concerns, should be retained by the teacher in original form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college courses.

Examinations

Year 12

- All studies will hold an end of year examination as prescribed by the VCAA.
- Examination Timetables will be published at the earliest available opportunity.

- Students who have applied for Special Provision will have arrangements organised as appropriate.
- All examinations MUST take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Students are therefore expected to attend examinations even if there are difficulties in them doing this (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room as specified by VCAA.

Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

Year 11

Students are expected to sit an exam in all Unit 1-2 subjects at the end of each semester. An examination timetable will be published and distributed to Year 11 students.

These exams provide students with experience of the Year 12 VCE examinations, closely aligning with similar time duration and exam conditions.

General Achievement Test – The GAT

All students enrolled in one or more sequences of Unit 3-4 studies are required to sit the General Achievement Test (GAT) in June. Exemptions from the GAT maybe approved in exceptional circumstances.

A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection.

Performance on the GAT is used to measure SAC and SAT and examination results. As such, it is important that students take this test seriously.

School visitation for Assessment Review

Review procedures will take place in all those studies (Arts & Technology) that involve SATs for assessment. It is the responsibility of individual teachers of such studies to ensure assessment materials are available if required for review.

No assessment materials can be released to students prior to the completion of the assessment process.

ATAR score

Student performance in all subjects is assessed with a study score out of 50. The ATAR is calculated from the individual study scores. The ATAR is used by the Victorian Tertiary Admissions Centre (VTAC), and other national tertiary entrance organisations, in determining eligibility for entry into tertiary courses. They are not an indication of a pass or fail at VCE (see Satisfactory Completion).

Time management/study program

At the beginning of Term 1, students are provided workshops in time-management and study program. The college also runs a Year 12 Transition Program, which aims to support students who aspire to enter a tertiary institution. An additional study program is held prior to the November examinations, focusing on revision and examination techniques. This program may change according to the needs of students.

English as an Additional Language status

Students will be considered for English as 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 2013)
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.

Back to Contents click here

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

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

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

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 state wide 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.

Back to Contents click here

Process and timeline

Course Selection Year 11 2021

Step 1:

Tuesday 21st July 2020 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 Online Subject Preferences Form will be opened for students to start to entering their preferences 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:

By Sunday August 2nd 2020

- 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.
- Online Subject Preferences Form needs to be completed by end of this day. Students will not have any more access once it has closed.

Step 4:

Wednesday 5th August 2020

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.

Course Selection Process Year 12 2021

Step 1:

Wednesday 15th July 2020

- An online version of the Senior School Handbook will be 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 students discuss options with significant individuals, especially their teachers and parents/guardians.

Step 2:

To be completed between Tuesday 21st July and Sunday August 2nd 2020

- Online Subject preference form will be opened on Tuesday 21st July. Students will receive access codes via their school email.
- 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.
- Online Subject Preferences Form needs to be completed by the end of Sunday 2nd August. Students will not have any more access once it has closed.

Step 3:

Monday 3rd August 2020

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.

Back to Contents click here

Subjects on offer VCE

ACCOUNTING

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

Unit 1 – The role of accounting in business

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

Unit 2 – Accounting and decision making for a trading business

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

Unit 3 – Financial accounting for a trading business

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

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

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

Assessment

Unit 1 & 2 can include written reports, folios of case studies, ICT based assessments including use of spreadsheets, tests & examination

Unit 3 & 4 can include SACs & an external examination (manual and ICT based)

BIOLOGY

In Biology students will learn about how living things work, they have changed and the ethical and social implications with issues based on biotechnology. In Year 11, students will focus on cellular processes in animals and plants as well as genetics. In Year 12, unit 3 & 4 will focus on details on cellular process, biological change, DNA manipulation and evolution.

Unit 1 - How do living things stay alive?

- Examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs.
- 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.
- Investigate how a diverse group of organisms form a living interconnected community that is adapted to the abiotic resources of its habitat as well as population dynamics.

Unit 2 - How is continuity of life maintained?

- Examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms.
- 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.
- Explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Unit 3 - How do cells maintain life?

- 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.
- Focus on synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes, as well as examining the nature of biochemical pathways.
- Students consider the types of signals, the transduction of information within the cell and cellular responses.
- Examine the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

- Investigate the relatedness between species and the impact of various change events on a population's gene pool.
- Examine biological evolution by natural selection, examining changes in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology.
- 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.

Assessment

Unit 1 & 2 can include practical investigations, tests and Examinations

Unit 3 & 4 can include practical investigations, VCAA SACs and an external examination

Back to Contents click here

BUSINESS MANAGEMENT

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

Unit 1 - Planning a business

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

Unit 2 - Establishing a business

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

Unit 3 - Managing a business

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

Unit 4 - Transforming a business

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

Assessment

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

Back to Contents click here

CHEMISTRY

In VCE Chemistry, students explore key processes related to matter and its behaviour. In Year 11, students explore the diversity of materials and the uniqueness of water. In Year 12, students learn about chemical processes, organization of organic compounds and various analysis techniques. In both years, students apply chemical principles to explain and quantify the behaviour of matter and undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

- Examine how knowledge of the elements can be used to explain the properties of matter.
- Examines how the versatility of non-metals can be explained.
- Communicate findings from a self-selected research investigation into materials.
- 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 knowledge and skills to investigate a selected question related to materials.

Unit 2 - What makes water such a unique chemical?

- Examine what the options are for energy production.
- Design and undertake a practical investigation related to water quality
- 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.

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

- Analyse and compare a range of energy resources (fossil fuels, biofuels, galvanic cells and fuel cells)
- Use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes
- Explore energy options (galvanic cells, electrolytic cells, fuel cells)
- Analyse manufacturing processes
- Study factors that influence reaction rates and extent
- Investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems. Use the electrochemical series to predict and write half and overall redox equations
- Apply Faraday's laws to calculate quantities in electrolytic reactions.

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

- Study nomenclature, structures of organic compounds, trends in their physical/chemical properties and analyse reaction pathways
- Interpret data from mass spectrometry, IR and NMR spectroscopy
- Study the major components of food (structures, properties and functions) and examine hydrolysis/condensation reactions
- Investigate the principles and application of calorimetry
- Explore applications of food chemistry (differences in structures of natural and artificial sweeteners, significance of the GI of food & rancidity of fats and oils)

- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster

Assessment:

Units 1 and 2 can include practical work and report, SACs, scientific investigation reports and examinations

Units 3 and 4 can include practical work and report, SACs, practical investigation, VCE Examination

Back to Contents click here

CHINESE (FIRST LANGUAGE)

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

Unit 1 - Self and Others

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

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

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

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

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

Unit 4 - Global Issues

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

Assessment

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

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

Back to Contents click here

ENGLISH

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

Unit 1 - Reading and Creating Texts and Analysing and Presenting Argument

- Exploring how authors use structures, conventions and language to build the world of the text
- Investigating how the meaning of a text is affected by the context in which it is created and read
- Practising their listening and speaking skills through discussion
- Responding to texts in written and spoken form
- Reading a range of texts that attempt to position audiences
- Exploring the use of language for persuasive effect and the structure and presentation of argument
- Practising written analysis of the presentation of argument
- Crafting and presenting reasoned, structured and supported arguments and experimenting with the use of language to position audiences

Unit 2 - Reading and Comparing Texts and Analysing and Presenting Argument

- Exploring how comparing texts can provide a deeper understanding of ideas, issues and themes.
- Producing a written comparison of selected texts, discussing important similarities and differences
- Building on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience
- Developing an understanding of how texts are constructed for specific persuasive effects
- Practising developing and presenting reasoned points of view on issues of contemporary social relevance

Unit 3 - Reading and Creating Text and Analysing Argument

- Developing and justifying their own interpretations of texts
- Preparing sustained analytical interpretations of texts by discussing how features of the texts create meaning
- Presenting sustained creative responses to texts while demonstrating their understanding of the world of the text.
- Analysing and comparing the use of argument and language in texts that debate a topical issue.
- Developing written and spoken critical analyses of the use of argument and language in written, spoken, and/or multi-modal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences.

Unit 4 - Reading Comparing Text and Presenting Argument

- Producing a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.
- Comparing in detail the ideas encountered in the texts and the features of the texts on which the comparison is based.
- Using discussion and writing to clarify their thinking and develop a viewpoint on an issue
- Planning and preparing an argument and its supporting evidence
- Identifying approaches to position the audience that are appropriate to the issue.
- Exploring options for language use for audience engagement and persuasive effect.
- Using the conventions of spoken texts appropriately, drawing on evidence soundly and including accurate acknowledgment.

Assessment

Unit 1 & 2 can include 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, a written comparison of two texts and a written text that presents a point of view.

Unit 3 & 4 can include 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, a written comparison of two texts, an oral presentation expressing a point of view.

Back to Contents click here

English as an Additional Language (EAL)

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

Unit 1 - Reading and Creating Texts; Analysing and Presenting Argument

- 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.

Unit 2 - Reading and Comparing Texts; Analysing and Presenting Argument

- 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.

Unit 3

- Students read and respond to texts analytically and creatively.
- They analyse arguments and the use of persuasive language in texts.
- 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.

Unit 4

- Students compare the presentation of ideas, issues and themes in texts.
- They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

Unit 1 & 2 can include an analytical response to a set text, a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text, an oral presentation intended to persuade an audience. An analysis of the use of argument and persuasive language in text/s. a comparative analytical response to set texts, a persuasive text that presents an argument or viewpoint and an analysis of the use of argument and persuasive language in text/s.

Unit 3 & 4 can include an analytical interpretation of a selected text in written form or a creative response to a selected text in written or oral form with a written or oral form with an explanation of creative decisions and how these demonstrate understanding of the text. A demonstration of understanding of two to three texts that present a point of view on an issue through: short-answer responses and note form summaries. An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. Comprehension of a spoken text through; short-answer responses and note-form summaries. A detailed comparison in written form of how two selected texts present ideas, issues and themes. A point of view presented in oral form using sound argument and persuasive language. A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.

Back to Contents click here

ENVIRONMENTAL SCIENCE

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Assessment

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

Back to Contents click here

FOOD STUDIES

VCE food studies explores food knowledge and expands skills building individual pathways to health and wellbeing. It provides a framework for food selection and food preparation through practical cooking, investigations and report writing. This course leads to catering, baking, dietician, food stylist, food writing, food technologist, home economist, teaching, nutritionist and pastry chef pathways.

Unit 1 Food Origins

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

Unit 2 Food Makers

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

Unit 3 Food in daily Life

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

Unit 4 Food Issues

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

Assessment

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

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

Back to Contents click here

GEOGRAPHY

The purpose of Geography is to empower students to explore, analyse and understand the characteristics of places that make up our world. Students explore and learn through fieldwork and investigate a wide range of cases and examples from around the world. At the conclusion of this, study students will understand the world, enabling them to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and allow students to make genuine changes to improve the world around them.

Unit 1

• This unit of Study investigates the impacts of Hazards and the potentials dangers of Hazards to both humanity and the environment.
• It focuses on four key areas of Hazards: Technological Hazards, Geographical Hazards, Hydro-Meteorically and Biological Hazards.
• Student will discuss the impacts of Human Activity and Natural Phenomenon on Hazards and look at ways to prevent these hazards or reduce the impacts of the Hazards.

Unit 2

• Students will investigate Tourism, its history and application in both Australia and around the world.
• Students will look at tourism from a Local, National and Global scale.
• Students will analyze its impacts on different areas such as Development, Environmental impacts and Cultural Impacts.

Unit 3

• This unit of Study investigates the change in the natural lands of the world and the change in the uses of the land.
• Students will analyze the impacts of Human Activity and Natural Land cover on the changing world.
• Students will study the three major changes that are occurring in the world including deforestation, desertification and melting glaciers, and understand these processes and the impacts it will have.

Unit 4

• Students will investigate changes of human movement and changes in populations.
• Students will study the reasons for these changes and the impacts it can have on Development, the Environmental and Culture.
• Students will be able to make connections between these movements and political, social factors, and economics.

Assessment

Students must complete a combination of the following assessments to be successful in Geography:
Field Work Investigation, structured questions, case study and report, analysis of geographical data, folio of exercises and tests as well as final examinations.

Back to Contents click here

HEALTH AND HUMAN DEVELOPMENT

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

Unit 1 - Understanding health and wellbeing

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

Unit 2 - Managing health and development

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

Unit 3 - Australia's health in a globalised world

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

Unit 4 - Heath and human development in a global context

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

Assessment

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

Back to Contents click here

HISTORY: TWENTIETH CENTURY

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars, 1918 - 1939. In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Unit 1 Ideology and conflict

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

Unit 2 Social and Cultural Change

• Explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.
• The establishment of the United Nations in 1945
• The formation of new countries created, and independence achieved through both military and diplomatic means.
• The increasing use of terrorism on a global scale.
• The rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Unit 3 American Revolution

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

Unit 4 - Russian Revolution

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

Assessment

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

Back to Contents click here

LEGAL STUDIES

In Unit 1, students develop an understanding of legal foundations such as the different types and sources of law. In Unit 2, the focus is on criminal and civil law and the methods and institutions that may determine a criminal case or resolve a civil dispute. Students analyse the sanctions and remedies and their effectiveness. In Unit 3, students examine the methods and the institutions in the justice system and analyse their appropriateness in criminal cases and resolving civil disputes. In Unit 4, students will look at the laws and legal system that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.

Unit 1 – Guilt and Liability

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

Unit 2 – Sanctions, remedies and rights

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

Unit 3 – Rights and justice

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

Unit 4 – The people and the law

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

Assessment Tasks

Unit 1 and 2 can include structured questions, classroom presentation, debate, written reports, tests, mock trials, case studies, folio of written work, SACs

Unit 3 and 4 can include case studies, structured questions, essay report in written format, report in multimedia format, folio of exercises and an external examination.

Back to Contents click here

Mathematics - Foundation

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

Unit 1 - Space, Shape & Design, Patterns and Number

• Cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations

• Cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number

Unit 2 - Data and Measurement

• Cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts

• Cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts

Assessment

Can include progressive tests, modelling tasks, mathematical investigations, SACs and examinations

Back to Contents click here

MATHEMATICAL METHODS

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

Unit 1 - Algebra, Functions & Graphs

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

Unit 2 – Calculus, Probability

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

Unit 3 – Algebra, Functions & Graphs

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

Unit 4 - Calculus, Probability & Statistics

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

Assessment

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

Back to Contents click here

MATHEMATICS - GENERAL & FURTHER

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

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

•Cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

• Cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

• Cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.

Unit 2 - Discrete Mathematics and Statistics

• Cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

• Cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

Unit 3 - Data Analysis, Recursion and Financial Modelling

•Model growth and decay problems in financial contexts

• Model compound interest investments and loans, and the flat rate, unit cost and reducing balance methods for depreciating assets, reducing balance loans, annuities, perpetuities and annuity investments.

Unit 4 - Matrices, Graphs & Relations

• Cover definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

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

Assessment

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

Back to Contents click here

MATHEMATICS - SPECIALIST

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Assessment

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

Back to Contents click here

PHYSICAL EDUCATION

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

Unit 1: The human body in motion

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

Unit 2: Physical activity, sport and society

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

Unit 3: Movement skills and energy for physical activity

- Biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- 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.
- Investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

Unit 4: Training to improve performance

- 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.
- Consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.
- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.
- 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.

Assessment

Unit 1 & 2 can include written reports, tests, laboratory reports and examinations

Unit 3 & 4 can include written reports, reflective folio, laboratory report, case studies, tests and examinations.

Back to Contents click here

PHYSICS

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

Unit 1 - What ideas explain the physical world?

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

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

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

Unit 3 - Motion and electronics & photonics

- How do things move without contact?
- Examine the similarities and differences between three fields: gravitational, electric and magnetic.
- Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object.
- They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.
- How are fields used to move electrical energy?
- The production, distribution and use of electricity has had a major impact on human lifestyles.
- In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.
- They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.
- How fast can things go?
- Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond.
- At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model.
- Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

Unit 4 - Electric power and light & matter

- How can waves explain the behaviour of light? Students use evidence from experiments to explore wave concepts in a variety of applications.
- Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.
- Do waves need a medium in order to propagate and, if so, what is the medium?
- Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

- They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.
- How are light and matter similar? Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties.
- Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.
- Student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.
- The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

Assessment

Unit 1 & 2 can include written report, test, laboratory report and examination

Unit 3 & 4 can include test, laboratory and experimental reports and examination

Back to Contents click here

PRODUCT DESIGN

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

Unit 1 – Sustainable product and redevelopment

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

Unit 2 – Collaborative design

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

Unit 3 – Applying the product design process

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

Unit 4 – Product development and evaluation

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

Assessment

Can include design folio, products, SACs and examination

Back to Contents click here

PSYCHOLOGY

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

Unit 1 - How are behaviour and mental processes shaped?

• How does the brain function? (The role of the brain in mental processes and behaviour, brain plasticity and brain damage.)

• What influences psychological development? (The complexity of psychological development and atypical psychological development.)

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

• What influences a person's perception of the world? (Factors include sensation and perception, and the distortions of perception.)

• How are people influenced to behave in particular ways? (Factors include social cognition and social influences on behaviour.)

Unit 3 – The conscious self

• How does the nervous system enable psychological functioning? (Explores nervous system functioning and stress as an example of a psychobiological process.)

• How do people learn and remember? (Core components include the neural basis of learning and memory, models to explain learning, process of memory and the reliability of memory.)

Unit 4 – Brain, behaviour and experience

• How do levels of consciousness affect mental processes and behaviour? (Explain the nature of consciousness, importance of sleep, effects of sleep disturbances and possible treatments.)

• What influences mental wellbeing? (Define mental health, identify factors that contribute to the development and progression of mental health disorders, explain specific phobia and the maintenance of mental health.)

Assessment

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

Back to Contents click here

STUDIO ARTS

VCE Studio Arts equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society through lifelong participation in the making and viewing of artworks.

Unit 1 – Studio inspiration and techniques

- Students develop sources of inspiration and individual ideas as the basis for developing artworks.
- Students explore a wide range of materials and techniques to communicate ideas and experiences through art making.
- They explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sources inspiration
- Students discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2 – Studio exploration and concepts

- Students develop an individual exploration proposal to form the basis of their studio process, they produce a variety of potential directions in a visual diary for at least two completed art works.
- Students compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Unit 3 – Studio practices and processes

- Students develop an exploration proposal that creates a framework for their individual design process.
- Students present an individual design process that produces a range of potential directions, and reflects concepts and ideas documented in the exploration proposal.
- Students examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4 – Studio practice and art industry contexts

- Students produce a folio of finished artworks developed from selected potential directions.
- Students provide visual and written documentation that identifies and evaluates their final artworks.
- Students compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment

Can include visual diary, folio, written response SACs and Examination.

Back to Contents click here

SYSTEMS ENGINEERING

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

Unit 1 - Introduction to mechanical systems

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

Unit 2 - Introduction to electro-technology systems

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

Unit 3 & 4- Not offered in 2021 but maybe offered in 2022 if Unit 1 & 2 run in 2021

Assessment

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

Back to Contents click here

VISUAL COMMUNICATION & DESIGN (VCD)

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

Unit 1 – Introduction to visual communication design

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

Unit 2 – Applications of visual communication design

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

Unit 3 – Design thinking and practice

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

Unit 4 – Design development and presentation

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

Assessment

Developmental Folio | Final presentations | Written reports | Exam

Back to Contents click here

VCAL

The Aim of VCAL

VCAL is an alternative course of study that gives students in Years 11 and 12 the chance to choose a qualification option that best suits their interests and needs, which includes a VET Certificates and a work placement and/or school-based apprenticeship. It is also designed to improve the pathways for students from education to work and further education and training.

The VCAL has four compulsory strands which give students 'hands-on' practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

Certificate Options:

VCAL Foundation Certificate
VCAL Intermediate Certificate
VCAL Senior Certificate

Structure

Monday, Tuesday and Thursday
Literacy
Numeracy
Work Related Skills
Personal Development Skills

At various locations- Wednesday and Friday
VET Certificate and Structured Workplace Learning (SWL)
OR
School Based Apprenticeship/Traineeship (SBAT)

Literacy Skills:

Foundation

Unit 1: Reading and Writing

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write simple or short texts. Texts will deal mainly with personal and familiar topics but may include some unfamiliar aspects.

At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text.

In reading, students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details.

At the end of the Foundation Reading and Writing unit, students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

Unit 2: Oral Communication

At the end of this unit, students will be able to use and respond to spoken language about everyday subject matter that may include some unfamiliar aspects, for a range of purposes and in a number of contexts, which may be interrelated.

Intermediate

Unit 1 - Reading and Writing

In this unit students will develop the skills and knowledge to read and write a variety of texts. These will focus on everyday subject matter but will include some unfamiliar aspects or materials. Students will use the writing process to produce texts that link several ideas or pieces of information.

At the end of the unit students will have demonstrated that they can read, comprehend and write a range of texts within a variety of contexts.

Unit 2 - Oral Communication

In this unit students will focus on the purposes of communication; developing an understanding of how language will vary with audience and purpose. Students will consider non-verbal communication and its importance and further develop their listening skills.

At the end of the unit, students will be able to use and respond to spoken language including some unfamiliar materials within a variety of contexts.

Senior

Unit 1 - Reading and Writing

In this unit students will develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text.

At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Unit 2 - Oral Communication

At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Numeracy Skills:

Foundation

Unit 1

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of software tools and devices.

On completion of this unit, students will be able to perform everyday mathematical tasks that involve a single mathematical step or process. Students will be able to communicate mathematical ideas using highly familiar contexts and common everyday language and mathematical notation.

Intermediate

Unit 1 - Numeracy Skills

In this unit you will develop everyday numeracy skills to make sense of your daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design. It also includes the use of software tools and devices applied to tasks.

At the end of the unit, students will be able to attempt a series of both single - and multi-step operations or tasks with some confidence, select the appropriate method or approach required, and communicate their ideas both verbally and in writing. They will be at ease with performing straightforward calculations either manually and/or using software tools and devices.

Unit 2 - Numeracy in the Workforce

In this unit you will develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to your VET units or employment. This unit seeks to extend your understanding of how numerical knowledge and skills can be transferred to your industry area.

By the end of the unit, students will develop an understanding of the practical components of planning and undertaking an in-depth numeracy-based project, linked to a familiar industry area.

Senior

Unit 1 - Numeracy Skills

In this unit, students explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the unit, students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics.

Personal Development Skills:

Foundation

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:
• resilience, self-esteem and efficacy
• health and wellbeing
• family and social connectedness
• environmental awareness
• critical and creative thinking
• planning and organisational skills
• problem-solving and interpersonal skills.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:
• community engagement
• social and environmental awareness
• participation in a democratic society
• social connectedness
• critical and creative thinking
• planning and organisational skills
• problem-solving and interpersonal skills.

Intermediate

Unit 1 - Planning a Minor Project and Developing Social Responsibility

In this unit students will focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- skills applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- development of self-management skills
- development of leadership skills
- development of interpersonal skills.

Unit 2 - Planning a Major Project and Developing Social Responsibility

In this unit students will focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem solving and comprehension skills
- presentation and research skills
- communication skills
- planning and organisation skills
- team work and group cohesion

Senior

Unit 1 - Planning a Complex Project

The purpose of this unit is to focus on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social and educational goal,
- skills applicable to a relevant personal, social and educational goal
- understanding of cultural values and cultural awareness
- organisational skills, leadership skills and decision-making skills for group or team work.

Unit 2 - Planning a Complex Project within a community

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem-solving and comprehension skills
- presentation and research skills
- communication skills
- research, planning and organisation skills
- team work and group cohesion.

Work Related Skills:

Foundation

Unit 1:

The primary purpose of this unit is to introduce students to basic OHS knowledge and skills in the workplace. It introduces students to other skills that are important in the workplace. This unit provides opportunities for students to explore career/employment options and to develop job application skills.

Unit 2:

This unit provides a focus for the development of employability skills in the context of practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Intermediate

Unit 1 - OHS and Workplace skills

This unit provide students with a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

Unit 2 - Application of Workplace skills and Employability Skills

This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through, integrating more complex learning about work-related skills, enhancing the development of employability skills, developing more complex critical thinking skills, developing more complex work-related planning and organisational skills, developing more complex work-related skills, which can be transferred to other work contexts.

Senior

Unit 1 - OHS and Workplace skills

This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through:

- integrating more complex learning about work-related skills with prior knowledge and experiences
- enhancing the development of employability skills at a more complex level in relevant work-related contexts
- developing more complex critical thinking skills that can be applied to work-related problem-solving situations
- developing more complex work-related planning and organisational skills that incorporate evaluation and review
- developing more complex work-related skills, which can be transferred to other work contexts.

Unit 2 -

This unit provides a focus for more complex development of work-related and vocational skills in a workplace context or appropriate simulation. The overall aims of the unit include:

- integrating learning of increasing complexity of work-related skills with prior
- knowledge and experiences about work
- further enhancing the development of employability skills through increasingly complex work-related activity
- developing increasingly complex critical-thinking skills that apply to problem-solving situations in the work context
- developing planning and organisational skills that incorporate evaluation and review
- applying increasingly complex transferable skills to work-related contexts.

Assessment:
VCAL is a very flexible and a student focused course, and as such the assessments can vary significantly between certificates and students. Students are assessed upon their ability to display the above skills and apply them accurately in a number of different settings linked to their own pathways. Students will be given several different activities to display these skills accurate across subjects and areas. Assessments are often open and flexible and can be designed based on students' needs and pathways. Below are some examples of assessments that may be present in the VCAL certificate.

1. Classroom Activities
2. Projects
3. Workplace based assessments
4. Discussions and Presentations
5. Structured Questions
6. Research Projects
7. Numerical work
8. Interviews and meetings
9. Practical applications of knowledge
10. Extended pieces of writing

Back to Contents click here

Vocational Education & Training (VET)

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

Credits & Cost

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

VCAL - 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.

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

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

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

VETs at Westall SC

VET Hospitality

Program: Certificate II in Hospitality (Kitchen Operations)

2 year Program available

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 certificate includes health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 can be scored assessment, and incorporates units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts. Students gain experience in a commercial cooking setting therefore gaining experience cooking for functions up to 100 customers.

Career opportunities:

Completing the Certificate II in Hospitality (Kitchen Operations) will assist students in pursuing a career in the hospitality industry through vocational and higher educational pathways. Employment opportunities exist in a variety of roles such as chef, pastry chef, caterer, breakfast cook, short order cook and fast food cook. Work would be undertaken in the kitchen area of various hospitality settings including: restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

VET Sport and Recreation

Duration: Two semesters

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

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

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

Students will undertake units such as:

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

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

Back to Contents click here

VETs offered externally

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

Other recommended institutions are

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

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

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

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

CAREER BULLSEYEs

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

Back to Contents click here