



*Achieving excellence together*

# SENIOR SCHOOL HANDBOOK

2024



**DONCASTER**  
SECONDARY COLLEGE

# CONTENTS

Welcome	<u>3</u>	VCE VOCATIONAL MAJOR	<u>42</u>
DSC Values	<u>5</u>	VCE VM subject overviews	<u>44</u>
Senior School staff	<u>6</u>	School-based apprenticeships & training	<u>47</u>
<b>POLICIES, PROCEDURES &amp; GENERAL INFORMATION</b>	<u>7</u>	<b>VOCATIONAL EDUCATION &amp; TRAINING</b>	<u>48</u>
Attendance	<u>8</u>	<b>ASSESSMENT &amp; REPORTING</b>	<u>50</u>
Student behaviour	<u>11</u>	Outcome Tasks & SACs	<u>51</u>
Mobile phone policy	<u>12</u>	At-Risk of 'N' process	<u>52</u>
Uniform	<u>14</u>	VCE & VCE VM resources	<u>54</u>
<b>YEAR 10 COURSE APPLICATION PROCESS</b>	<u>16</u>	Unscored VCE	<u>55</u>
Making choices	<u>18</u>	Authentication of work	<u>56</u>
DSC Careers Centre	<u>19</u>	Withdrawal from a study	<u>57</u>
Useful resources	<u>20</u>	<b>VCAA INFORMATION</b>	<u>58</u>
Open Days	<u>21</u>	GAT & exams	<u>58</u>
<b>YEAR 10 CERTIFICATE</b>	<u>23</u>	<b>SPECIAL PROVISIONS</b>	<u>59</u>
Promotion to VCE	<u>25</u>	<b>HEADSTART</b>	<u>61</u>
<b>YEAR 11 &amp; YEAR 12 PATHWAYS</b>	<u>26</u>	Careers experience	<u>61</u>
<b>VICTORIAN CERTIFICATE OF EDUCATION</b>	<u>29</u>	<b>VCE SUBJECT SELECTIONS</b>	<u>62</u>
<b>New VCE Program at DSC in 2024</b>	<u>31</u>		
VCE studies available	<u>33</u>		
Study combinations	<u>34</u>		
Selecting an English study	<u>35</u>		
Selecting a Language	<u>36</u>		
Selecting a Maths study	<u>39</u>		
VCE results	<u>40</u>		
High-achieving senior students	<u>41</u>		

# WELCOME TO SENIOR SCHOOL

“*We relentlessly pursue academic and vocational excellence and meaningful pathways.*”

## Senior School at Doncaster Secondary College encompasses Year 10, Year 11 and Year 12.

Year 10 is the final year of the delivery of the Victorian Curriculum for students. Students strive to attain the highest level they are capable of by completing all set learning tasks and participating in all available activities. These are mapped against the curriculum, providing opportunities towards mastery. Activities that are not directly academic are working towards other required standards such as the Personal and Social Capabilities. Children in Australia are expected to meet the Year 10 standard across the board. At DSC, our students strive for the Year 10 Certificate which acknowledges students' readiness to confidently move on to their next level of study.

A student who has completed their Year 10 schooling at DSC will consider the right pathway for them. At this stage, academic and vocational pathways become available, and we expect students to pursue their path with vigour.

Students wishing to remain at Doncaster Secondary College to pursue academic and vocational excellence in Year 11 and 12 work towards the following awards:

- Victorian Certificate of Education (VCE) or,
- VCE with a Vocational Major (VCE-VM)

Students wishing to pursue vocational training may also choose to pathway to a TAFE course, an apprenticeship or traineeship. We celebrate this graduation to ongoing learning in a new environment.



**KRISTIN SKENNAR**

Assistant Principal (Senior School)  
Kristin.Skennar@education.vic.gov.au

## The **6 CHARACTERISTICS** of successful students at DSC



Critical and creative thinkers



Inclusive and engaged with their school community



Being confident to embrace challenges



Positive contributors to community



Understanding and developing their own and other's personal and social capabilities



Prepared for life beyond school

*Students striving for the VCE/VCE-VM should note:*

■ **All class-based coursework is required to be completed in class**

This is required to authenticate your skills and knowledge. Teachers must observe your learning progress over the course of the Area of Study (AoS). The best way to do this is to be present for every class, complete every learning task and participate fully in class discussions and activities. Failure to do so will result in an 'N' (failure) for the subject.

■ **All set homework is required to be completed**

These tasks have been carefully selected by your teachers to ensure you can complete the coursework. Teachers will monitor this to ensure you are on track for an 'S' (satisfactory completion) in the Area of Study.

■ **Outcome Tasks are incorporated into your coursework**

You must achieve an 'S' for each Outcome Task to achieve an overall 'S' for the Area of Study. The best way to achieve this is to be present for every lesson and fully participate in every class activity.

■ **Redeeming 'N's**

If you do not achieve an 'S', you will receive an 'N'. You have ONE (1) chance to redeem this 'N' per Unit. 'N' may be attributed to work a) not submitted on time, b) of an inadequate standard or c) work that cannot be authenticated as you were not present for a minimum of 90% of classes.

If you do not redeem it, you have failed the Unit. If you have an 'N' for a subsequent Area of Study Outcome Task in the same Unit, you will NOT be able to redeem it, so you will fail the Unit. It is, therefore, very important to attend every day to ensure you do not miss content or learning opportunities.

■ **You and your parents/carers must partner with the Senior School team by checking COMPASS daily for such notifications**

Your progress will be monitored closely by your teachers and the Senior School team. We will contact you and your parents/carers via COMPASS as soon as possible to inform you of your 'S' or 'N' status. You must respond to these notifications without delay. Delaying may result in you missing a redemption opportunity.

School Assessed Coursework (SACs) and School Assessed Tasks (SATs) are requirements to provide summative grades. These are in addition to coursework, homework, and Outcome Tasks. These provide you and your teacher with an indication of a 'grade'. Your grades are subject to change as they are processed by the VCAA.



DONCASTER  
SECONDARY COLLEGE

## The Doncaster Secondary College **VALUES** for successful learning:



### **RESPECT** is:

- Treating people how you want to be treated.
- Actively listening when someone is speaking.
- Having a high regard for oneself, others and the learning environment.
- Understanding and responding appropriately to the differences in others.



### **RESPONSIBILITY** is:

- Attending on time, with correct uniform and equipment; ready to learn.
- Understanding the learning intentions of the lesson, and what needs to be done to achieve success.
- Ensuring work is submitted on time, and catching up on any work missed.
- Accepting the consequences of your actions.



### **RESILIENCE** is:

- Taking realistic steps when facing challenges.
- Using feedback to grow and improve.
- Exploring different ways to learn and achieve goals.
- Using initiative and asking for regular help and feedback.



### **TEAMWORK** is:

- Participating and working within different groups.
- Contributing and valuing each members' input.
- Utilising your strengths to encourage and help those around you.
- Giving, receiving and responding to feedback from within your group.

*Working together, Learning together*

# SENIOR SCHOOL STAFF

## EXCELLENCE IN TEACHING & LEARNING LEADERS:



**ELLY STEWART**  
VCE

Elly.Stewart@education.vic.gov.au



**RAMYA ANNAVARAPU**  
Applied Learning

Ramya.Annavarapu@education.vic.gov.au

## POSITIVE CLIMATE FOR LEARNING LEADERS:



**VANESSA LATTANZIO**  
Year 10

Vanessa.Lattanzio@education.vic.gov.au



**NEIL MCMORRAN**  
Year 11

Neil.McMorran@education.vic.gov.au



**JONATHAN TENNENT**  
Year 12

Jonathan.Tennent@education.vic.gov.au

## YEAR LEVEL COORDINATORS:



**JEANINE INNES**  
Year 10

Jeanine.Innes@education.vic.gov.au



**JEREMY LEESON**  
Year 10

Jeremy.Leeson@education.vic.gov.au



**MALI PANAHI**  
Year 11

Maliheh.Panahi@education.vic.gov.au



**PARIS JOANIDES**  
Year 11

Paris.Joanides@education.vic.gov.au



**BROCK SHIRLEY**  
Year 12

Brock.Shirley@education.vic.gov.au

## CAREERS:



**VANESSA RAMSAY**  
Career Development Coordinator  
Vanessa.Ramsay@education.vic.gov.au



**DONNA MCKINLAY**  
Career & Senior School Support  
Donna.McKinlay@education.vic.gov.au



**SARAH HULL-BROWN**  
Career & Senior School Support  
Sarah.Hull-Brown@education.vic.gov.au



**APRIL WINTERBURN**  
VET Coordinator  
April.Winterburn@education.vic.gov.au

## SUPPORT & WELLBEING:



**MARIA KOKOLEKOS**  
Senior School & VASS Admin.  
Maria.Kokolekos@education.vic.gov.au



**CAITLIN WILKS**  
Wellbeing Coordinator  
Caitlin.Wilks@education.vic.gov.au



**LACHLAN MARCHANT**  
Mental Health Practitioner  
Lachlan.Marchant@education.vic.gov.au



**DONCASTER**  
SECONDARY COLLEGE



## **POLICIES, PROCEDURES & GENERAL INFORMATION**

# POLICIES, PROCEDURES AND GENERAL INFORMATION

## ATTENDANCE

All students in years 10 – 12 **must attend a minimum of 90% for each of their classes** in order to satisfactorily complete their studies. A failure to meet this minimum attendance requirement will result in unsatisfactory completion of a student's studies.

Involvement in sports and other College sponsored activities is encouraged, but this needs to be balanced with class attendance. Absences are categorised as approved or unapproved.

Teachers will keep accurate records of student attendance. Teachers will notify the relevant Year Level Coordinator and assign a 'Significant Breach of Attendance Rules' through Compass as a warning when a student is at risk of not meeting the 90% attendance requirements.



VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign 'N' for one or more outcomes and thus the unit.

**If a student arrives late to school, they must bring a note from home and sign in at the Senior School Reception. If students are continually late, they will be required to make up the time at lunchtime or after-school.**

**NOTE:** If you are a Centrelink recipient, the College is obliged to notify Centrelink of absences. Students are no longer entitled to their Youth Allowance payments if they are absent for more than five days per term without College approval.



## ATTENDANCE SUPPORT

Students who are at risk of meeting attendance requirements, or on contract for other reasons, may be required to have an **Attendance Card** signed for all classes. Students will report to their Year Level Coordinator daily and parents are required to sign the Card daily to ensure that they are kept informed of their child's attendance pattern.

Teachers can request that a student be placed on an Attendance Card for their subject if they have concerns with a particular student. They will discuss this with the appropriate Senior School Leader prior. Following a notification for significant breaches of attendance, a **Student Support Group (SSG)** meeting may be called to discuss strategies to support improved attendance (eg. Student absence learning plan, Student Wellbeing Coordinator (SWC) referral).

Students will have opportunities to make up time after school, on Student Led Conference days, Curriculum days etc. to redeem attendance and provide staff with an opportunity to authenticate work.

Parents should regularly check Compass and communicate with the relevant Year Level Coordinator if they have concerns regarding their child's attendance/progress.



## ABSENCES

It is acknowledged that there will be times when classes may be missed due to illness, serious factors related to personal circumstances, school sporting activities, and excursions. In such cases, the College may approve these absences with adequate documentation.

Students must supply a medical certificate or statutory declaration when absent for illness and personal matters. **It is the student's responsibility to hand these to Senior School immediately upon return to school.**

### Absence Learning Plan

When a student is absent from school for a prolonged period, or has been unable to complete all assessment tasks due to serious illness or other special circumstances, the student may apply for a Special Provision for school-based assessments. Students who are absent for an extended amount of time must complete an Absence Learning Plan (prior to absence) and a Return to School Plan upon return. Teaching staff will provide work to students via Compass in order to complete the Absence Learning Plan.

**Being away from school for  
1 day per fortnight equals  
missing 1.5 years over 13 years  
of education.  
Every day counts.**

## CONSEQUENCES OF ABSENCES

Approved absences include medical certificates and statutory declarations. These will be taken into account when making a decision on final results for the unit. However, if a student is absent for a significant amount of time beyond the 90% attendance requirement, they will not be able to meet the requirements for successful completion in a study.

Absences that fall outside of genuine verifiable reasons will, in most cases, be considered unapproved and will place students at serious risk of failing the unit. Unapproved absences include absences for which the student provides an explanatory note from a parent/

guardian but does not constitute grounds for granting an approved absence. Senior School Leaders will use their discretion in determining whether or not to grant an approved absence.

In addition to receiving an (N) for the unit, a student's enrolment/promotion at the College may be reviewed and disciplinary action may be taken for absence without a legitimate reason. Issues relating to attendance and punctuality are often the first indicator that a student may be at risk on an academic and personal level.

Please note that the College **cannot approve** absences in the following circumstances:

- ⊗ Family holidays during school term.
- ⊗ Part time or casual work commitments.
- ⊗ Events that are not organised or approved by the College such as Formal preparations.
- ⊗ Appointments such as Learners Permit testing, hair and beauty etc.
- ⊗ Most non-medical or non-health related reasons.

### IMPORTANT:

Family holidays during the school term are strongly discouraged as they cannot be catered for during VCE. Families making this decision do so against the advice of the Senior School. VCE conditions and student results are seriously compromised and may result in the student failing to obtain their VCE. No Absence Learning Plan will be entered into for greater than a 2-week period. Immediately upon return to school, the onus is on the student to have their required work tasks authenticated as complete.

## ABSENCES ON A DAY OF A SCHOOL-ASSESSED COURSEWORK (SAC) TASK:

If a student cannot attend a SAC they must contact the College prior to the day of the SAC, explaining their situation. Only in extenuating circumstances will approval be granted for a student who does not advise the College prior to their SAC. If a SAC is missed due to health reasons then a medical certificate must be obtained within 24 hours of a missed assessment. Upon return, the student must report to the relevant Year Level Coordinator with a medical certificate.

An alternative time to complete the SAC or Outcome Task must be organised immediately upon return to the College. Students must be prepared to complete the SAC on the first day of return to school. An (N) or Ungraded (UG) may be assigned for students who do not follow this procedure.

The Year Level Coordinator reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.



## LEAVING SCHOOL GROUNDS

**Students are not permitted to leave the school grounds during school time.** If a student has an appointment during school time, parents must provide approval on Compass prior to the student leaving, or students can bring a note signed by a parent/guardian.

Students are required to sign in/out at the Senior School Office when leaving early or arriving late from appointments. Students who are out of the school grounds without signing out will be issued with a detention for an afternoon as determined by a member of the Senior School Management Team.

Senior school students have study periods each week where they do not have timetabled classes or scheduled commitments. Students are expected to study during this time. **Students are not permitted to leave school grounds and re-enter throughout the day.** If a study period is scheduled after lunchtime, the student is allowed to leave school in order to undertake study at home. Students leaving school early for such purposes may be asked to produce a copy of their timetable by a member of staff. Students who fail to produce their timetable will be instructed to report to the Senior School to undertake private study under supervision.



## STUDENT BEHAVIOUR

There is an expectation that Senior Students demonstrate maturity and be a positive role model within our school community.

If a student does not abide by the student declaration and College classroom rules, they will be removed from class as per the **5R Classroom Management Plan**. Re-entry will be negotiated outside class time with the classroom teacher and parents/guardians will be informed.

Students removed from class at any stage of a lesson will be deemed to have not attended that class. All subsequent absences resulting from the removal will be considered unapproved. It is in the student's best interest to negotiate re-entry to class as soon as possible in order to satisfactorily complete the study.

Students deemed to be "at risk" due to poor attitude and/or behaviour may be placed on an **Individual Learning Plan (ILP)** or contract. These students will have daily contact with their Coordinator, with a review of their progress on a regular basis.

## MOBILE PHONE POLICY

Doncaster Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling to and from the College independently and that other mobile devices, such as laptops, will be brought for education purposes in line with our Bring Your Own Device (BYOD) policy.

**Students who choose to bring mobile phones and/or mobile gaming devices to school must have them switched off and stored securely in lockers from 8:35am to 3.15pm.**

Laptops and tablets must be brought to the College according to the BYOD Policy. These are to be used for educational purposes only unless an exception has been granted. Laptops and tablets are not to be used during recess and lunchtime unless an exception has been granted.

Smart Watches are not prohibited; however, students are strongly encouraged to refrain from using them as communication devices. Air pods and earphones are not to be used or seen unless permission has been given by a teacher.

Students who fail to comply with the College's Mobile Phone Policy will be required to forfeit their device to the Senior School. There the student's device will be placed in secure storage until the end of the school day in which the student may collect their phone. There will also be a consequence issued for breaking this policy, resulting in an afterschool detention that will be issued with 24 hours notice.

**The Mobile Phone Policy adopted by Doncaster Secondary College references the Minister for Education under section 5.2.1(2)(b) of the Education and Training Reform Act 2006, Vic.**

### YEAR 12 STUDENTS DRIVING TO SCHOOL

The College is responsible for student safety not only while they are at school, but also on their way to and from school. Students who wish to drive to school must complete a Vehicle Registration form in the Senior School office. Students are allowed to park their cars in specific places; which will be communicated to students at the start of each year.

As per VicRoads regulations, students must not drive with more than one passenger. Students who wish to travel to and from school as a passenger in another student's vehicle must have written parental permission and these forms have been included on the parent portal.





The **Senior School Study Centre** is available from 8 am – 5 pm for students to use, unless there is a scheduled general staff meeting or professional learning activity. Students with designated study periods (no scheduled classes) during Periods 1-3 are required to attend the Senior School Study Centre.

No food is to be consumed in the Senior School Study Centre during class time. Students are not to move furniture unless directed by a member of staff.

## UNIFORM

At Doncaster Secondary College it is expected that the correct College uniform will be worn by all students in Years 7 – 12. The uniform must be neat, clean and in a good state of repair. No non-uniform items are to be worn at any time.

All Senior School students are to be correctly attired in full school uniform as per the **Student Dress Code**, which is provided on the next page and can also be found in the Student Planner. Student uniform will be monitored as they arrive at the College. Students not in correct uniform will be required to attend detention at lunchtime or afterschool. If a student is unable to wear an item of uniform for a short period of time, they should bring a letter of explanation from home and Senior School Reception will issue a short-term uniform exemption pass.

**Students requiring a uniform exemption pass must obtain this from the Senior School Office Reception between 8:35 and 8:50am.**



Classroom teachers will enforce the College's Student Dress Code as part of their entry routine. Students who are incorrectly attired will be asked to produce their uniform exemption pass. If they are unable to do so, the student will be asked to report to the Senior School Reception, where a uniform exemption pass will be provided.

Breaches of the uniform policy will result in students attending detentions. Uniform issues must

be resolved within a reasonable period of time (a maximum of 5 school days). A uniform exemption pass cannot be used as an ongoing solution for a student not being in the correct uniform.

Students who choose not to conform to the College Dress Code will face a series of consequences. For Senior School students this can involve being sent home to acquire the correct items of uniform and, in cases where non-compliance

becomes an on-going problem, the requirement to attend, along with their parents, an interview with a member of the Senior School Team and relevant Assistant Principal before the student is permitted to return to school.

**Additional items of clothing that are worn without permission will be confiscated by a member of staff and will be available for collection at the end of the school week.**

Students and parents are welcome to discuss alternative uniform needs with their Year Level Co-ordinator. The College considers special situations and ongoing support is available through student Wellbeing.

**Any enquiries regarding the Student Dress Code should be made in writing and addressed to the College Council President.**

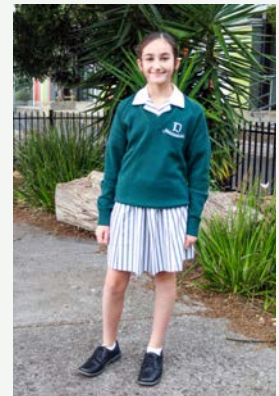


The Victorian Government has granted all School Councils the authority to develop, implement and enforce a student dress code. A College uniform promotes a sense of individual and collective pride in students and identification with the school. A College uniform has the potential to promote individual and group security, as well as equality amongst students. A uniform worn well by its students has a direct impact on community perceptions about a school.

**Students may choose to wear either the complete summer OR complete winter uniform throughout the year, however a mix of winter and summer uniforms is not permitted.**

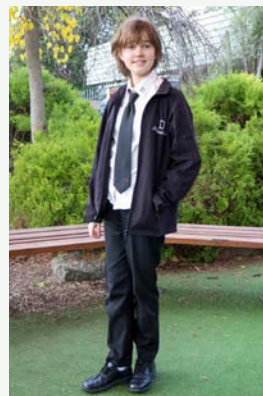
### SUMMER STYLE

Dress	College design only, knee length
Shirt	College design only, short sleeve
Shorts	College design only, knee length
Long Pants	College design only
Jumper	College design only
Socks	White with dress. Grey Marle or black with shorts or long pants
Shoes	Black polishable leather, lace-up round toe traditional school shoes. No runners, T-bars, suede or fashion-style shoes.



### WINTER STYLE

Shirt	College design only, short or long sleeve
Long Pants	College design only
Skirt	College design only, knee length
Jumper	College design only
Tie	College design only, optional item
Tights/Socks	Black opaque tights with winter skirt (no socks) Grey Marle, black or PE white with long pants
Shoes	Black polishable leather, lace-up round toe traditional school shoes. No runners, T-bars, suede or fashion-style shoes.
Blazer or Shell Jacket	College design only
Scarf	Black with College logo



NOTE: Students in Years 10 - 12 have the option of wearing a VCE jumper (regulation red with College insignia). Students in Year 12 have the option of wearing a Year 12 jacket.

**SPORT / PE****Core Items:**

College Shorts

College Polo Top

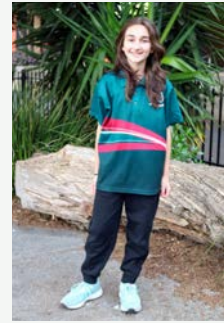
College Cap (Logo embossed,  
compulsory for terms 1 and 2)

**Additional Items:**

College Design Rugby Top

College Design Black Jacket

College Design Track Pants

**COLLEGE UNIFORM SUPPLIERS****PSW Uniforms**

All new school uniform items are available  
from:

**PSW School Uniforms**

12 Strathalbyn St, Kew

[www.psw.com.au](http://www.psw.com.au)

Open 8:30am - 5pm (Monday - Friday)

9am - 5pm (Saturday)

**Sustainable School Shop**

Second-hand uniforms can be purchased  
and sold through:

**Sustainable School Shop**

[www.sustainableschoolshop.com.au](http://www.sustainableschoolshop.com.au)





**DONCASTER**  
SECONDARY COLLEGE



## **YEAR 10 COURSE APPLICATION & COMPLETION**

# YEAR 10 COURSE APPLICATION

## MAKING CHOICES

Year 10 is a time for students to make important decisions about their career and study directions. When making choices, students should take into account:

- Career Action Plan (CAP) / Managed Individual Pathways plan (MIPs);
- Interests, strengths and weaknesses;
- Keeping your options open by considering a broad range of studies;
- Where the studies you choose may lead (eg. to employment or further study);
- If choosing Tertiary options (TAFE or University) you MUST look at prerequisites for courses.

**Ultimately it is the student's responsibility to make use of all the resources available**

## USE YOUR STRENGTHS AND INTERESTS

Students should consider their strengths and interests when applying for their VCE studies. VCE studies can be grouped into the following interest areas.



### Practical & Technical

Any Maths subject, Environmental Science, Computing Software Development, Physics, Systems Engineering.



### Business, Sales & Management

Accounting, Business Management, Economics, Food & Technology, Legal Studies.



### Community & People

Drama, Environmental Science, Health & Human Development, Outdoor & Environmental Studies, Physical Education, Psychology.



### Biological & Chemical

Biology, Chemistry, Food & Technology, Physical Education, Psychology, Systems Engineering (Units 1 & 2).



### Art & Design

Drama, Media, Music Performance, Product Design & Technology (Wood), Art, Visual Communication Design.



### Languages & Literature

History, English Literature, Languages, Media.



# Careers Centre

## DSC CAREERS CENTRE

The **Careers Centre** is a dedicated space in the Senior Centre. Career Advisors are available to assist students and parents. Material displayed is from tertiary institutions as well as information available by industry area.

Students are welcome to visit the Career Centre during recess, lunchtime, after school and during study periods.

The **Doncaster Secondary College Careers Website** provides extensive information including the weekly Career Newsletter.

[www.doncastercareers.com](http://www.doncastercareers.com)

## MY CAREER PORTFOLIO

Students can use **My Career Portfolio** (<https://mcp.educationapps.vic.gov.au/home>) to:

- create and update an online Career Action Plan.
- store files related to their course and career planning, such as their Morrisby online report, resumes, awards and examples of their school work (for example, videos and artworks).
- access links to current information and resources to support course and career exploration.

We strongly recommend that students visit the following online resource sites when considering career and further study options.

## USEFUL RESOURCES

### VTAC



The **Victorian Tertiary Admissions Centre** (VTAC) is responsible for coordinating all applications to universities for Year 12 students. It also hosts a range of resources to help students pick VCE/VET studies that are appropriate to their intended tertiary courses.

Information Guides are published online each year. On the VTAC website there is a **Course Search link** which allows you to research courses available at TAFE, University & Independent Tertiary Colleges and provides entry details.

[www.vtac.edu.au](http://www.vtac.edu.au)

### MyFuture



The **MyFuture website** is a comprehensive site covering career areas and occupations. You can take quizzes about your interests and abilities and create a personalised Career Profile, look up information and videos about certain occupations in 'The Facts' and check out what subjects relate to careers in 'Assist Others'.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### Good Universities Guide



The **Good Universities Guide** provides extensive information on different occupations, courses and tertiary education providers. Students can research different careers, education requirements and employment prospectus.

[www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)

### Jumpstart



**Your Career** and **Job Jumpstart** are part of the National Careers Institute resources.

[www.jobjumpstart.gov.au](http://www.jobjumpstart.gov.au)



**Open Days at  
Universities and TAFES**

are an excellent opportunity to investigate and research tertiary options. You will be able to find out about courses on offer, pathways into your preferred choices and what it's really like on campus. You can ask staff and university students' questions about courses and university life.



## OPEN DAYS

Universities and TAFE Institutions often run seminars, workshops and demonstrations to help students gain an insight into what they can offer. For some courses that require an interview, the institution will expect that you have attended their Open Day.

The [Doncaster Secondary College Careers website \(https://www.doncastercareers.com/\)](https://www.doncastercareers.com/) has a comprehensive list of institutions and Calendar of Events for Open Days. In the table below, we have provided a list of the Open Days at some of the prominent tertiary institutions.

UNIVERSITY	OPEN DAY (2023)
Monash University	Caulfield & Peninsula campuses: Saturday 5 August Clayton campus: Sunday 6 August Parkville campus: Sunday 20 August
University of Melbourne	Parkville & Southbank campuses: Sunday 20 August
Swinburne University of Tech.	Sunday 30 July
RMIT	Bundoora campus: Sunday 6 August City & Brunswick campuses: Sunday 13 August Point Cook campus: Sunday 20 August Bendigo campus: Sunday 27 August
Victoria University	Sunday 20 August
Deakin University	Warrnambool campus: Sunday 6 August Geelong campus: Sunday 20 August Burwood campus: Sunday 27 August
La Trobe University	Bundoora campus: Sunday 6 August
Australian Catholic University	Melbourne campus: Sunday 13 August Ballarat campus: Sunday 27 August

# YEAR 10 CERTIFICATE

The Year 10 certificate is a formal portfolio of results implemented by the College that demonstrate student readiness to progress into VCE. It will serve as a useful and formal student snapshot at the end of Year 10 to discuss their Senior School pathway, and pathways beyond school.

Students in Year 10 undertake 12 units throughout the year, six units in Semester 1 followed by six units in Semester 2. Students are eligible to obtain a Year 10 certificate if they are able to demonstrate 'satisfactory' completion of a minimum of 8 out of 12 units, this must include at least 1 unit of English.

## YEAR 10 CERTIFICATE OVERVIEW

<b>Complete 12 units in total</b>	6 units in Semester 1	6 units in Semester 2	
<b>Year 10 certificate will outline:</b>	Vic Curriculum levels	Literacy & Numeracy levels (based on PAT and NAPLAN)	Morrisby test results
<b>Year 10 certificate eligibility:</b>	✓ Achieve an 'S' in a minimum of 8 out of 12 units	✓ Minimum of 90% attendance	✓ Embedding and Excelling in progress reports**

*Note: Students who do not obtain a certificate will receive a summary of results in a similar format.*

\*\* Essential for students looking to undertake the VCE Vocational Major

**Importantly, the student must always demonstrate a commitment to improve.**

Meeting these requirements will demonstrate a readiness to progress to a full Year 11 program in either VCE or VCE-Vocational Major.

If a student is unable to meet the unit requirements for obtaining a Year 10 certificate, a student may be eligible for:

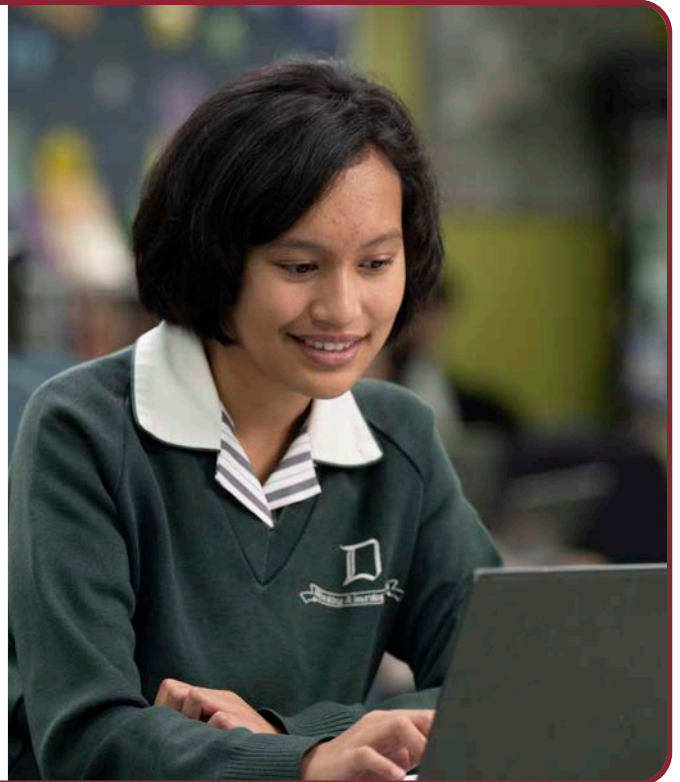
- Completing an alternative certificate or VM/ VCE at an alternative setting.
- An educational program comprising of both Year 10 and Year 11 subjects to complete VCE or VCE Vocational Major over three years.

Alternate options will be discussed by the Senior School team in Pathways meetings and Student Support Group Meetings



### COURSE APPLICATION PROCESS

Students in Years 9, 10 and 11 submit their subject selections for the following academic year in Week 3 of Term 3. Prior to this, students will undertake significant preparation to ensure that they make the most informed choices. Actions such as careers counselling, discussion about the upcoming Careers Experience Program, and attending key information sessions such as Student Assemblies and Parent Information Evenings, will help students make their application.



### COURSE APPLICATION TIMELINE

TASK	TERM 2	TERM 3			TERM 4		
		Week 1	Week 3	Week 4	Week 9	Week 5	Week 8
Course guidance & MIPS interviews	■						
Course Selection Information Night		■					
DSC Careers Expo			■				
Submission of Subject Selections			■				
Course Counselling				■			
VM & VET interviews				■	■		
Provisional Courses published						■	
Year 10 Certificates awarded							■



## PROMOTION INTO VCE

Promotion from Year 10 to a full VCE load is not automatic. In order to progress through Senior School, students must demonstrate they have acquired the necessary skills and behaviours to merit promotion to the next year level. This will be demonstrated through achieving a Year 10 Certificate.

All year 10 students will study Mathematics, Science and English. They will be offered a range of other units from the LOTE, Health and Physical Education, Art and Technology and Humanities areas to form their course at Year 10. To demonstrate readiness to progress, students must achieve the criteria specified by each subject.

### SCIENCE

In order to enrol in VCE Biology, Chemistry or Physics, students are expected to **achieve an average score in topic tests and the semester exam above 65%**. The section relating to each of the Science methods will be marked separately to allow teachers to make recommendations regarding VCE subject selection.

### MATHEMATICS

In order to enrol in VCE mathematics, students must have a sound understanding of the key concepts and skills relevant to a particular stream. Judgements are made based on a student's grades achieved in topic tests and exams in Year 10 (and is a guide only).

Year 10 Maths is organised into Maths General, Math Methods and Maths Extension. Students who wish to study VCE Maths Methods or Specialists must achieve the minimum grade requirements stated below, and have met 90% attendance. This is to ensure a balance is met between a student's desired program and their academic capabilities.

YEAR 10 MATHS	GRADE	YEAR 11 MATHS PATHWAY
GENERAL	N	No Math study
	S	General
METHODS	N	No Math study, or enrol in General
	S	Methods
	B+ or above	Specialist
EXTENSION	N	No Math study, or enrol in General
	S	Methods or Specialist



**DONCASTER**  
SECONDARY COLLEGE



## **YEAR 11 & YEAR 12 PATHWAYS**

# YEAR 11 & YEAR 12 PATHWAYS

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification that is typically undertaken by students in Years 11 and 12. The VCE opens pathways to either further education and training or employment. The VCE has recently expanded to include the Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC), meaning that students have the option to study a 2-year vocational and applied learning program within the VCE.

The VCE is completed over a minimum of two years. Within the VCE, there are a range of studies and vocational options that students can select from.

## VCE

The VCE is the certificate most students receive at the completion of secondary school. It provides diverse pathways into tertiary study or employment.

Students must successfully complete at least 16 units over Years 11 & 12. Students completing VCE will receive an Australian Tertiary Admission Rank (ATAR), which is used for university entrance purposes.

## VCE VOCATIONAL MAJOR (VCE-VM)

Students interested in a vocational and applied learning pathway can undertake a VCE VM program that incorporates a range of workplace programs into their VCE. The VCE VM program prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. VCE VM students must satisfactorily complete a minimum of 16 units over two years.

## VOCATIONAL EDUCATION & TRAINING delivered to Secondary Schools (VETdSS)

An accredited program providing an industry-specific qualification (eg. Cert II Plumbing) that contributes to the completion of a student's VCE or VCE-VM.

## School Based Apprenticeships & Training (SBAT)

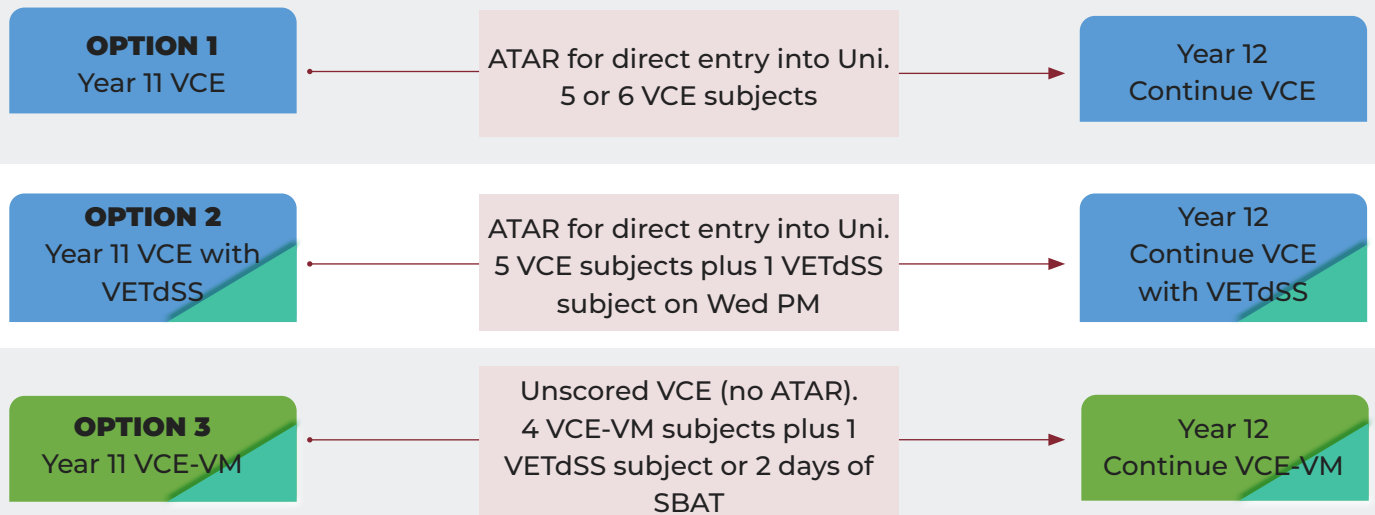
Students can combine paid on-the-job training with their VET qualification and receive credit towards their VCE or VCE-VM certificate.

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of the VCE.

For further information, please refer to the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



## YEAR 11 TO YEAR 12 PATHWAY OPTIONS



The following pages describe each option in further detail.



**DONCASTER**  
SECONDARY COLLEGE



**VICTORIAN CERTIFICATE OF  
EDUCATION**

# VICTORIAN CERTIFICATE OF EDUCATION



The Victorian Certificate of Education (VCE) involves a number of studies (or subjects) with school-based and external assessments that can provide a study score towards an **Australian Tertiary Admissions Rank (ATAR)**.

VCE studies are semester-length units representing approximately 100 hours of work per unit, of which 50 to 60 hours are class time. Satisfactory completion of a VCE unit is based on successful completion of learning outcomes as determined by the College, in accordance with VCAA requirements.

For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. High-achieving students at Doncaster Secondary College may be selected for the **Accelerated VCE Program** whereby they start Units 1 and 2 in Year 10, and potentially Units 3 and 4 in Year 11.

Students must undertake Units 3 and 4 of a subject as a sequence (that is, complete Unit 3 before commencing Unit 4). This sequence needs to be completed in the same year if a study score is to be calculated.

Students at Doncaster Secondary College usually study five subjects - or 10 Units 1 and 2 - in Year 11, and five subjects - or 10 Units 3 and 4 - in Year 12.

To obtain your VCE, the minimum requirement is satisfactory completion of 16 units, which must include:

- Three (3) Units from the English group, including a Unit 3 and 4 sequence (pairs)
- At least three (3) sequences of Unit 3 and 4 studies other than English

## INTRODUCING A NEW VCE PROGRAM AT DSC IN 2024

The VCE Program at Doncaster Secondary College will deliver a high standard of academic tuition and allow students to pursue their preferences to the best of their abilities. Commencing in 2024, Year 11 students will complete five (5) VCE Units 1 and 2 subjects instead of six.

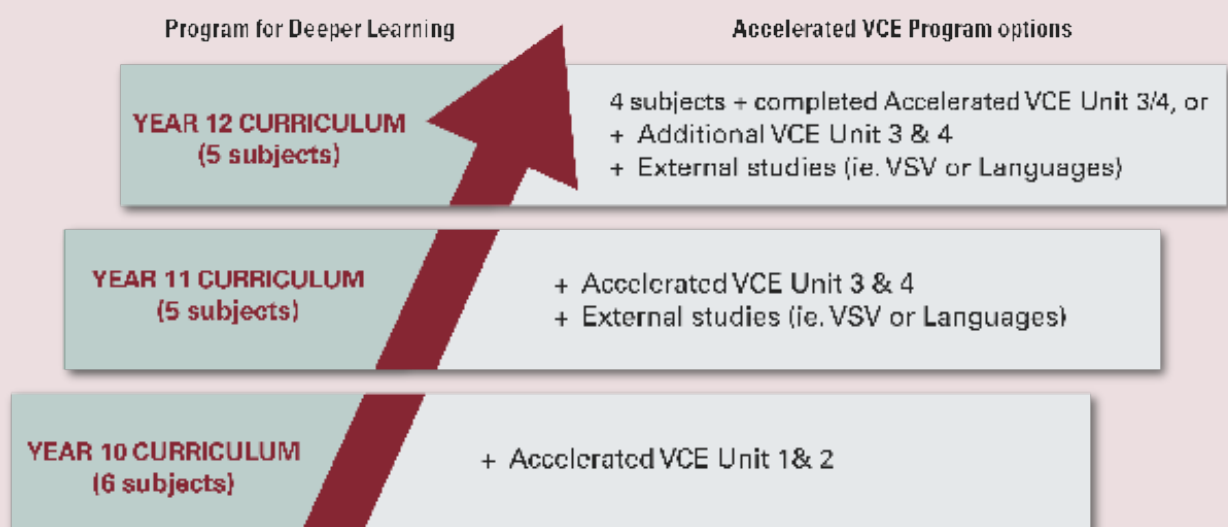
Students following this pathway will benefit from an enhanced focus and deeper learning of their VCE subjects. Furthermore, Doncaster Secondary College will be adopting a 5 x 60-minute period College timetable in 2024. This will see our senior students benefit from increased face-to-face teaching time to 240 minutes per subject.

The new timetable structure will also include five **Study Periods** for both Year 11 and Year 12 students. These periods will be an opportunity for teaching staff to deliver important programs such as:

- Masterclasses to extend mid and top band students
- Learning Catch Ups for N Notifications
- Dedicated time for Assessments (tests and SACs) to free up class time for teaching

As mentioned on the previous page, high-achieving students may be invited to undertake the Accelerated VCE Program where they have the option to complete a 6th VCE Unit 3 & 4 subject in a variety of ways (see diagram below).

## VCE Pathways



## VCE UNITS 1 & 2 TO UNITS 3 & 4

**Entry into Year 12 will depend upon satisfactory completion (S) of ten units.** Completing fewer than ten units indicates that a student has not demonstrated the skills and knowledge required to successfully complete VCE. In order to support these students, the College will provide students with the opportunity to repeat some of their studies and complete their VCE over three years.

Continuation in a subject requires assessment grades that indicate competence in that subject. A C grade or better generally indicates this. Where a student is at risk in relation to their promotion, a meeting will be held with parents/guardians. In circumstances where a study is over capacity, preference will be given to students who have demonstrated a high level of achievement as well as the attitudes and behaviours required to be successful in that study.

In instances where there are more applicants than there are positions in a study and all students have met the minimum requirements, a rank order based on assessment tasks and work practices and attendance will be used to determine places within a class.





## VCE STUDIES AVAILABLE

Our VCE students must select their studies from the following list. While there are no specific studies that you must undertake, other than English, you should thoroughly research what pre-requisite studies you need for any tertiary course that you may be planning to apply for.

SUBJECT AREA	VCE STUDIES	
English	English English Language	English Literature English as an Additional Language
Mathematics	General Maths Units 1 - 4	Maths Methods Units 1 - 4 Maths Specialists Units 1 - 4
Science	Biology Chemistry Environmental Science	Physics Psychology Sociology
Health & Physical Education (HPE)	Physical Education Health & Human Development	
Languages	French Italian	Mandarin (Chinese First Language, Second Language, Second Language Advanced)
Art / Technology	Computing: Software Development Drama Food Studies Media Studies	Music Performance Art: Making & Exhibiting Systems Engineering Visual Communication & Design
Humanities	Accounting Business Management Economics VCE Politics	Geography History (Modern, Ancient) Legal Studies



## RELATED COMBINATIONS OF STUDIES

Students need to consider a range of RELATED STUDIES (logical combinations) when thinking about their career direction. Below are some examples of such programs. This is NOT an exhaustive list, it merely illustrates some ways in which different studies are related.

SAME COURSE CODES	SOME RELATED VCE SUBJECTS TO CONSIDER
Animal Care	Biology, Environmental Science, Mathematics, Physical Education
Architecture, Building & Construction Management	Accounting, Economics, Business Management, Visual Communication & Design, Environmental Science, Physics
Commerce	Accounting, Economics, Mathematics, Legal Studies, Psychology, Business Management, Languages, Computing Software Development, History, Media
Community Services	Health & Human Development, Psychology
Computers Game Design & ICT	Physics, Mathematics, Computing Software Development
Education & Children's Services	Mathematics, Health & Human Development, Psychology, History, Literature, Languages, Physical Education, English Language
Engineering	Mathematics, Physics, Chemistry, Computing Software Development, English Language, Environmental Science
Environmental Science	Environmental Science, Health & Human Development, Mathematics, Physics, Chemistry, Biology, Outdoor & Environmental Studies
Fashion, Hair & Beauty	Art: Making & Exhibiting, Visual Communication & Design, Business Management
Health & Medical Science	Chemistry, Mathematics, Biology, Psychology, Health & Human Development, Food & Technology, Physical Education
Hospitality, Tourism & Events	Food & Technology, Mathematics, Accounting, Business Management, Environmental Science, Outdoor & Environmental Studies
Humanities & Social Sciences	Languages, Literature, English Language, Geography, History, Legal Studies, Psychology, Health & Human Development, Environmental Science, Media
Law	Legal Studies, Economics, Business Management, English Language, History
Performing Arts	Music Performance, Drama, Literature, English Language, Languages, Media
Retail, Sales & Real Estate	Business Management, Accounting, Economics, Legal Studies
Science	Physics, Chemistry, Biology, Mathematics, Physical Education, Health & Human Development, Psychology, English Language
Sport & Fitness	Health & Human Development, Physical Education, Psychology, Chemistry, Mathematics, Outdoor & Environmental Studies
Trades	Mathematics, Business Management, VETis, Environmental Science, Accounting
Visual Art & Design	Art: Making & Exhibiting, Visual Communication & Design, Media

## HOW TO SELECT AN ENGLISH STUDY

English is a compulsory study for VCE Units 1, 2, 3 & 4 and is the first subject considered when calculating the ATAR score. There are several English studies available for students to select.

English  
Units 1 - 4

English Literature  
Units 1 - 4

English Language  
Units 1 - 4

English as an  
Additional Language  
Units 1 - 4

Given that a student's English is the first subject considered when calculating the ATAR, it's important that students select an English course that suits their interests and aptitude. The vast majority of students will study VCE English as their English requirement. However, Doncaster Secondary College also offers both Literature and English Language as options, and students and parents are encouraged to read the subject descriptions carefully as well as consult with the student's English teacher to determine which English course is best suited to the individual.

Students who are particularly engaged or capable in English subjects may wish to specialise by completing more than one English subject. In this instance, it is recommended that students pair English with either Literature or English Language.

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Enrolment in EAL is available only to students who have approved EAL status. A student may be eligible for EAL status if they meet both of the following conditions:

1. **They have been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years or they are a student of Aboriginal or Torres Strait Islander descent whose first language is not English.**
2. **English has been the student's major language of instruction for a total period of not more than seven years over the period of their education.**

The period of seven years is to be calculated cumulatively over the student's life. The calculation of time spent in Australia is from the date of last arrival plus any previous periods of time spent in Australia, or any predominantly English-speaking country. Time spent out of Australia during school vacations should be included in the accumulation towards the seven years as there is no disruption to education during this time.

### SPECIAL CIRCUMSTANCES (EAL)

If the student is from a non-English-speaking background, the following special circumstances could be considered by the VCAA in determining the student's eligibility for EAL status:

- Minimal or no primary school education.
- Material interruptions to schooling during primary years, particularly if there were changes to the language of instruction.
- Material interruptions to schooling after arrival in Australia.

There are specific entry requirements for English as an Additional Language (EAL) and the VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese.

**NOTE: Students cannot complete both EAL and a VCE Second Language study Units 3 & 4**



# STUDY OF LANGUAGES

In an age of globalisation and multiculturalism, it is beneficial for VCE students to consider incorporating a language into their VCE program. The following languages are offered at Doncaster Secondary College.

ITALIAN

FRENCH

MANDARIN

If the numbers of students choosing to study Italian, French or Mandarin\* in Years 11 and 12 are low, we will consider a range of options of providing students with access to these subjects. Some of these options might be:

- Combining year levels for languages studies;
- Enrolment of students in the Victorian School of Languages or other community language schools, after-school or Saturday classes; or
- Combining classes with a nearby school.

\* For Mandarin language, please see eligibility requirements for enrolments into the different streams of Chinese. Please see the LOTE and VASS Coordinator.

## VCE SECOND LANGUAGE REQUIREMENTS

VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese cater for students who have learnt all they know of the language in an Australian school or similar environment. All enrolments in VCE Second Language studies in Units 3 and 4 must be approved by the VCAA.

LANGUAGE	ELIGIBILITY REQUIREMENTS
Chinese Second Language	<ol style="list-style-type: none"> <li>1. Student has had no more than 12 months of education in a school where Chinese is the medium of instruction.</li> <li>2. Student has had no more than 3 years (36 months) of residence in any of</li> <li>3. the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau).</li> </ol>
Chinese Second Language Advanced	<ol style="list-style-type: none"> <li>1. Student has had no more than 7 years of education in a school where Chinese is the medium of instruction.</li> <li>2. Student has had education in a school where Chinese is the medium of instruction and this education is no greater than the equivalent of Year 7 in a Victorian School.</li> </ol>
Chinese Language, Culture and Society	<ol style="list-style-type: none"> <li>1. Student has had no more than 6 months of education in a school where Chinese is the medium of instruction.</li> <li>2. Student has resided no more than 24 months in any VCAA-nominated countries or regions.</li> </ol>
Indonesian Second Language	Student has had no more than 7 years of education in a school where Indonesian or Malay is the medium of instruction.
Japanese Second Language	Student has had no more than 7 years of education in a school where Japanese is the medium of instruction.
Korean Second Language	Student has had no more than 7 years of education in a school where Korean is the medium of instruction.
Vietnamese Second Language	Student has had no more than 7 years of education in a school where Vietnamese is the medium of instruction.

### UNDERTAKING A LANGUAGE OUTSIDE OF SCHOOL

In approved cases, Senior School students who are undertaking a subject outside of school have the option to withdraw from one subject within school for that year. This provides students 3 spare periods and during this time, students are required to sign-in to a designated supervised study area to study for their subjects. The option is available to maximise learning outcomes for highly motivated students.

Considerations when making this decision:

- For students rising to the challenge of a full load and an external subject is the best option for structured learning and an excellent breadth of study.
- Only conducive for students who are highly, intrinsically motivated. Feelings of unmotivation and isolation is a risk. Most Senior Students benefit from undertaking a subject at school to maximise time with their teachers, including revision and study skills.
- It is recommended that Year 11 students continue to undertake 6 subjects in school. This provides them with options to make an informed decision and review the set of subjects with the Year Level Coordinator.
- If a student is in Year 12, the extra subject provides more options with tertiary studies. ATARs are calculated with the top 4 subjects with 10% of the next two. Having options can be important to maximising your ATAR.



### LIMITATIONS TO VCE PROGRAMS

English Units 3 & 4 and English as an Additional Language (EAL) Units 3 & 4 are equivalent sequences so only one sequence may be counted towards the award of a VCE.

No more than two studies of Maths, English, Music, History and LOTE can be included in the primary four; the other may be used as an increment for the Australian Tertiary Admissions Rank. i.e. treated as a fifth or sixth study.

### RESTRICTIONS ON STUDIES IN THE ATAR

Only one of the following combinations can be used in the best six (that is, in the calculation of the ATAR):

- English/EAL
- Chinese (FL)/Chinese (SL)/Chinese (SL Advanced)
- Indonesian (FL)/Indonesian (SL)
- Japanese (FL)/Japanese (SL)
- Korean (FL)/Korean (SL)

In each of the study areas of English, Mathematics, History, Contemporary Australian Studies, Computing Software Development, Languages and Music:

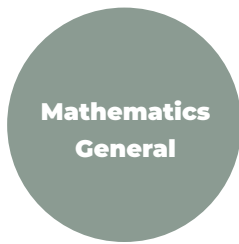
- at most two results can contribute to the primary four
- at most three results can contribute to the ATAR – results from either VCE, Higher Education, or VET. Please note: VET industry area restrictions and VFE Block Credit restrictions also apply (see VET Coordinator)

## HOW TO SELECT A MATHEMATICS STUDY

Mathematics is **not a compulsory study in VCE**, however it is highly recommended to complete some level of mathematics in Year 11. Many courses at university list mathematics as a prerequisite study in VCE.

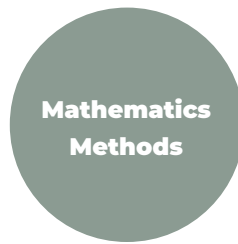


*Mathematics is the only VCE study area that is 'streamed' by difficulty. There are three mathematical studies available, listed in increasing difficulty.*



### Mathematics General

in Year 11 leads to Mathematics General in Year 12.



### Mathematics Methods

in Year 11 is a prerequisite for students who wish to study Mathematical Methods and Mathematics Specialist in Year 12.



### Mathematics Specialist

in Year 11 is a prerequisite for students who wish to study Mathematics Specialist in Year 12.



We strongly recommend that all students discuss these options with their Maths teacher. Entry into Mathematics units is based on academic performance and teacher recommendation. It is essential that students make an informed decision about completing VCE Maths and if opting to study Mathematics in VCE, which is the best option.

**Students studying Physics** must also study Mathematics Methods.

**NOTE:** It is strongly recommended that students studying Mathematics Specialist in Year 11 or 12 are also studying Mathematics Methods and Physics, as it provides vital practice and preparation.

# VCE RESULTS

## STUDY SCORES

Students who have successfully completed VCE **gain a score out of 50 for each subject** they have studied in Unit 3 and 4. The calculated study score is not as simple as getting 40 out of 50 on a test. The scores are adjusted to form ranks within the subject. As the score increases, it becomes more difficult to achieve. Most students (about 70%) achieve between 25 and 35 out of 50 in a subject.

A score of 40 or above is considered exceptional and determines that the student is in the top 10% of students from that subject in the state.

The study scores are then adjusted again to ensure that all subjects are weighted equally. This is known as scaling.

## SCALING

The purpose of scaling is to ensure that students are compared equally when they have studied different subjects. Subsequently there is no advantage in choosing certain subjects over others. Scores between 25 and 35 are considered average and most students score around these figures.

However, often in subjects the scores lean in a particular direction. For example, the average Maths Methods scores across the state may be lower than the 25-35 ranges. In other subjects, such as Maths General, students may perform better than average. In order to effectively rank students, the averages of all subjects must be the same. Therefore the scores are adjusted to match each other. This is why Maths Methods may be scaled up, and Maths General may be scaled down. This is to ensure that all students are judged equally.

VTAC provides further information about Study Scores and the ATAR:

[www.vtac.edu.au/results-offers/atar-explained.html](http://www.vtac.edu.au/results-offers/atar-explained.html)

## ATAR CALCULATION

Scaled Scores are added together in the formula below to calculate an **aggregate**. The aggregate is then compared to all other aggregates in Victoria. Aggregates are ranked and the rank becomes the ATAR. In the example below, the ATAR was 85.40.

**Aggregate = English score + next best three scores + 10% of the 5th and 6th scores (if any)**

EXAMPLE	SUBJECT	STUDY SCORE	AGGREGATE
	English	35	35.0
	VET Hospitality	42	+ 42.0
	Art	38	+ 38.0
	History	34	+ 34.0
	Maths Further	30	+ 3.0
			<b>= 152.0</b>

Diagram annotations: English score (35) points to 35.0; Next 3 best scores (42, 38, 34) point to +42.0, +38.0, +34.0; 10% of 5th subject (30) points to +3.0.



# HIGH-ACHIEVING SENIOR STUDENTS

Students who demonstrate outstanding achievement in Year 11 have the opportunity to undertake **University Enhancement Studies** or **CHES programs** as they enter Year 12. Where no preparatory study is offered or where the study score is below 40, students may be selected on the basis of the Principal's evaluation of the student's Year 11 performance. **Normally students enrolling in University Enhancement will be in the top 5% based on results in Year 11.**

## UNIVERSITY ENHANCEMENT STUDIES

These studies provide students with the experience of studying first year university level and can provide credit towards university completion. Enhancement studies can contribute between 3.0 and 5.5 as an increment to a student's aggregate and ATAR.

### Students wishing to participate in enhancement programs will have:

- the maturity and sound work practices to cope with the level of work and pressure.
- sound organisational skills.
- the recommendation of their teachers.
- achieved A to A+ in their chosen area.
- B+ average in all other subjects.

More information regarding this program will be available in September of each year. Students interested in such a program should see the Senior School Leader.

**NOTE:** An approved Higher Education Study can be counted in the creation of an ATAR, but only as a sixth study. The university study **MUST** be your sixth Unit 3/4 study or you will not be able to use it as part of your ATAR.

## CHES PROGRAMS

From Term 1 2023, the Centre for Higher Education Studies (CHES) provides innovative enrichment programs and access to first year university-level studies and select VCE subjects. Students can study a subject aligned to their skills and interests that may contribute to their ATAR, and potentially earn university credits. High-achieving and high-ability senior students should speak with their teachers before applying on the CHES website:

[www.ches.vic.edu.au](http://www.ches.vic.edu.au)

## VIRTUAL SCHOOLS VICTORIA

Virtual Schools Victoria (VSV) allows students to complete subjects that are not offered at their school or are not available due to other reasons.

The Principal must approve any application to study at VSV. A student will only be considered for enrolment into a VSV subject if the subject is a pre-requisite for tertiary entry and if the following criteria are met:

- student has a high level of achievement (average of a B grade or higher).
- work practices are rated "very good" or higher and attendance greater than 90%.
- student has demonstrated the maturity and independence to manage the adjusted program.

# VCE VOCATIONAL MAJOR

## WHAT IS THE VCE VOCATIONAL MAJOR?

The VCE Vocational Major (VCE VM) is a two-year vocational and applied learning program that sits within the VCE. It consists of four subjects that have been added to the VCE that will make up the core of your program and enable successful transitions into apprenticeships, traineeships, further education and training, or directly into employment.

## THE VCE-VM CORE SUBJECTS

The VCE VM has specific subjects designed to prepare students for a vocational pathway. The four core subjects are:

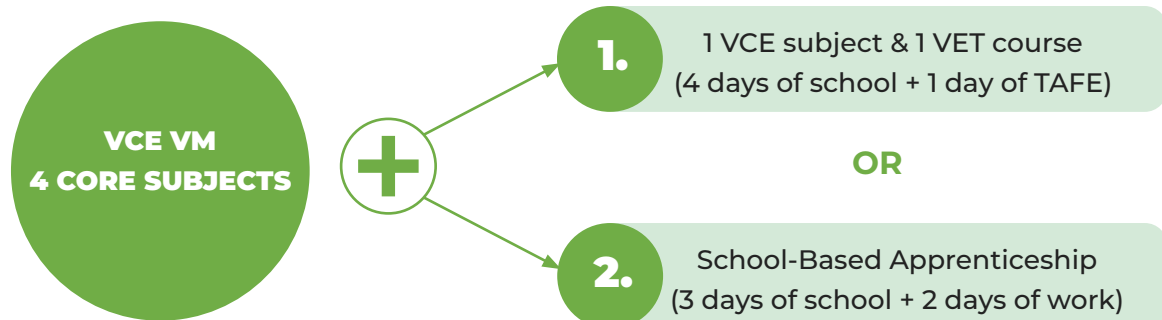
1. VCE VM Literacy (or VCE English),
2. VCE VM Numeracy (or VCE Mathematics),
3. VCE VM Personal Development Skills, and
4. VCE VM Work-Related Skills.

There are no external examinations for VCE VM studies and therefore students do not receive a subject study score nor an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

## VCE VM STUDY OPTIONS

There are two study options that VCE VM students can pursue:



## ELIGIBILITY FOR THE VCE VOCATIONAL MAJOR

Only students attending the College in the pre-enrolment year (Year 10) are eligible for the program.

Students must meet the following eligibility requirements:

- ✓ Complete a VCE VM interview
- ✓ Above 'Beginning' in their Progress reports
- ✓ Complete a Year 10 certificate
- ✓ Meet the minimum 90% attendance requirement

## HOW DO I APPLY FOR THE VCE VOCATIONAL MAJOR?

If selected for the interview stage for consideration into the Doncaster Secondary College VCE VM program, students must provide evidence of the following:

- An identified vocational pathway
- Demonstrated commitment through organisation of a year 10 work experience
- Keen interest in a VET program relevant to their career aspirations.
- A demonstrated ability to work positively with peers and teachers in group activities
- A demonstrated positive contribution to the school community
- A commitment to personally organise work placement

Positions in the VCE VM program are limited, with the school decision being final. Once selected for the program an individual learning program will be created.

## WHAT DO I HAVE TO DO TO GET MY VCE VM?

Students must successfully finish at least 16 units, including:

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

Most students will undertake between 16 to 20 units over two years. Students may also be able to complete other VCE subjects, and Structured Workplace Learning (SWL).

## WHO DECIDES IF I HAVE SATISFACTORILY COMPLETED A VCE OR VCE VM UNIT?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. The decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.



## VCE VM SUBJECT OVERVIEWS

### Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

### Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

## Numeracy cont'd

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then

applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

## Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students

understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

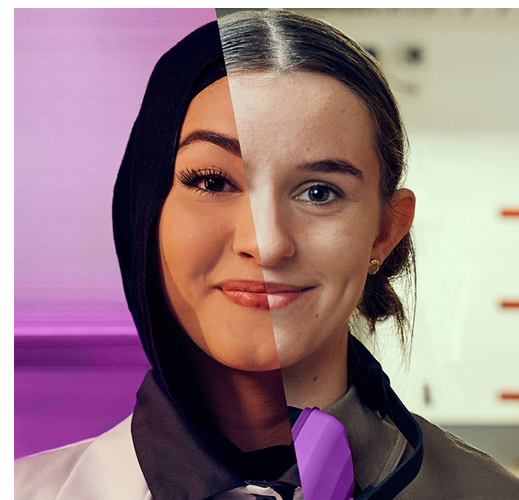
## Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential

employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.



# SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

As part of the VCE or VCE Vocational Major (VCE VM), Doncaster Secondary College students may be eligible to undertake a School Based Apprenticeship/ Traineeship (SBAT). The program allows students the opportunity to complete their VCE VM and begin their apprenticeship/traineeship while completing Year 11 and Year 12.

Only students attending the College in the pre-enrolment Year 10 will be eligible to be offered the program.

Students must apply and attend the VCE-VM interview, and SBAT interview to be eligible for the program.

**The various requirements including fees, school based expectations and employment will be discussed in detail at the VCE VM Information Evening in early Term 3.** It is therefore particularly important for interested families to attend this session. During the VCE VM interview, the SBAT option and student readiness for the VCE VM will be discussed. Students must also elect a full VCE subject preference list in case they are not able to demonstrate readiness for a VCE VM or start an SBAT at the beginning of Year 11.

Additional support of the SBAT program is provided by staff from our local **Department of Education Head Start Hub**. The Head Start staff assist with employer and TAFE connections and regularly check in with students and liaise with DSC Senior School staff.

A selection process has been designed to ensure students and families understand the requirements of the VCE VM and SBAT program. A requirement of an



SBAT is for students to complete work experience in their area of interest prior to application.

Please note that an SBAT cannot be offered to everyone. The following criteria is used by the College to assess the suitability of a student to complete an SBAT in their industry of choice includes:

- Successful obtainment of Year 10 certificate
- Commitment to completing the traineeship or apprenticeship
- Ability and willingness to complete school based subjects
- Consistently high results for 'attitude and effort' grades in reports
- Ability to work safely
- Demonstrated ability to follow instructions
- Social aptitude to thrive in an adult learning and working environment
- Maturity, teamwork and resilience
- Ability to travel independently to TAFE and work

# VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) in your VCE or VCE-VM studies combines general Year 10/ VCE studies with vocational training and experience in the workplace. VET is fully incorporated into the VCE. Like VCE studies, most VET programs have a Unit 1 – 4 structure. Mostly, VET programs offer a competency based assessment rather than traditional graded assessment.



The aims of VET are:

- ▶ To increase the breadth of subject choice and style of delivery.
- ▶ To provide students with a nationally recognised vocational qualification.
- ▶ To provide pathways into further study.
- ▶ To provide preparation for the workforce.

**NOTE:** At Doncaster Secondary College, timetable constraints permit the undertaking of **only ONE VCE VET study Unit 1 to 4**, as all VET studies are run on Wednesday afternoons.

## STRUCTURED WORKPLACE LEARNING

Enrolment in a VET subject usually requires the completion of a work placement or Structured Workplace Learning (SWL). An SWL placement enables a student to demonstrate and/or acquire skills and knowledge in an industry setting. During the placement, a student will have specific tasks to undertake in order to demonstrate competence. Students who wish to undertake a VET study need to be independent, well organised and enjoy learning by completing hands-on activities. Students and parents need to understand that a VET course is a two year program and they will need to commit to participation for the two years.

Please see the VET Coordinator for an Application form in term 3 of the year prior to commencing the VET subject.

Doncaster Secondary College is a part of a local cluster of schools that allow external enrolments for VET Certificates, as well as the opportunity to enrol with Box Hill Institute. In the past, we have been able to enrol students in studies such as:

### CERTIFICATE II in:

- Automotive Vocational Preparation
- Applied Fashion Design and Technology
- Animal Studies
- Building and Construction - Carpentry (partial compl.)
- Hospitality
- Equine Industry
- Kitchen Operations
- Acting (Screen)

### CERTIFICATE III in:

- Music Industry (sound)
- Acting (Screen)



## VET & YOUR ATAR

Scored VCE-VET certificates contribute to the satisfactory completion of the VCE. Like any other VCE subject, you will gain a study score. Unscored VET units still count toward the ATAR contributing 10% of the lowest study score of your primary four. See the VET Coordinator for specific information regarding the scoring of your VET for ATAR purposes.

## VET FEES

Most courses have minimal costs for material requirements, however, depending on the course, an additional contribution may be requested. See the VET Coordinator for specific information regarding fees. A **\$50 deposit** will be requested as part of the VET Application form with payments finalised once material costs have been confirmed in the study year.

## VET ELIGIBILITY

Students are to submit a VET Application form alongside their VCE, VCE-VM or Year 10 course application.

Criteria for eligibility includes:

- ✓ above 'Beginning' in their Progress reports
- ✓ a minimum of 90% attendance
- ✓ successful completion of English
- ✓ complete a VET interview

## VET APPLICATION TIMELINE

TASK	TERM 2	TERM 3			TERM 4		
		Week 1	Week 3	Week 4	Week 9	Week 5	Week 8
Course guidance & MIPS interviews	█						
Course Selection Information Night		█					
DSC Careers Expo			█				
Submission of Subjects & VET Applications			█				
Course Counselling				█			
VM & VET interviews				█			
Provisional Courses published						█	
Year 10 Certificates awarded							█

Students will be successful VET candidates based on:

- Ability and willingness to complete school-based subjects satisfactorily.
- Consistently high 'attitude and effort' grades in reports.
- Ability to work safely.
- Demonstrated ability to follow instructions.
- Social aptitude to thrive in an adult learning and working environment.
- Maturity, teamwork and resilience.
- Ability to travel independently to TAFE and work.

All enrolments for external studies (ie. VET providers such as TAFE) must be authorised by the College. Students must not under any circumstances enrol themselves in a study by an external provider without the explicit written authority of the College, for example VCE LOTE studies or VET type studies. The College will not have any responsibility for loss of deposit or other costs associated with these unauthorised enrolments. There are a range of VET studies available directly through the College.



## ASSESSMENT & REPORTING

Doncaster Secondary College will provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE and VCE-VM study designs.

Students are provided a course outline and tentative timelines. This includes **School Assessed Coursework** (SAC) dates, which will be communicated via the Compass SAC calendar.

Teachers will base their assessment of a student's ability to achieve the unit outcomes on their performance in **Outcome Tasks**. EVERY OUTCOME TASK IN A STUDY must achieve a **Satisfactory (S)** for the unit. Teachers will specify all work required in order for students to achieve a (S) for the unit.

## OUTCOME TASKS

Assessment of Outcome Tasks will be Satisfactory (S), or Not Satisfactory (N), as required by VCAA.

Each faculty will set a minimum standard that students must achieve in order to demonstrate that they have met the outcome. Classroom observations can also be used to determine a student's ability to meet the outcomes

Work assessed as 'N', or which may be, for other reasons, the subject of dispute at a later date should be retained at school, in original or photocopied form.

## SACS

School Assessed Coursework (SACs) are the graded assessment items in VCE. These tasks assess a student's level of achievement in accordance with published criteria. They are used to determine the level of performance of student work in each unit.

These school-based tasks will be reported on separately from Outcome Tasks and will have letter grade assessments (A+ - UG).

SACs are subject to review by a panel appointed by the VCAA.

## TASK SELECTION FOR OUTCOME TASKS AND SACS

Teachers select from a range of tasks designated for assessment of unit outcomes. Where options are available, the assessment tasks are of comparable scope and demand. Outcome tasks and SACs must be consistent across a study within the College.

### Conditions for an Outcome Task or SAC:

- ▶ Most tasks will allow time for completion during class time.
- ▶ Work not submitted/completed by the due date may not be accepted therefore receiving an (N).
- ▶ Teachers will set rules for the Outcome Task/SAC. Failure to adhere to these rules, including VCAA requirements, may lead to a penalty, eg: the work may not be accepted for assessment.

If a student misses a SAC, a medical certificate must be obtained within 24 hours of the missed assessment.

If a student receives a (N) for an Outcome Task which is also a SAC, they will be required to re-sit the Outcome Task in order to achieve an 'S' for the unit. The initial grade will remain.

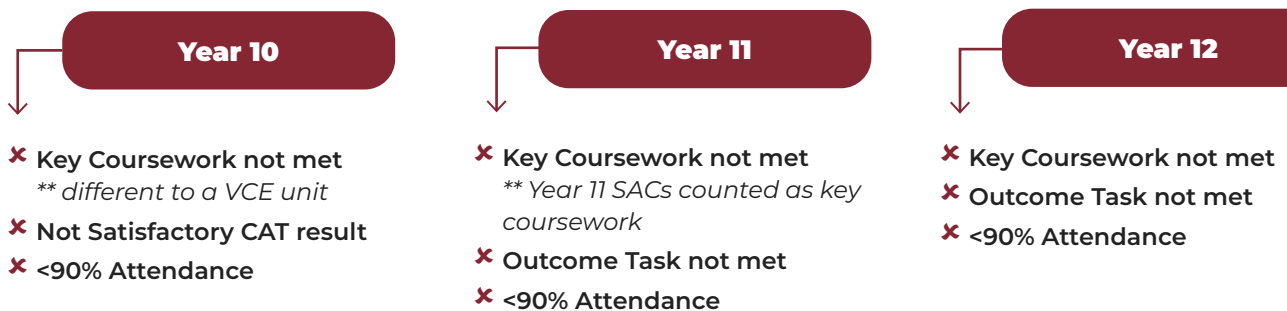
If a student receives a (N) for a unit, they will be required to continue in that study and attend all classes. Students who fail to do so may find their enrolment/promotion reviewed and/or recommendations in their other studies discounted.

### Points to note:

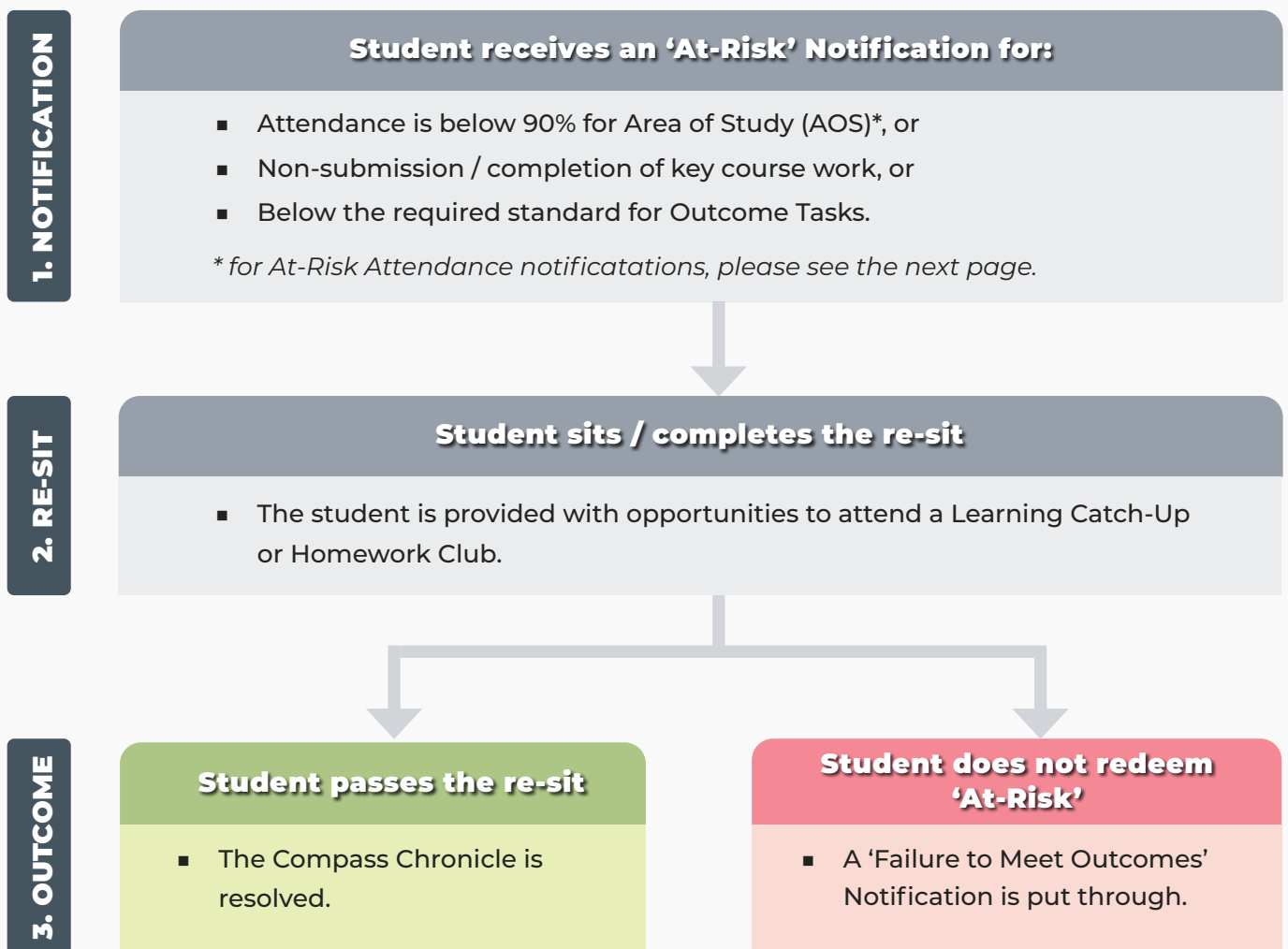
- Students will receive written feedback, which records their performance.
- Students may not be informed of the percentage or marks awarded by the teacher for each SAC because these scores may be altered as a result of the external exam. Scores are subject to statistical moderation and rank ordering. See the VCAA website for further information on statistical moderation.

## AT RISK OF 'N' PROCESS

The At-Risk parameters of the Senior School are:



For students who are not meeting the requirements of a VCE unit, the following **At-Risk process** will be activated.



## REDEMPTION OPPORTUNITY IN NEXT AREA OF STUDY

Students that again fail to meet the Coursework Requirements in the next Area of Study:

a redemption opportunity will not be given and a **Failure to Meet Outcomes** will be put through by the classroom teacher.

Students that fail an Outcome task, but has completed the Coursework requirements:

they will receive an At-Risk notification and a **redemption opportunity**.

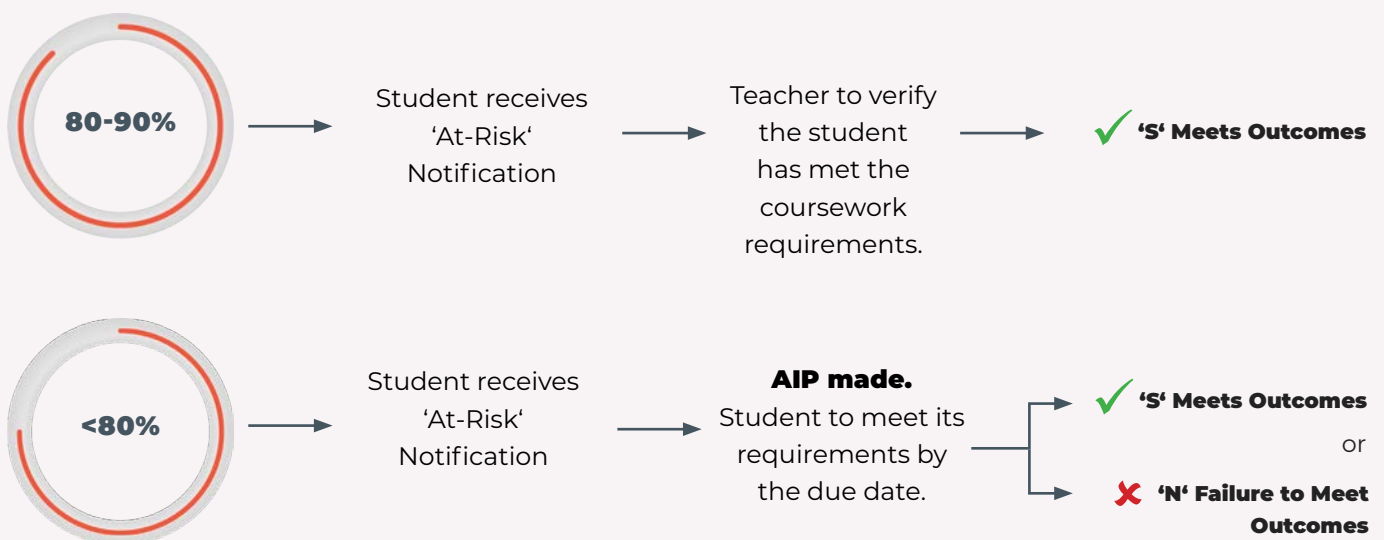
If a student becomes At Risk in Attendance again:

the student will receive an At Risk notification based on attendance and will need to **redeem** based on the attendance parameters.

## REDEMPTION OF ATTENDANCE

For students At-Risk for Attendance that is less than 90% in an Area of Study, the following process will be activated.

### ATTENDANCE:



## THE LEARNING CATCH UP

A Learning Catch Up will be an essential activity that students who receive an At-Risk Notification will undertake. **This will occur in A Block from 3.30pm - 4.15pm.** There will be no rescheduling of Learning Catch Ups.

Learning Catch Ups:

- Will be required for students who receive an At-Risk Notification.
- Occur Thursday after school.
- There will also be an escalation for non-attendees.

## REDEMPTION OF TASKS

The times available for students to sit a Redemption of an Outcome Task are:

- Wednesday period 5
- Thursday period 1 (Year 12s only)

# VCE & VCE-VM RESOURCES

## VCE STUDY DESIGNS

VCE Study Designs provide information of the key knowledge and key skills that will be assessed in each subject. They are an essential and helpful resources for students to access during their VCE.

Access this link to view VCE study designs:

<http://www.vcaa.vic.edu.au/Pages/VCE/studies/index.aspx>

Further information includes:

- Descriptions of assessment tasks
- Mark allocation
- Exam information



## VCE PAST EXAMS

VCAA provide past exams and examiner reports that outline information, mark allocation and trends identified during previous exams.

Access this link to view the VCE past exams and examiner reports:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Index.aspx>

### UNSCORED VCE

In some instances when we have concerns about a student's ability to meet the requirements of VCE, we may recommend that they undertake a modified program in the form of an 'Unscored VCE'.

The option of an 'Unscored VCE' allows teachers to use alternative methods of assessing a student's ability to meet the outcomes in a study. Through doing this we feel that the student would have a greater chance of successfully completing their VCE.

If this is seen to be the best option for a student, they will still be required to:

- ✓ Meet the 90% attendance requirements
- ✓ Complete all classwork set by the teacher
- ✓ Complete all assessments set by the teacher
- ✓ Demonstrate their understanding of the unit outcomes

Students completing an unscored VCE may be given alternative assessments and a greater number of opportunities to redeem their outcome tasks.



### IMPACTS TO ATAR

Students that take up the option of an 'Unscored VCE' **will not be eligible to receive an ATAR score** and enrol in University courses immediately following Year 12. Some TAFE studies may also require a study score in a specific study and this cannot be provided through completing an 'Unscored VCE'.

### SEEK ADVICE

However, through the completion of alternative tertiary education pathways, the student may be able to enrol in University in the future.

Advice should also be sought from the Careers Coordinator, Year Level Coordinators and other members of the Senior School.

## AUTHENTICATION OF A STUDENT'S WORK

Authentication refers to the process of satisfying the teacher that the work is that of the student. Students must attend class and work under a teacher's supervision. Students must confer with their teacher and acknowledge all sources and help they receive.

The onus of proof in relation to authenticity rests with the student. Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work.
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- provide samples of other work.
- complete, under supervision, a supplementary assessment task related to the original task
- attend an interview or complete a test to demonstrate understanding of the work.

**Plagiarism** is "to take and use another's work as one's own, the act of copying another's work and pretending it is one's own".

This often happens in the following ways:

- Copying word for word.
- Changing the words around.
- Getting somebody to help without acknowledging it. eg. another student or a tutor (a tutor cannot reword, rewrite sections, provide interpretation of data or concepts not already considered by the student, dictate words, sentences or paragraphs).
- Students must not submit the same piece of work for assessment in more than one Outcome Task.

## ALLEGED BREACHES OF ASSESSMENT

Students must abide by the administrative guidelines and regulations of the VCE. Any alleged breach of these rules and any alleged cheating, dishonesty or obtaining assessments by fraudulent, illegal or unfair means in relation to VCE assessments will be reported to the Principal. Students will have to explain their actions to a panel consisting of an Excellence in Teaching and Learning Leading Teacher, and member of the Senior School, where a decision will be made about the appropriate consequence for the breach. School policy is to separate any punitive consequence from the assessment of the outcome. If the breach of rules occurs during an examination for a Unit 3 or 4 study, the College must report this immediately to the

Manager, Corporate Governance, VCAA. Serious cases are referred to the VCAA Review Committee, who conducts a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

A parent is able to support students in these meetings, however the representative is not able to advocate or enter into discussions regarding the matter. The student will provide any evidence to support their case and they will need to answer any questions from the committee. The role of the committee is to listen to all the available evidence and make a decision in line with VCAA and school guidelines.



## LOST, STOLEN OR DAMAGED WORK

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated.

Schools must keep a record of the loss or damage, but should not report them to the VCAA (except in the case of a School-Assessed Task). The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.



**NOTE:** This does not apply to work lost or damaged due to computer misuse or malfunction.

## WITHDRAWAL FROM A STUDY

Students who wish to withdraw from a study must do so by the dates set by the VCAA. If a student misses this date then the final result will be recorded as a 'Not Satisfactory' result and 'NA' for SACs.



Students opting to drop a study and complete less subjects than required, must speak to the Senior School Leader to negotiate a different study plan.

School approval and parental approval is needed with legitimate reasons as to why the standard amount of studies cannot be completed.

If approved, students undertaking a subject outside of school have the option to withdraw from one subject within school for 2023. Students will then have 3 spare periods in place of a subject and will be required to sign-in to a designated supervised study area for their subject. This option is available to maximise student learning outcomes for highly motivated students.

# VCAA INFORMATION

## GENERAL ACHIEVEMENT TEST (GAT)

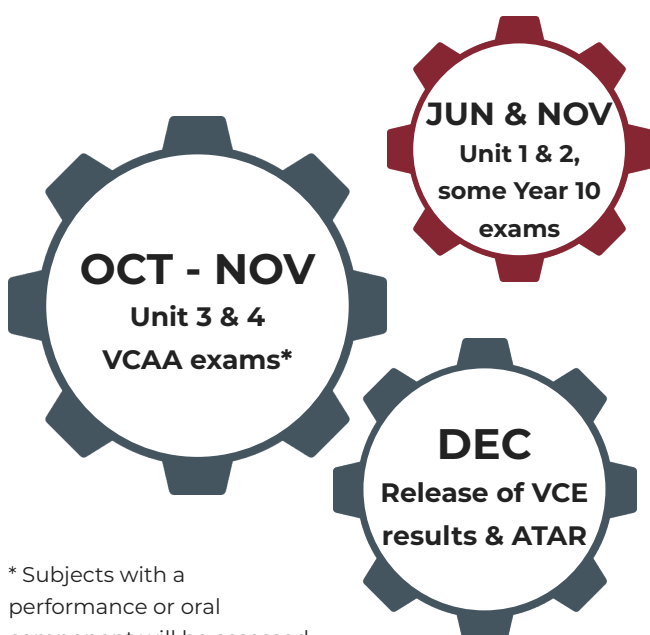
All students undertaking Unit 3 & 4 studies or are in the final year of VCE-VM, are required to sit the GAT. The GAT is set by the VCAA and occurs in June. The test covers literacy, numeracy and critical thinking. The subject matter is of a general nature and preparation is not required.

## IMPLICATIONS FOR VCE STUDENTS

The score achieved by the students on their GAT is compared to the scores achieved for their coursework. If the VCAA finds that there is a significant difference between the two types of assessment, the work of the student will be reviewed for authenticity. It is also used in the Statistical Moderation process. If students apply for a Derived Exam Score (DES) or an Exam Irregularity, their performance in the GAT will be used in the calculation of their study score.

**It is therefore compulsory for all students to attend the GAT.**

## ORAL & WRITTEN EXAMINATIONS



\* Subjects with a performance or oral component will be assessed at other times.

## IMPLICATIONS FOR VCE-VM STUDENTS

VCE-VM students will undertake Section A of the GAT. VCE VM students will receive a statement indicating whether they have met the literacy and numeracy standards. The GAT is an additional opportunity for students to demonstrate their skills and level of achievement.

## STUDENT DECLARATION

All students must sign an agreement to abide by the VCAA regulations as part of their VCE, and outlines the regulations with attendance, completion of coursework and exams. This declaration must be completed during Semester 1, as instructed by the VCE Coordinator. Additionally, all students will give an undertaking that they will abide by the rules and regulations of the College.

- Unit 3 & 4 students will receive an individual exam timetable that includes examination/GAT dates, venues and rules.
- Year 10 to 12 students must remain in the examination centre for the duration of the exam and cannot leave prior to the end of the exam. Research shows that students perform better when they stay in the exam centre for the entire duration.
- Unit 1 & 2 and some Year 10 exams are reported on as part of SACs. They do not constitute an Outcome Task, but all students are expected to attend their exams, particularly if they wish to be promoted to the next year level.

# SPECIAL PROVISIONS

## THERE ARE 4 FORMS OF SPECIAL PROVISIONS:

1. **Student Programs:** the school and/or individual teachers will make provision in some circumstances in order to enable a student to complete a VCE course.
2. **School-Based Assessment:** schools may apply special arrangements for school-based assessments and vary the school assessment program to accommodate student circumstances.
3. **Special Examination Arrangements:** schools may apply to the VCAA for Special Examination Arrangements for individual students.
4. **Derived Examination Score:** the DES is calculated by the VCAA to ensure that a student's final examination result reflects as accurately as possible the level of achievement that would be expected for that student to achieve if they had not been affected by an accident or sudden illness.

## SPECIAL EXAMINATION ARRANGEMENTS (SEA)

Special Examination Arrangements provides all students with the maximum opportunity to participate in and complete their secondary studies. Special Examination Arrangements may be approved for students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment.

Special Examination Arrangements applications are made to the VCAA through the student's school and must be endorsed by the principal. Such applications will be considered by the VCAA in accordance with its policies.

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- ▶ an acute or chronic illness (physical or psychological)
- ▶ factors relating to personal circumstance
- ▶ an impairment or disability, including learning disorders.

Appropriate assistance will be provided in accordance with the guidelines set out in the VCAA VCE Administrative Handbook. This assistance may include measures such as:

- rest breaks
- extra work time
- separate rooms
- readers
- use of computers and/or assistive technology
- scribes
- clarifiers
- Auslan interpreters
- alternative exam venue
- alternative format exam papers
- alternative exam venues

Students who wish to request Special Exam Arrangements should contact their Year Level Coordinator or the VCE/VCE-VM Coordinator via email to initiate the process. Students will need to provide substantiated evidence to support their case, e.g. medical practitioner's report on an on-going and serious illness.

Applications must be submitted by the end of Term 1.

---

For VCAA to allow special provision for ongoing conditions, the College must demonstrate that the student has been previously supported at school.

**It would be expected that students with serious ongoing conditions or circumstances bring the matter to the attention of the Excellence in Teaching and Learning Leader, preferably early in Year 11.**

Requests for special provision for ongoing chronic conditions will be looked on more favourably by VCAA if the school has demonstrated ongoing support.

You do not have grounds for Special Provision if you:

- ✘ are absent from school or study for prolonged periods without evidence of significant hardship.
- ✘ are comparatively unfamiliar with the English language as their only disadvantage.
- ✘ are affected by teacher absence and other teacher-related difficulties.
- ✘ are affected by faulty technology in the preparation of work or when undertaking tuition.
- ✘ misread an examination timetable or examination paper.

It is the student's responsibility to notify the Year Level Coordinator of circumstances relating to your application. You must complete a **Special Provision application** available from the Year Level Coordinator.



## **SPECIAL ENTRY ACCESS SCHEME (SEAS)**

The Special Entry Access Scheme (SEAS) is a program run by VTAC for applicants who have experienced educational disadvantage. The SEAS program allows Selection Officers to grant extra consideration for tertiary course entry to applicants, but it is not used as a replacement for course entry requirements.

Students apply for SEAS as part of their VTAC Application, which commences in August of each year. It does not affect any processes or policies during VCE.

There are a range of categories that may be considered for SEAS.

- Personal information and location
- Non-English speaking background
- Difficult circumstances
- Disadvantaged financial background
- Disability or medical condition

You may be required to submit evidence to support your application. The type(s) of evidence will depend on what you are applying for.

**Typical examples of documentary evidence are:**

- statement of support (which may include medical reports/assessments).
  - proof of financial disadvantage, for example, Centrelink Benefits.
  - visas and passport details.

# HEADSTART

Senior school students undertake Headstart during the last week of Term 4, where they commence their subjects that they will undertake the following year. All students will have their courses confirmed by Headstart, ready to undertake content in their VCE or VCE-VM subjects.

Students will participate in classes where the focus will be to improve their skills and knowledge for each VCE or VCE-VM study. Outcome Tasks will be given to students and preparatory work will commence for the next year.

Headstart is a compulsory part of the Senior School program. Students who do not attend Headstart will be subject to the normal attendance procedures.

## CAREERS EXPERIENCE

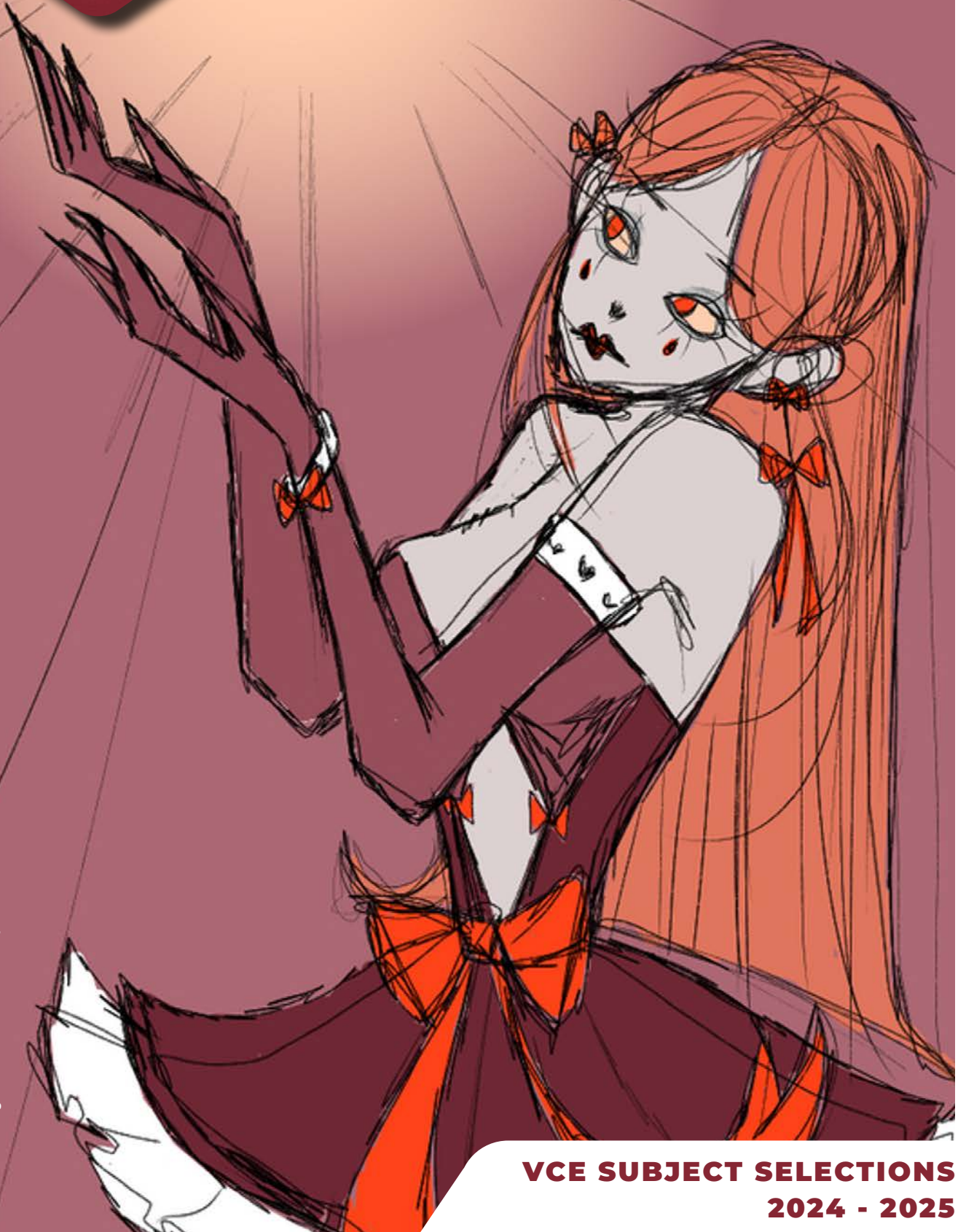
At the end of Term 2 Year 10 students will spend a week outside the school completing a **Careers Experience placement**. This is an opportunity for students to observe the workplace in an area that they may be interested in pursuing as a career.

Students can complete Careers Experience in a wide variety of workplaces (Occupational Health & Safety permitting). Some students contact local businesses, while others may work at larger corporations or government organisations. Information is provided to students early in the year on how to approach a workplace regarding a career experience placement. Occasionally students will need to be referred to an organisation through the Careers Centre rather than make a direct application. Students are expected to organise their placement in Term 4 of the previous year.



**DONCASTER**  
SECONDARY COLLEGE

Artwork by Aiden Romanin, Year 12 2023



## **VCE SUBJECT SELECTIONS 2024 - 2025**

# VCE SUBJECT SELECTION

## 2024 - 2025

**TIP: Click on a subject name to directly access its subject description page within this booklet.**

YEAR 11, UNITS 1 AND 2	YEAR 12, UNITS 3 AND 4
<b>Art, Design &amp; Technology</b>	
Art - Making and Exhibiting	Art - Making and Exhibiting
Media	Media
Visual Communication Design	Visual Communication Design
<b>Commerce</b>	
Accounting	Accounting
Business Management	Business Management
Economics	Economics
Legal Studies	Legal Studies
<b>Computing</b>	
Computing: Software Development	Computing: Software Development
Systems Engineering	Systems Engineering
<b>English</b>	
English	English
English as an Additional Language	English as an Additional Language
English Language	English Language
English Literature	English Literature
<b>Health</b>	
Health and Human Development	Health and Human Development
Physical Education	Physical Education

*table continues next page...*

*continued from previous page.*

<b>YEAR 11, UNITS 1 AND 2</b>	<b>YEAR 12, UNITS 3 AND 4</b>
<b><u>Humanities</u></b>	
Geography	
Politics	
History: Ancient	History: Ancient
History: Modern	History: Revolutions
Sociology	Sociology
<b><u>Languages</u></b>	
Chinese (First Language)	Chinese (First Language)
Chinese (Second Language)	Chinese (Second Language)
French	French
Italian	Italian
<b><u>Mathematics</u></b>	
Maths: General	Maths: General
Maths: Methods	Maths: Methods
Maths: Specialist	Maths: Specialist
<b><u>Performing Arts</u></b>	
Drama	Drama
Music	Music
<b><u>Science</u></b>	
Biology	Biology
Chemistry	Chemistry
Physics	Physics
Psychology	Psychology



# ART, DESIGN & TECHNOLOGY

## ART - MAKING AND EXHIBITING

### Unit 1: Explore – materials, techniques and art forms

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

### OUTCOMES

- Explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
- Make and present at least one finished artwork and document their art making in a Visual Arts journal.
- Research Australian artists and present information about them in a format appropriate for a proposed exhibition.

### ASSESSMENT TASKS

- Outcome 1 - A Visual Arts Journal that includes experimentation and annotations
- Outcome 2 -
  - A Visual Arts Journal that includes experimentation and annotations
  - An Artwork
  - An Artist Statement
  - A Reflection Statement
- Outcome 3 - A Brochure, or series of Didactic Panels for a proposed exhibition.

### Unit 2: Studio exploration and concepts

In Unit 2, students explore how artists use aesthetics to convey ideas in artworks. They study how artworks are presented to audiences and how ideas are communicated through representation. Students respond to a theme, developing their own ideas using materials, techniques, art elements, and principles. They plan and create finished artworks, reflecting on the aesthetic qualities. Their Visual Arts journal documents the process. Students investigate how art elements and principles evoke emotions and convey expression. They also learn about the visual language created by these elements and principles. They gain insights into exhibition planning, design, roles, artwork selection, and display in various space.

### OUTCOMES

- Select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
- Explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected them.
- Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

### ASSESSMENT TASKS

- Outcome 1 - An Exhibition Proposal
- Outcome 2 -
  - A Visual Arts Journal that includes experimentation and annotations
  - Two experimental artworks
- Outcome 3 -
  - A Visual Arts Journal that includes experimentation and annotations
  - One Artwork

### Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

#### OUTCOMES

- Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
- Research and plan an exhibition of the artworks of three artists.

#### ASSESSMENT TASKS

- Outcome 1 - A Visual Arts Journal that includes experimentation and annotations
- Outcome 2 -
  - Two artworks
  - A critique (presentation)
  - An evaluation
- Outcome 3 - An exhibition proposal



### Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

#### OUTCOMES

- Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
- Plan and display at least one finished artwork in a specific art form, and present a critique.
- Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

#### ASSESSMENT TASKS

- Outcome 1 -
  - A Visual Arts Journal that includes experimentation and annotations
  - One Artwork
- Outcome 2 -
  - A Visual Arts Journal that includes planning for display of at least one artwork
  - The display of one artwork in a real or hypothetical space
  - A critique (presentation)
  - An Evaluation
- Outcome 3 - A case study on the conservation considerations for an artwork.

## MEDIA

### Unit 1: Media forms, representations and Australian stories

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

#### OUTCOMES

- Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
- Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by audiences.

#### ASSESSMENT TASKS

- Film and TV program analysis
- Media Production Design (x3 movie posters)
- Media Production (x3 movie posters)
- Mid-year examination

### Unit 2: Narrative across media forms

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

#### OUTCOMES

- Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
- Apply the media production process to create, develop and construct narratives.
- Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

#### ASSESSMENT TASKS

- Written investigation into narrative, style and genre across media forms
- Media Production Design (short film)
- Media Production (short film)
- Radio segment or video essay on influence of new media technologies on society
- End of year examination

### Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

#### OUTCOMES

- On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
- The student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.
- The student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

## ASSESSMENT TASKS

- Narrative and Ideology SAC
- Research Portfolio
- Production documentation
- Production design plan

## Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

## OUTCOMES

- On completion of this unit the student should be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.
- The student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

## ASSESSMENT TASKS

- Agency and Control SAC
- Media production process reflection
- Product production based on work in Unit 3
- Examination



## VISUAL COMMUNICATION DESIGN

### Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

#### OUTCOMES

- On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.
- The student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
- The student should be able to develop a sustainable object, considering design's influence and factors that influence design,

#### ASSESSMENT TASKS

- Folio of work including artworks
- Visual report
- Examination

### Unit 2: Design contexts and connections

Unit 2 builds upon the visual communication practices developed in Unit 1. Students apply the complete VCD design process, incorporating concepts of good design, human-centred research, and influential design factors. They concentrate on designing environments and interactive experiences, embracing practices from architecture, landscape architecture, and interior design. Additionally, they explore the role of interactive designers in user-experience (UX). Students utilize various methods, media, and materials, while incorporating design elements and principles to develop spaces and interfaces that consider contextual factors and user needs.

#### OUTCOMES

- On completion of this unit the student should be able to present an environmental design solution that draws inspiration from its context and a chosen design style.
- the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
- the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

#### ASSESSMENT TASKS

- Folio of work including artworks
- Two finished artworks
- Visual report
- Examination

### Unit 3: Visual Communication design practices

In this unit, students explore and experience the work of designers while analysing their designs. They study contemporary designers in various design fields to understand the processes involved in designing messages, objects, environments, and interactive experiences. Students compare design contexts, relationships, responsibilities, and the role of visual language in communication and problem-solving. They also examine the factors influencing professional design practice and develop their practical skills in visual communication.

## OUTCOMES

- On completion of this unit the student should be able to compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
- The student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.
- The student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

## ASSESSMENT TASKS

- Written Analysis SAC's
- SAT Visual Diary- 3 Design Fields
- Design brief exploration

## Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

## OUTCOMES

- On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.
- The student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

## ASSESSMENT TASKS

- SAT Visual Diary- Design Process
- Authentication SAT records
- External examination



# COMMERCE

## ACCOUNTING

### Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the process of gathering data and preparing reports for both internal and external users. Using single entry recording, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

#### OUTCOMES

- Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
- Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

#### ASSESSMENT TASKS

- Business simulations
- Tests
- Case study scenarios and applications (incorporating ICT)
- Examination

### Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor trading business. Students will use and develop a single entry recording system for cash and credit transactions and the accrual method for determining profit.

#### OUTCOMES

- Students should be able to record financial data and report accounting information for a sole trader.
- Students will be able to develop and appreciate the role of ICT in the accounting process.
- Display the ability to use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

#### ASSESSMENT TASKS

- Business simulations
- Tests
- Case study scenarios and applications (incorporating ICT)
- Examination

### Unit 3: Recording and reporting for a trading business

Financial accounting for a trading business operated by a sole proprietor is the main focus of this unit. Students use double entry accounting to record information and prepare reports using the accrual basis of accounting. They analyse reports to assist decision-making for report users.

#### OUTCOMES

- To record financial data for a sole proprietor, single activity trader using double entry accounting.
- To be able to prepare a trial balance, record balance day adjustments, apply different inventory valuation methods, close the general ledger and create reports.
- To be able to analyse and interpret the information presented in the key accounting reports.

**ASSESSMENT TASKS**

- Quick tests
- Case study scenarios
- ICT application
- Extended responses/Interpretation tasks

**Unit 4: Control and analysis of business performance**

Students will investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash and financial position. Students will apply various methods to accounting for non-current assets as well as bad and doubtful debts. Students analyse reports to suggest strategies for improving the performance of the business.

**OUTCOMES**

- To be able to discuss various alternative approaches for depreciation and their impact on the accounting system.
- To be able to analyse and evaluate the performance of the business using both financial and non-financial information with focus on the role and importance played by budgeting.

**ASSESSMENT TASKS**

- Quick tests
- Case study scenarios
- ICT application
- Extended responses/interpretation

**BUSINESS MANAGEMENT****Unit 1: Planning a Business**

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**OUTCOMES**

- Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Describe the internal business environment and analyse how factors from within it may affect business planning.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

**ASSESSMENT TASKS**

- Business Report
- Case Study Analysis
- Examination

**Unit 2: Establishing a Business**

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.



## OUTCOMES

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping and establishing effective policies and procedures.
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

## ASSESSMENT TASKS

- Tests
- Case Study Analysis
- Examination

### Unit 3: Managing a Business

In this unit, students are introduced to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between the different demands of stakeholders on a business. They examine corporate culture and a range of management styles and management skills that may be used when managing a business, and apply these to contemporary business case studies from the past four years.

## OUTCOMES

- Discuss and analyse the key characteristics of businesses, stakeholders, management styles and skills and corporate culture.
- Discuss and analyse theories of motivation and apply them to a range of contexts, and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

## ASSESSMENT TASKS

- SAC 1 (Internal exam)
- SAC 2 (Internal exam)
- SAC 3 (Internal exam)

### Unit 4: Transforming a Business

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through use of key performance indicators and use the results to make decisions affecting the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies from the past four years and consider approaches to strategic management using Porter's Generic Strategies.

## OUTCOMES

- Analyse and evaluate management approaches and strategies to change within a business, and use key performance indicators to analyse the performance of a business.
- Discuss the importance of effective management strategies and leadership in relation to change, and evaluate the effectiveness of strategies used by managers to implement change, considering the effects of change on the stakeholders of a business.

## ASSESSMENT TASKS

- SAC 1 (Internal exam)
- SAC 2 (Internal exam)
- Examination (external)

## ECONOMICS

### Unit 1: Thinking Like An Economist

As a social science, Economics is interested in the human behaviour, the decisions made to meet the needs and wants of society. Students explore their role in the economy, how they interact with businesses, the way economic models and theories have been developed to explain the causes and effects of human action. Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of consumer and business behaviour.

#### OUTCOMES

- Describe the economic problem, discuss the role of consumers, businesses and government in the economy, and analyse the factors that affect economic decision making.
- Explain the role of relative prices and other non-price factors in the allocation of resources in a market based economy and analyse the extent of competition in markets.
- Explain how behavioural economics complements traditional understandings of decision making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

#### ASSESSMENT TASKS

- Topic tests
- Media/newspaper analysis
- A report of an investigation or an inquiry
- Examination

### Unit 2: Economic Issues and Living Standards

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

#### OUTCOMES

- Explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
- Explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

#### ASSESSMENT TASKS

- Media/newspaper analysis
- A report of an investigation or an inquiry
- Topic tests and Examination

### Unit 3: Australia's Living Standards

Students develop an understanding of the macro economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

#### OUTCOMES

- Analyse how markets operate to allocate resources, and evaluate the role of markets and government intervention in achieving efficient outcomes.
- Analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals affect living standards.
- Analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of domestic economic goals and living standards.

**ASSESSMENT TASKS**

- Topic tests
- Media/newspaper analysis
- A report of an investigation or an inquiry
- Examination

**Unit 4: Managing the economy**

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

**OUTCOMES**

- Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
- Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

**ASSESSMENT TASKS**

- Topic tests
- Media/newspaper analysis
- A report of an investigation or an inquiry
- Examination

**LEGAL STUDIES****Unit 1: The Presumption of Innocence**

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

**AREAS OF STUDY**

- AOS 1: Foundation of Law – Students describe the main sources and types of law, and assess the effectiveness of laws.
- AOS 2: Proving Guilt – Students explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- AOS 3: Sanctions – Students explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

**ASSESSMENT TASKS**

- Case studies
- Tests
- Examination

## Unit 2: Wrongs and Rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### AREAS OF STUDY

- AOS 1: Civil Liability - Students explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
- AOS 2: Remedies – Students explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
- AOS 3: Human rights – Students explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

### ASSESSMENT TASKS

- Case studies
- Tests
- Examination

## Unit 3: Rights and Justice

In this area of study, students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

### AREAS OF STUDY

- AOS 1: The Victorian Criminal Justice System. Students explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
- AOS 2: The Victorian Civil Justice System. Students explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

### ASSESSMENT TASKS

- Case study
- Folio of exercises
- Structured questions

## Unit 4: The People, the Law and reform

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### AREAS OF STUDY

- AOS 1: The People and the Law makers. Students discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
- AOS 2 – The People and Reform. Students explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

### ASSESSMENT TASKS

- Folio of exercises
- Tests
- End of Year Examination (Units 3 and 4 combined)



# COMPUTING

## COMPUTING: SOFTWARE DEVELOPMENT

### Unit 1: Applied Computing

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

#### OUTCOMES

- In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions.
- In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

#### ASSESSMENT TASKS

- A folio of exercises or software solutions and a written Report, A presentation (oral, multimedia, visual) to present findings or software solutions.

### Unit 2: Applied Computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

#### OUTCOMES

- In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest.
- In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information.

#### ASSESSMENT TASKS

- In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information.
- A presentation (oral, multimedia, visual) of an innovative solution, produced as a written report or an annotated visual report; a case study with structured questions, the design of a wireless network or a working model of a wireless network, and analysis of how to protect it from risks to the data stored as part of software.

### Unit 3: Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

#### OUTCOMES

- In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language.
- In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare project plan, develop a software requirements specification and design a software solution.

## ASSESSMENT TASKS

- Students develop program modules to solve a problem using partially developed code. They also design a test framework for their modules.
- Students undertake School Assessed Task work for a real world client to solve an information problem. This task includes analysis and design work.

## Unit 4: Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

## OUTCOMES

- In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan.
- In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions.

## ASSESSMENT TASKS

- Students undertake School Assessed Task work for a real world client to solve an information problem. This task includes development and evaluation work.
- Students will respond to a case study provided to identify the existing cybersecurity strategies of an organisation, analyse which of those strategies are ineffective and the risks and consequences to the organization and individuals as a result, then recommend a risk management plan to improve the existing security practices.

## SYSTEMS ENGINEERING

### Unit 1: Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

## OUTCOMES

- Ability to describe and apply basic engineering concepts and principles, and use components and the systems engineering process to design and plan a mechanical system.
- Produce, test and evaluate an operational mechanical system. For example:
- The function and operation of mechanical components such as inclined planes and screws, levers, cranks and linkages, basic hydraulic and pneumatic systems, and pistons and cylinders.
- Mechanical engineering concepts and principles such as energy sources and conversions, ratios: pulley and simple gear, friction and its role, types of motion.

## ASSESSMENT TASKS

- Practical demonstrations
- Documentation of the systems engineering process using one or more of; multimedia/simulation presentation, electronic portfolio, brochure, poster, written report, production work to create a mechanical system
- Examination

### Unit 2: Electro technology Systems

Ability to investigate, represent, describe and use basic electro technological and basic control engineering concepts, principles and components, and design and plan an electro technological system using the systems engineering process. Ability to produce, test and evaluate an electro technological system, using the systems engineering process.

## OUTCOMES

- Ability to investigate, represent, describe and use basic electro technological and basic control engineering concepts, principles and components, and design and plan an electro technological system using the systems engineering process.
- Ability to produce, test and evaluate an electro technological system, using the systems engineering process.

## ASSESSMENT TASKS

- Practical demonstrations
- Documentation of the systems engineering process using one or more of; multimedia/simulation presentation, electronic portfolio, brochure, poster, written report, production work to create an electrotechnological system.
- Examination

### Unit 3: Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system.

## OUTCOMES

- AOS 1 - Investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.
- AOS 2 - Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

## ASSESSMENT TASKS

- A short-written report in the form of a media analysis or a case study or based on structured questions.
- Folio documenting a record of the systems engineering process using one or more of; multimedia/simulation presentation, electronic portfolio, brochure, poster, written report, production work to investigate, research, design and plan an integrated electromechanical system.
- Examination

### Unit 4: Systems Control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

## OUTCOMES

- AOS 1 - Finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and processes, as well as their use of it.
- AOS 2 - On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

## ASSESSMENT TASKS

- A short-written report in the form of a media analysis or a case study or based on structured questions  
Structured questions
- Folio documenting a record of the systems engineering process using one or more of; multimedia/simulation presentation, electronic portfolio, brochure, poster, written report, production work to produce an integrated electromechanical system.
- Examination



# ENGLISH

## ENGLISH

### Unit 1: Reading, exploring & crafting texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

### OUTCOMES

On completion of this unit students should be able to:

- make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.
- demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

### ASSESSMENT TASKS

- A personal response to a set text
- An analytical response to a set text
- A creative response to a set text
- Examination

### Unit 2:

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

### OUTCOMES

On completion of this unit the student should be able to:

- explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
- explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

### ASSESSMENT TASKS

- an analytical response to a set text
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text

**Unit 3:**

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

**OUTCOMES**

On completion of this unit the student should be able to:

- analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.
- demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

**ASSESSMENT TASKS**

- Analytical response to text
- A written text constructed in consideration of audience, purpose and context.
- Commentary on written text
- Examination

**Unit 4:**

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

**OUTCOMES**

On completion of this unit the student should be able to:

- analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.
- analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

**ASSESSMENT TASKS**

- An analytical response to text in written form
- An analytical response to argument in written form
- A point of view oral presentation
- Examination

## ENGLISH AS AN ADDITIONAL LANGUAGE

### Unit 1:

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. Students engage with and develop an understanding of effective and cohesive writing.

### OUTCOMES

On completion of this unit the student should be able to:

- make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text.
- demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

### ASSESSMENT TASKS

- Personal response to set texts
- Creative response to a set text
- Examination

### Unit 2:

In this area of study, students develop their reading and viewing skills and extend their writing in response to text. Students consider the way arguments are developed and delivered in many forms of media. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience.

### OUTCOMES

On completion of this unit the student should be able to:

- identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.
- explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

### ASSESSMENT TASKS

- An analytical response to set text.
- An oral presentation of a point of view
- A written analysis of the use of argument and persuasive language
- Examination

### Unit 3:

In this area of study, students apply reading and viewing strategies to critically engage with a text. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

### OUTCOMES

On completion of this unit the student should be able to:

- listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
- demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

### ASSESSMENT TASKS

- Analytical response to text
- A written text constructed in consideration of audience, purpose and context.
- Commentary on written text
- Examination

**Unit 4:**

In this area of study, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

**OUTCOMES**

On completion of this unit the student should be able to:

- discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
- analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

**ASSESSMENT TASKS**

- An analytical response to text in written form
- An analytical response to argument in written form
- An oral presentation of a point of view and statement of intention
- Examination

**ENGLISH LANGUAGE****Unit 1: Language and communication**

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

**OUTCOMES**

On completion of this unit the student should be able to:

- identify and describe primary aspects of the nature and functions of human language.
- identify and describe types of language acquisition, and to discuss and investigate language acquisition in the context of linguistic theories.

**ASSESSMENT TASKS**

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio
- Examination

## Unit 2: Language change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language – phonetics and phonology, morphology, lexicology, syntax, discourse, and pragmatics and semantics. Students also consider how attitudes to language change can vary markedly.

### OUTCOMES

On completion of this unit the student should be able to:

- identify and describe language change and its effects on the English language and analyse attitudes to language change.
- identify and explain the effects of the global spread of English through spoken and written texts.

### ASSESSMENT TASKS

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio
- Examination

## Unit 3: Language variation and social purpose

In this unit students investigate English language in the contemporary Australian setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students consider how texts are influenced by the situational and cultural contexts in which they occur.

## OUTCOMES

On completion of this unit the student should be able to:

- identify, describe and analyse distinctive features of informal language in written and spoken texts.

### ASSESSMENT TASKS

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio

## Unit 4: Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed.

### OUTCOMES

On completion of this unit the student should be able to:

- identify, describe and analyse varieties of English in Australian society, the attitudes towards them and the identities they reflect.
- identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's identities.

### ASSESSMENT TASKS

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio
- Examination

## ENGLISH LITERATURE

### Unit 1: Reading Practices and Exploration of Literary Movements & Genres

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Additionally, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterization, and they experiment with the assumptions and representations embedded in the texts.

#### OUTCOMES

- On completion of this unit the student should be able to respond to a range of texts through close analysis. Students should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

#### ASSESSMENT TASKS

- Close analysis of passages
- Imaginative composition

### Unit 2: Voices of Country and the Text in its Context

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

#### OUTCOMES

- On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators. Students should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

#### ASSESSMENT TASKS

- Close analysis of passages
- Imaginative composition
- Examination

### Unit 3: Adaptations and Transformations and Developing Interpretations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Additionally, students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

#### OUTCOMES

- On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form. Students should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

#### ASSESSMENT TASKS

- A written interpretation of a text
- An analysis
- Written interpretations

### Unit 4: Creative Responses to Text and Close Analysis of Texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Additionally, students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

#### OUTCOMES

- On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response. Student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

#### ASSESSMENT TASKS

- Creative Response
- Close analysis passages
- Examination

# HEALTH

## HEALTH & HUMAN DEVELOPMENT

### Unit 1: The health and development of Australia's youth

In this area of study students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students develop a greater understanding of the health status of youth. Students explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance. Students investigate in detail one health issue relevant to adults and develop understanding of a range of determinants and their ability to influence adult health.

#### OUTCOMES

- Describe the dimensions of, and the interrelationships within and between, health and individual human development.
- Identify the role of nutrition and explain the possible consequences of nutritional imbalance in a youth's diet on short and long term health and individual human development.
- Describe and explain the factors that impact on the health and individual human development of Australia's adults.

#### ASSESSMENT TASKS

- Written report
- Case study

### Unit 2: Individual human development and health issues

In this unit students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults. Students explore global factors that impact on the variation in Australia's health status compared to developing countries.

#### OUTCOMES

- On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development during the prenatal stage.
- Describe and explain the factors that affect the health and individual human development of Australia's children.
- On completion of this unit the student should be able to
- Describe and explain the factors that affect the variation in global health status.

#### ASSESSMENT TASKS

- Written report
- Laboratory report
- Tests & examination unit 1&2



### Unit 3: Australia's health

This unit explores health and wellbeing and illness as complex, dynamic and subjective concepts. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. The unit also looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing.

#### OUTCOMES

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

#### ASSESSMENT TASKS

- Written tests

#### OUTCOMES

- On completion of this unit, the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development.

#### ASSESSMENT TASKS

- Tests & examination unit 3&4

### Unit 4: Promoting global and human development

Similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. A look at health inequalities and the concepts of sustainability, human development and the Human Development Index to understand health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing, rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

## PHYSICAL EDUCATION

### Unit 1: Bodies in motion

This unit allows students to explore how the body systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

#### OUTCOMES

- Collect and analyse information from, and participate in a variety of practical activities to explain how the body systems function and how the aerobic and anaerobic pathways interact.
- Collect and analyse information from, and participate in a variety of practical activities to explain how to develop and refine movement in sporting teams.
- Observe, demonstrate, evaluate and explain strategies used to prevent sports injuries.

#### ASSESSMENT TASKS

- Structured question
- Case Study reports
- Examination

### Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through practical activities they gain an appreciation of the level of physical activity required for health benefits and collect data to determine perceived enablers of and barriers to physical activity. Students create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines.

#### OUTCOMES

- Demonstrate their knowledge of, and evaluate a range of contemporary issues associated with physical activity and/or sport at the local, national and global level Collect and analyse data related to individual population's physical activity levels.
- Implement and promote programs designed to increase physical activity within a selected group.

#### ASSESSMENT TASKS

- Structured question
- Case Study reports
- Examination

### Unit 3: Physiological performance

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

#### OUTCOMES

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

#### ASSESSMENT TASKS

- Case study & Test
- Laboratory

## Unit 4: Enhancing performance

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

### OUTCOMES

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

### ASSESSMENT TASKS

- Laboratory report & Test
- Case study



# HUMANITIES

## GEOGRAPHY

### Unit 1: Hazards and Disasters

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. Students investigate how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness, as well as actions taken after hazards become harmful and destructive disasters and the ability to plan and develop effective prevention and mitigation measures. Students will be required to undertake fieldwork and to create visual representations.

Types of hazards are commonly classified by their causes such as:

- ▶ geological hazards include volcanic activity, earthquakes and tsunamis
- ▶ hydro-meteorological (weather, climate, water) hazards include floods, storm surges and bushfires
- ▶ technological hazards are human induced such as oil spills and radiation leaks...

### OUTCOMES

- Students analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
- Students analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

### ASSESSMENT TASKS

- Fieldwork Report
- Structured questions
- Case Studies
- Folio of exercises

### Unit 2: Tourism

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Students explore the environmental, economic and socio-cultural impacts of different types of tourism. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Students will be required to undertake fieldwork using appropriate fieldwork techniques.

### OUTCOMES

- Student analyse, describe and explain the nature of tourism at a range of scales.
- Student analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

### ASSESSMENT TASKS

- Fieldwork report
- Structured questions
- Case Studies
- Folio of exercises

## POLITICS

### Unit 1: Politics, power and political actors.

Have you ever wondered why Australia spends billions of dollars for countering terrorism when more people have died falling out of bed than from terror attacks? Why do we intervene in one war in Ukraine but ignore much deadlier conflicts in Ethiopia and Central African Republic? Using current events, we will examine what power is and how it impacts the actions of the main actors of both Australian and International politics.

#### OUTCOMES

- Explain the source of power and legitimacy of Australian actors and analyse the significance of these uses of power.
- Analyse the power, interests and perspectives of global actors and evaluate their significance.

#### ASSESSMENT TASKS

- Short Answer Questions & Essay
- Construction of Argument
- Examination

### Unit 2: Democracy, Stability and Change

Is democracy actually an effective form of government? Are all Australians 'free' and subject to the same laws? Is democracy becoming less and less appealing around the world? Frustration at governments around the world is becoming more violent and disruptive to a cohesive society, which leads us to wonder – is democracy a dying system? We will examine threats to democracy, and construct arguments about the possible impacts of the rise of authoritarianism globally.

#### OUTCOMES

- Analyse a significant Australian political issue and evaluate the extent that Australian democracy and principles are upheld.
- Analyse a global challenge to the legitimacy and spread of democracy and evaluate the significance of this challenge to democratic principles.

#### ASSESSMENT TASKS

- Short Answer Questions & Essay
- Construction of Argument
- Examination

**HISTORY: ANCIENT****Unit 1: Ancient Mesopotamia**

Students explore Ancient Mesopotamia and focus on how the invention of agriculture and the subsequent emergence of the first cities in Mesopotamia came into existence around 3500 BCE. The introduction of agriculture and the domestication of livestock enabled large numbers of people to live together in a sedentary manner. Students investigate the emergence of complex social features such as task specialisation, social stratification and sophisticated systems of ownership and exchange. Students examine the invention of writing – a pivotal development in human history and analyse texts that reveal information about some of the earliest systems of law, religion and warfare. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

**OUTCOMES**

- Students should be able to explain the features of civilisations and the development of civilisation in Mesopotamia.
- Should be able to explain continuity and change in Ancient Mesopotamia.

**ASSESSMENT TASKS**

- Analysis of primary sources
- Analysis of historical interpretations
- Historical inquiry

**Unit 2: Ancient Egypt**

In this unit students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

**OUTCOMES**

- Students will be able to explain the features of the Old Kingdom Egypt and the First Intermediate Period and analyse the distribution and expression of power.
- Students will also explain the changes in Ancient Egypt and analyse the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

**ASSESSMENT TASKS**

- Analysis of primary sources
- Analysis of historical interpretations
- An essay
- Examination

**Unit 3 & 4: Ancient History**

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In Units 3 and 4 students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence and evaluate the features and role of individuals in an ancient civilisation. They consider the different perspectives and experiences of people who lived in ancient societies. They use historical interpretations to evaluate how the features of the ancient society changed, and the role, motives and influences of key individuals involved in a crisis.

## OUTCOMES

- After completing this unit students will be able to analyse the features of an ancient society and evaluate how these features developed, interacted and changed
- Students will also be able to evaluate the historical significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.

## ASSESSMENT TASKS

- Historical Inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- An essay
- Examination

## HISTORY: MODERN

Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped and defined the modern world, from empires to new nation states, the cold war and the war on terrorism with 9/11.

### Unit 1: Change and Conflict (1880's to 1939)

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. We explore the post-World War One treaties and despite the establishment of the League of Nations, the world became increasingly hostile and unstable. Widespread economic instability, failure of diplomacy, growing militarism and territorial aggression in Europe, Africa and Asia, along with totalitarianism, combined in 1939 to draw the world into a second major conflict due to the rise of Nazi Germany.

## OUTCOMES

- Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.
- Explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes in the USA and Germany.

## Unit 2: Change and Conflict (1880's to 1939)

In this area of study students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945 –1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race with competition also extending to sport and the arts. Students consider the reasons behind this long-running period of ideological conflict and the collapse of the Soviet Union in 1991. While the Cold War dominated the second half of the twentieth century, social and political challenges were occurring within nations over ideology. Regional conflicts continued and emerged, although terrorism was not a new phenomenon, it took on new dimensions became increasingly global. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq.

### OUTCOMES

- Explain the causes of the Cold War and analyse its consequences on nations and people.
- Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

### ASSESSMENT TASKS (UNIT 1 & UNIT 2)

- A historical inquiry
- An analysis of Primary Documents
- An evaluation of historical interpretations
- An essay

## HISTORY: REVOLUTIONS

### Unit 3: Revolutions: The Russian revolution

Unit 3 will examine the Russian Revolution in detail, what caused it and what it led to. The time frame is from 1896 until 1927. The first half of the Semester will focus on why Russia had a revolution in October 1917 and why Lenin's Bolsheviks were able to seize power. Students will explore: The role of key Individuals in the struggle for power, key groups and stake-holders, important ideas and contributing events. Russia was in a state of violent turmoil during this period. Semester one explores how rapid change and enormous challenges impacts upon societies and the ways in which they can respond. Our guiding questions are what causes change and how can Nation States respond to the demands of a changing world?

The second half of this Semester is dedicated to understanding the nature of the post-revolution Government and the extent to which it overcame its apparent challenges. Did they adhere to their values? Students will evaluate the nature of the new society that was created by the Russian revolution.

### ASSESSMENT TASKS

- An historical inquiry
- An analysis of Primary Documents

### Unit 4: Revolutions: The Chinese Revolution

Unit 4 will examine the Chinese Revolution in detail. The time frame is from 1912 – 1971. Following the format set out in Unit 3, the course explores the events that led to the 1949 Chinese Revolution. It explores the role of individuals, groups and stakeholders, ideas and key events and students consider the reasons for Mao success in the revolutionary struggle for power. Part two of the course then examines the new society created by the revolution that has now grown to become one of the world's great superpowers. Students evaluate the nature of the society created by the revolution.

### ASSESSMENT TASKS

- An essay
- An evaluation of historical interpretations



## SOCIOLOGY

### Unit 1: Youth and Family

Students explore how youth is constructed as a social category, through understanding experiences of young people and the range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space; and appreciate the rich diversity of youth experience across a variety of contexts. Students will also investigate the social institution of family.

#### OUTCOMES

On completion of this unit the student should be able to:

- describe the nature of sociological inquiry and discuss youth as a social category.
- analyse the institution of family and the developments influencing the experience of family.

#### ASSESSMENT TASKS

- Media analysis file
- Short answer test
- Essay

### Unit 2: Deviance and crime

In this unit students explore the concepts of deviance and crime. They learn about the meaning of deviance, how sociologists explain deviant behaviour, explore patterns of crime and consider how deviance may differ according to age and social status and across time and space. Students also explore the phenomenon known as moral panic. Students learn that crime and its definition are shaped by a community's sense of what is considered right and wrong. Students explore different methods of punishment and the extent to which each of these methods serves its aims. It involves consideration of the justice system and how effectively these achieve the aims of punishment and, through this, shape human behaviour.

#### OUTCOMES

On completion of this unit the student should be able to:

- analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.
- discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.

#### ASSESSMENT TASKS

- Research report
- Short answer and extended response test
- Examination

### Unit 3: Culture and Ethnicity

Students explore the meaning and expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Students gain knowledge of both past and contemporary factors that influence awareness of Australian Indigenous culture. Students explore the ways that cultural identity is formed and experienced by Australian ethnic groups, as shaped by various material and non-material aspects of culture such as faith, tradition and customs. Students investigate Australia's ethnic diversity and the enablers and barriers influencing members of ethnic groups and their sense of belonging and inclusion in multicultural Australia.

#### OUTCOMES

On completion of this unit the student should be able to:

- analyse the impacts of historical suppression and evaluate the increasing public awareness of Australian Indigenous cultures.
- analyse experiences of ethnicity within Australian society.

#### ASSESSMENT TASKS

- Media analysis file
- Short answer and extended response test
- Essay

## Unit 4: Community, Social Movements and Social Change

Students uncover the ways sociologists have explored and changed definitions of community and how the various types of community are experienced. They explore community in general as well as conduct a detailed case study of a specific community. This includes examination of challenges and opportunities posed by political, social, economic and technological change. Students also explore the relationship between social movements and social change by undertaking a general exploration of the meaning, nature and purpose of social movements and how they influence social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements as well as identify the means used by the opponents of the social movement to prevent this change from occurring.

### OUTCOMES

On completion of this unit the student should be able to:

- analyse the experience of community generally and analyse and evaluate a specific community.
- analyse the nature and purpose of social movements and evaluate their influence on social change.

### ASSESSMENT TASKS

- Research reports
- Short answer and extended response test
- Examination



# LANGUAGES

## CHINESE (FIRST LANGUAGE)

### Unit 1:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 1 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

- ▶ Self and others
- ▶ Traditional and change in the Chinese-speaking communities
- ▶ The world around us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

### OUTCOMES

- Establish and maintain a spoken or written exchange related to an issue of interest or concern
- Interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts
- Produce an imaginative piece in spoken or written form

### ASSESSMENT TASKS

- Discussion or personal letter/fax/email.
- Responses to a spoken and a viewed text, extracting and using information and ideas to produce a response in a different text type
- Responses to a written and a viewed text, extracting and using information and ideas to produce a response in a different text type
- Journal entry or spoken personal account or short story

### Unit 2:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 2 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

- ▶ Self and others
- ▶ Traditional and change in the Chinese-speaking communities
- ▶ The world around us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

### OUTCOMES

- Participate in a spoken or written exchange focusing on the resolution of an issue.
- Produce a spoken or written response to two texts on the same subtopic, selected from a combination of spoken, viewed or written texts
- Produce a personal or informative spoken or written response to a fictional text

### ASSESSMENT TASKS

- Formal letter, or fax, or email or role-play
- Responses to a spoken and a viewed text and comparison of information and ideas obtained in a given format
- Responses to a written text and a viewed text and comparison of information and ideas obtained in a given format
- Oral presentation or personal blog or article or personal email

**Unit 3:**

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

**OUTCOMES**

- Present and exchange information, opinions and experiences and respond to questions
- Analyse and use information from spoken and viewed texts
- Express ideas through the production of original imaginative written texts.

**ASSESSMENT TASKS**

- A 500-600 character imaginative written piece.
- A response to specific questions, or instructions, analysing and using information requested.
- A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

**Unit 4:**

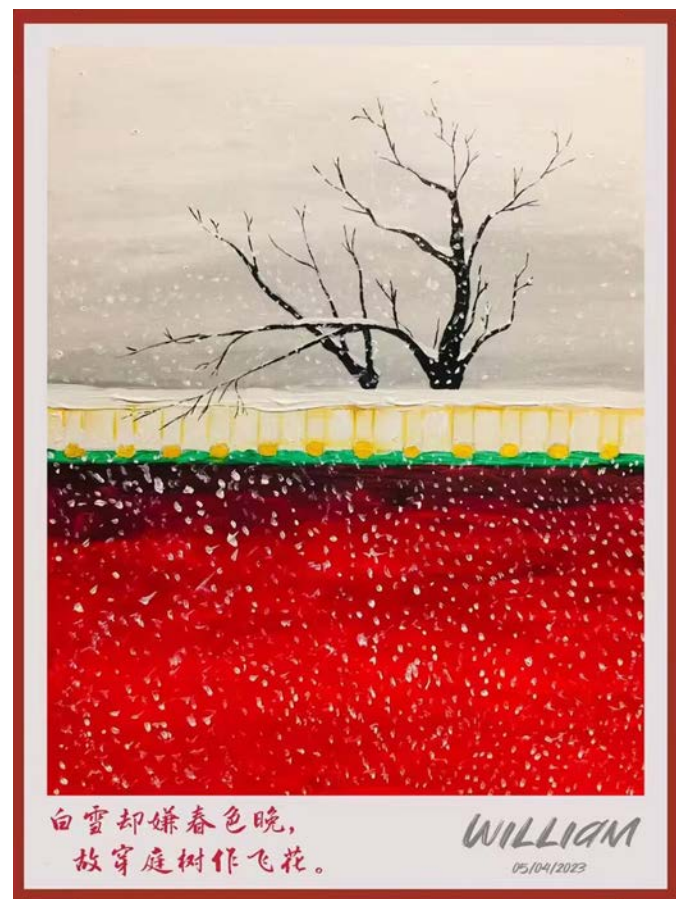
School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

**OUTCOMES**

- Analyse and use information from written and viewed texts
- Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the Extended Study
- Exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the Extended Study

**ASSESSMENT TASKS**

- A written response to specific questions or instructions analysing and using information provided from the texts.
- A 500–600-character persuasive or evaluative written response to the extended study.
- A four- to five-minute interview on an issue related to the texts studied for the extended study
- The end-of-year examinations will contribute 50 per cent to the study score
- An oral presentation (approximately 10 minutes)
- A written examination



## CHINESE (SECOND LANGUAGE) STANDARD OR ADVANCED

### Unit 1:

The areas of study CSL and CSLA comprise themes and topics, kinds of writing, vocabulary and grammar. These areas are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the students, and the outcomes for the units.

In unit 1 students are required to complete a selection of themes, topics and sub-topics from 3 prescribed broad themes, which are:

1. The individual
2. The Chinese-speaking communities
3. The world around us

### OUTCOMES

- To achieve the outcomes successfully in this Unit, students should be able to:
- Exchange meaning in a spoken interaction in Chinese.
- Interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.
- Present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

### ASSESSMENT TASKS

- Oral presentation
- Listening Reading and viewing
- Writing
- Examination

### Unit 2:

Unit 2 is a continuation of the areas of study commenced in Unit 1.

### OUTCOMES

- To achieve the outcomes successfully in this Unit, students should be able to:
- Respond in writing in Chinese to spoken, written or visual texts presented in Chinese.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese. Explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

### ASSESSMENT TASKS

- Reading and Writing
- Evaluative writing
- Oral presentation
- Examination

### Unit 3:

The common areas of study have been selected to provide the opportunity for students to build upon what is familiar, as well as develop knowledge and skills in new and challenging areas. The student is required to undertake a detailed study during Units 3 & 4.

### OUTCOMES

- To achieve the outcomes successfully in this Unit, students should be able to:
- Participate in a spoken exchange in Chinese to resolve a personal issue.
- Interpret information from texts and write responses in Chinese.
- Express ideas in a personal, informative or imaginative piece of writing in Chinese.

### ASSESSMENT TASKS

- A 3-4 minute interview providing information and responding to questions about a cultural product or practice.
- Responses to specific questions or instructions using information from written, spoken and viewed texts on the selected subtopic.
- An approximately 200 (CSL) / 250 (CSLA) character personal, informative or imaginative piece of writing.
- Examination

**Unit 4:**

Students continue work commenced in Unit 3 in more detail.

**OUTCOMES**

- To achieve the outcomes successfully in this Unit, students should be able to:
- Share information, ideas and opinions in a spoken exchange in Chinese.
- Analyse information from written, spoken and viewed texts for use in a written response in Chinese.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.

**ASSESSMENT TASKS**

- A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
- An approximate 250 (CSL) / 300 (CSLA)-character written response for a specific audience and purpose, incorporating information from three or more texts.
- An approximately 300 (CSL) / 350 (CSLA)-character evaluative or persuasive piece of writing.
- Oral and written examination

**\* No more than two LOTE studies can be included in your primary ("best") four studies for tertiary entrance.**

**FRENCH****Unit 1:**

This unit is designed to extend students' knowledge and skills in understanding, speaking, viewing and writing the language. In Unit 1 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

**OUTCOMES**

- Establish and maintain a spoken exchange related to personal areas of experience.
- Listen to, read and obtain information from written, spoken and visual texts.
- Produce a written response to a text focusing on real or imaginary experience.

**ASSESSMENT TASKS**

- Oral task
- Listening/reading/viewing task
- Written task
- Examination

**Unit 2:**

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 2 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

## OUTCOMES

- Analyse visual, spoken or viewed texts to create an extended response.
- Writing from stimulus.
- Oral presentation about an aspect of culture in French speaking communities.

## ASSESSMENT TASKS

- Listening/reading/viewing task
- Written task
- Oral task
- Examination

### Unit 3:

In this unit students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics.

Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills.

In Unit 3 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

## OUTCOMES

- Participate in a spoken exchange in French to negotiate the resolution of an issue
- Listen to, read and obtain information from written, spoken and visual texts.
- Produce a written response in a personal, informative or imaginative way

## ASSESSMENT TASKS

- Oral task
- Listening/reading/viewing task
- Written task
- Examination

### Unit 4:

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French.

In Unit 4 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

## OUTCOMES

- Analyse and use information from written, spoken and viewed texts for use in a written response in French.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in French
- Share information, ideas and opinions in a spoken exchange in French.

## ASSESSMENT TASKS

- Written task
- Listening/reading/viewing task
- Oral task
- Examination

## ITALIAN

### Unit 1:

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more sub topics from prescribed themes and topics. Each area of study will focus on different subtopics/ Students access and share useful information on topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills.

In Unit 1 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

### OUTCOMES

- Establish and maintain an informal, personal, spoken interaction in Italian to exchange meaning.
- Interpret and respond to information from two Italian texts of the same subtopic in English and Italian.
- Present information, concepts and ideas in writing for a particular audience and purpose.

### ASSESSMENT TASKS

- Oral task
- Listening/reading and written task
- Written task
- Examination

### Unit 2:

In this unit students develop an understanding of aspects of language and culture through the study of 3 or more topics from prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

In Unit 2 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The World around us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

### OUTCOMES

- Respond in writing in Italian to spoken, written or visual texts presented in Italian.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.
- Explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture from Italian speaking communities.

### ASSESSMENT TASKS

- Listening, reading and writing task
- Oral task
- Examination



**Unit 3:**

In this unit students investigate the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills.

In Unit 3 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

**OUTCOMES**

- Participate in a spoken exchange in Italian to resolve an issue.
- Analyse and interpret information from spoken, written and visual texts.
- Express ideas in a personal, informative or imaginative piece.

**ASSESSMENT TASKS**

- Written task
- Listening, reading and writing task
- Oral task
- Examination

**Unit 4:**

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian.

In Unit 4 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The World around Us

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

**OUTCOMES**

- Share information, ideas & opinions in a spoken exchange in Italian
- Analyse information from written, spoken and viewed texts for use in a written response in Italian
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian

**ASSESSMENT TASKS**

- Written task
- Oral task
- Listening, reading and writing task
- Examination

# MATHEMATICS

## RECOMMENDED PATHWAYS THROUGH VCE MATHEMATICS

The following charts map the recommended pathways through VCE Mathematics.

YEAR 10 MATHS	GRADE	VCE MATHS PATHWAY
GENERAL	N	No Math study
	S	General
METHODS	N	No Math study, or enrol in General
	S	Methods
	B+ or above	Specialist
EXTENSION	N	No Math study, or enrol in General
	S	Methods or Specialist

## MATHS: GENERAL

### Unit 1 & Unit 2:

This course is designed as preparation for General Mathematics Units 3 and 4. The areas of study for General Mathematics Unit 1 and Unit 2 are:

- Algebra and structure
- Data analysis and statistics
- Financial maths and recursion
- Matrices
- Networks
- Number skills

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, 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.

### OUTCOMES

- Students should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
- Students should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### ASSESSMENT TASKS

- Topic tests
- Analysis / application tasks
- Examinations

**Unit 3 & Unit 4:**

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**OUTCOMES**

- Students should be able to define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.
- Students should be able to select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
- Students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT TASKS**

- SAC 1 – Application task (data analysis)
- SAC 2 – Problem solving task 1 (recursion and financial modelling)
- SAC 3 – Problem solving task 2
- SAC 4 – Problem solving task 3
- End of year examinations 1 and 2

**MATHS: METHODS****Unit 1 & Unit 2:**

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

In undertaking units 1 and 2, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. The sequential nature of this subject requires a consistent approach to homework.

Students are unlikely to be successful if they spend less than 3 hours of homework time per week.

**OUTCOMES**

- Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Students should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

## ASSESSMENT TASKS

- Topic tests
- Application/analysis tasks
- Examinations

### Unit 3 & Unit 4:

Mathematical Methods Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4.

For Unit 3, the areas of study are 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

For Unit 4, the areas of study are 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. 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.

## OUTCOMES

- Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Students should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

## ASSESSMENT TASKS

- SAC 1 – Application task
- SAC 2 – Problem solving task
- SAC 3 – Problem solving task
- End of year examinations 1 and 2

## MATHS: SPECIALISTS

### Unit 1 & Unit 2:

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra, number and structure', 'Discrete mathematics', 'Data analysis, probability and statistics', 'Space and measurement' and 'Functions relations and graphs'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### OUTCOMES

- Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### ASSESSMENT TASKS

- Topic tests
- Application /analysis tasks
- Extended mathematical investigations
- Examinations

### Unit 3 & Unit 4:

Students studying Specialist Mathematics Units 3 and 4 must be enrolled in Mathematics Methods Units 3 & 4. Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Logic and proof', 'Functions relations and graphs', 'Complex numbers', 'Calculus', 'Vectors' and 'Probability and statistics'.

In Unit 3 the areas of study are: 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors'. In Unit 4 the areas of study are: the remaining content from the 'Algebra', 'Calculus', and 'Vectors' and the content from the 'Mechanics' and 'Data analysis, probability and statistics' areas of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### OUTCOMES

- Students should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Students should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

### ASSESSMENT TASKS

- SAC 1 – Application task
- SAC 2 – Problem solving task
- SAC 3 – Problem solving task
- Examinations

# PERFORMING ARTS

## DRAMA (COMBINED CLASS)

### Unit 1: Dramatic storytelling

Students examine storytelling & manipulate expressive skills through the creation of performances. They develop an awareness & understanding of how characters are portrayed in non-naturalistic performance styles. They investigate a range of stimulus material & learn about stagecraft, theatrical conventions & performance styles from a range of social & cultural contexts.

#### OUTCOMES

- Attend professional theatrical shows, & analyse the creation & presentation processes of performance.
- Create an ensemble performance based on a prescribed structure, & perform to a public audience.
- Record & analyse development of the ensemble performance.
- Keep a record of the playmaking process in a folio.

#### ASSESSMENT TASKS

- Ensemble performance
- Ensemble analysis
- Professional performance written analysis
- Playmaking process folio

### Unit 2: Creating Australian drama

This unit focuses on the use & documentation of processes involved in constructing a devised performance. Students create, present & analyse performance based on a stimulus from contemporary or historical Australian context. Theatrical conventions appropriate to the selected performance styles are explored. Students develop knowledge of how dramatic elements are enhanced or manipulated through performance.

#### OUTCOMES

- Create a solo performance based on a prescribed structure and perform to a public audience.
- Analyse the work undertaken in the development and realisation of a solo performance.
- Attend professional theatrical shows, and analyse the creation and presentation of a professional performance.
- Record & analyse the development of a solo performance in a folio.

#### ASSESSMENT TASKS

- Solo performance
- Solo performance analysis
- Professional performance written analysis
- Playmaking process folio

### Unit 3: The ensemble performance

Non-naturalistic performance styles & theatrical conventions are explored in the creation, development & presentation of an ensemble performance. Collaboration to create, develop & present ensemble performance is central to this unit. Students use & dramatic elements, expressive skills & performance styles, & select stagecraft & theatrical conventions as appropriate to the performance. Students evaluate stages involved in the creation, development & presentation of performance..

#### OUTCOMES

- Create an ensemble performance demonstrating development in script, playmaking & character creation.
- Attend professional theatrical shows, & analyse the creation and presentation of performance.
- Record & analyse the development of and ensemble performance.

## ASSESSMENT TASKS

- Ensemble performance
- Professional performance written analysis
- Professional performance analysis

### Unit 4: Solo performance

Students complete a short solo, developing practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo, they devise, rehearse & perform an extended solo performance in response to a prescribed structure. Processes involved in creation & presentation of characters in performance are analysed & evaluated.

## OUTCOMES

- Create a mini solo demonstrating development in scripting, playmaking & character creation.
- Create a major solo performance based on a prescribed character structure, & perform to a public audience, prior to panel assessment.
- Analyse the development and realisation of a solo performance.

## ASSESSMENT TASKS

- Mini solo: performance & written reflection
- Solo performance exam (externally assessment)
- Solo performance analysis
- Written examination



## MUSIC

In VCE Music Units 1 - 2, students complete the core units of Organisation In Music and Effect In Music. For Units 3 - 4, students may choose from the two streams that Doncaster Secondary College currently offers, Music Contemporary Performance and Music Repertoire (based around learning notated piece of music).

### Unit 1: Organisation of Music

VCE Music students explore and develop their understanding of the possibilities of musical organisation. Students prepare and perform ensemble and/or solo musical works on their chosen instrument(s)/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music.

Students develop knowledge of music language concepts as they analyse and respond to a range of music.

### OUTCOMES

- Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble)
- Create short music works/responses that demonstrate their understanding of different approaches to musical organisation and reflect on the creative process.
- Describe how music is organised, responding to music characteristics in a range of music excerpts and identifying how music is organised.

### ASSESSMENT TASKS

- Performances of at least two works, including at least one ensemble/group work
- A discussion of the challenges presented by these works
- Aural, oral, written and practical tasks and tests
- Composition and/or improvisation exercises and accompanying discussion.

### Unit 2: Effect in Music

In this unit, students focus on the way music can be used to create an intended effect through performing, analysing and responding to music works/examples.

They analyse and respond to a wide range of music, becoming familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas.

They develop their instrumental and musicianship skills through regular practice, rehearsal and performance individually and with other musicians. Students may present on a variety of instruments and/or sound sources and also sing as part of their program

Aural and memory skills are developed through identifying, recreating and recording common musical language concepts and their effect, for example chords, scales and melodic and rhythmic patterns.

### OUTCOMES

- Students rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
- Students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music, conveying meaning and/or emotion to an audience
- Students create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
- Students should be able to identify the ways performers and creators convey effect in music, and be able to identify, recreate and document music language concepts in context and isolation.



## ASSESSMENT TASKS

- Performances of at least two works, including at least one ensemble/group work
- A discussion of the challenges presented by these works
- Aural, written and practical tasks including a folio of exercises, responses to structured questions and a workbook of class activities
- Composition exercises or improvisations and accompanying discussion that demonstrate an understanding of the organisation of music.

## UNIT 3 & 4 MUSIC CONTEMPORARY PERFORMANCE

This stream of music is for students whose performances focus on more contemporary music, include embellishment and/or improvisation and use collaborative and/or aural practices in learning, often learning the piece from recordings. Students study the work of other performers analysing their approaches to interpretation and how personal voice can be developed through reimagining existing music works.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

They prepare a program for assessment in a live performance. Students may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. As part of their preparation, students are able to present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions.

### Unit 3

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts.

### OUTCOMES

- Perform a selection of solo and ensemble works being prepared for the performance examination, using a Performer's Statement of Intent to explain their choice of works for the program.
- Demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.
- Discuss a performer's interpretation and manipulation of music elements and concepts in works and identify, recreate and notate music language concepts from examples presented, both in context and in isolation.



## Unit 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

## OUTCOMES

- Perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention.
- Demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.
- Discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.



## UNIT 3 & 4 MUSIC REPERTOIRE PERFORMANCE

This stream of music is designed for students who predominantly learn, from notated music and who wish to gain knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works.

They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They learn how to critically evaluate their performances and those of others, and an ability to articulate their performance decisions and independence of thought.

Students identify challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The works selected for assessment must include a range of styles. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. Students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

### Unit 3

In this unit students begin developing the recital program they will present in Unit 4.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts that relate to the works studied.

#### OUTCOMES

- Explain the artistic and practical considerations used to select a program of works for performance and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works
- Demonstrate and discuss techniques related to performance of selected works, including works created by Australian composers since 1990, including aspects of interpretation.
- Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

#### ASSESSMENT TASKS

- A short written/oral task explaining the process used to select a performance program, including works intended for performance in Unit 4.
- A discussion in which materials designed to assist in the recreation of notated recital works (including both technical and expressive aspects) are explained and demonstrated.
- Written responses to structured questions and a practical demonstration of music language knowledge and skills.

### Unit 4

In this unit students continue to develop the performance program for their end-of-year practical examination.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts.

#### OUTCOMES

- Perform a final recital of up to 20 minutes' duration,
- Demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.
- Discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.



# SCIENCE

## BIOLOGY

### Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### OUTCOMES

- Practical work/ Structured questions
- Research investigations
- Tests and examination

### ASSESSMENT TASKS

- Practical work/structured questions
- Experimental /research investigations
- Notes and Chapter Questions
- Tests and examination

### Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

### OUTCOMES

- Research investigations & Practical work
- Internet based research & response to media articles
- Notes and Chapter Questions
- Tests and examination

### ASSESSMENT TASKS

- Research investigations & Practical work
- Structured questions
- Bioinformatics exercise/Investigation of an issue
- Tests and examination

### Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

#### OUTCOMES

- Chapter reviews & Glossary of terminology
- School Assessed Coursework (SAC)

#### ASSESSMENT TASKS

- School Assessed Coursework (SAC)

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

#### OUTCOMES

- Chapter reviews
- Glossary of terminology & School Assessed Coursework

#### ASSESSMENT TASKS

- School Assessed Coursework (SAC) & External examination (Unit 3 & 4 combined)

## CHEMISTRY

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

Students investigate chemical properties of a range of materials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances. Students are introduced to quantitative concepts in chemistry including the mole concept. Students investigate organic chemistry and naming compounds.

#### OUTCOMES

- How do the chemical structures of materials explain their properties and reactions?
  - Relate periodic table position to chemical properties.
- How are materials quantified and classified?
  - Investigate the properties of carbon lattices and molecular substances with reference to structures and bonding.
  - Organic Compounds
- How can chemical principles be applied to create a more sustainable future?

#### ASSESSMENT TASKS

- Tests and quizzes
- Laboratory reports including analysis of second hand data
- Modelling or simulation activity
- Research project(s)
- Examination

### Unit 2: How do chemical reactions shape the natural world?

Students examine polar nature of water molecules and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

#### OUTCOMES

- How do chemicals interact with water?
  - Relate water properties to structure and bonding, and explain this importance in selected contexts.
- How are chemicals measured and analysed?
  - Measure amounts of dissolved substances in water and analyse water samples for variety of chemicals.
- How do quantitative scientific investigations develop our understanding of chemical reactions?

#### ASSESSMENT TASKS

- Tests and quizzes
- Laboratory reports including analysis of second hand data
- Modelling or simulation activity
- Research project(s)
- Examination

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

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic, and fuel cells. They use stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic, fuel, and electrolytic cells. They also apply Faraday's laws to calculate quantities in electrolytic reactions. Students investigate a question related to the development, use and/or modification of a selected material / chemical and communicate a substantiated response to the question.

#### OUTCOMES

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

#### ASSESSMENT TASKS

- Tests and quizzes
- Laboratory reports including analysis of second hand data and/or response to stimulus
- Modelling or simulation activity
- Research project(s)

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

#### OUTCOMES

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation
  - Student designed or adapted practical investigation related to energy and/or food

#### ASSESSMENT TASKS

- Tests and quizzes
- Laboratory reports including analysis of second-hand data and/or response to stimulus
- Modelling or simulation activity
- Research project(s)
- Scientific Poster
- End of Year Examination for Unit 3 and 4

## PHYSICS

### Unit 1: Electricity and nuclear physics

This unit focuses on using Physics models to explain observations of nature such as: thermodynamic principles in climate science; modelling electric circuits for energy transformations; and the nature of matter and how it is formed from the Big Bang theory through to modern applications of radiation, as well as fission and fusion reactions right through to quantum mechanics as they relate to subatomic particles such as quarks and the Higgs boson.

#### OUTCOMES

- Investigate and relate thermodynamics to climate science.
- Investigate and apply a basic DC circuit model to simple battery operated devices, and describe the safe and effective use of electricity by individuals and the community.
- Explain and model relevant Physics ideas to describe the nature of matter, sub-atomic particles and the forces that govern them.

#### ASSESSMENT TASKS

- Tests and experimental reports
- Examination

### Unit 2: Motion and wave properties of light

This unit focuses on the power of experiments in developing theories and models. The main focus is on motion in one dimension and how Newtonian models require the application forces as vectors to produce acceleration of objects. Energy, work, momentum and torque are also investigated.

#### OUTCOMES

- Investigate, analyse and mathematically model motion of particles and bodies in terms of Newtonian theory.
- OPTIONS: Students are to select from one of twelve options relating Physics to various applications or observations in nature. Students will also design and undertake an Extended Practical Investigation as related to one of the areas of study in Units 1 or 2.

#### ASSESSMENT TASKS

- Tests and experimental reports
- Extended practical investigation
- Examination

### Unit 3: Motion and Electromagnetism

This unit focuses on the concept of fields and how they affect motion. Students learn about electric, magnetic and gravitational fields and their interaction with matter. The effects of these fields on areas such as linear and circular motion, electromagnetism, production of electricity; the energy interactions, momentum, impulse and the limitations of Newtonian mechanics and necessity for Einsteinian relativity.

#### OUTCOMES

- To use Newton's Laws in specific situations, investigate satellite motion (forces/energy), changing magnetic field and its applications (motors, generators, transformers, AC or DC generation).
- Cover Einsteinian relativity to explain situations where Newtonian mechanics fails.

#### ASSESSMENT TASKS

- Tests and experimental reports
- Internal mid-year examination



## Unit 4: Wave and Matter theory

This unit focuses on the concepts of waves and particles to explain natural phenomena such as light and its many uses (photonics, electronics) and limitations of Newtonian Physics that gave birth to Quantum theory.

### OUTCOMES

- To investigate and explain the behaviour of light (reflection, refraction, interference, polarisation), its nature (wave or particle) and its contribution to Quantum Theory (photoelectric effect) and the eventual quantisation theory and duality of matter

### ASSESSMENT TASKS

- Tests
- Experimental reports
- Practical investigation (poster presentation)
- External examination

**\*NOTE: It is HIGHLY RECOMMENDED that students be enrolled in Maths Methods to undertake Physics (Units 1 to 4)**

## PSYCHOLOGY

### Unit 1: How are behaviours and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### OUTCOMES

- Structured questions
- Tests and examination

### ASSESSMENT TASKS

- Analysis and evaluation of psychological case study, experiment, model or simulation
- Analysis and evaluation of primary/secondary data
- Comparison and evaluation of psychological concepts and findings from student practical activities
- Analysis of contemporary media texts

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

### OUTCOMES

- Structured questions
- Tests and examination

### ASSESSMENT TASKS

- Analysis and evaluation of psychological case study, experiment, model or simulation
- Analysis and evaluation of primary/secondary data
- Comparison and evaluation of psychological concepts and findings from student practical activities
- Analysis of contemporary media texts

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

This unit focuses on how the nervous system influences behaviour and how people experience the world. It explores how stress can affect a person's psychological functioning and consider the causes and management of stress as well as the relationship between the gut and the brain in psychological functioning. Students investigate the biological, psychological and social factors that influence learning and memory, and consider the limitations and how memory can fail us or be improved. Students consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

### ASSESSMENT TASKS

- Annotated folio of practical activities
- Chapter tests
- Dot point tests
- School assessed coursework (SAC)

## Unit 4: How is wellbeing developed and maintained?

This unit focuses on consciousness and mental health. Students examine how changes in the level of consciousness can affect mental processes and behaviour. We consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore mental health with reference to a specific phobia, exploring the development and management of mental disorders. Students explore protective factors that contribute to an individual's mental wellbeing from a biopsychosocial perspective and the importance of cultural determinants to the wellbeing of Aboriginal and Torres Strait Islander peoples.

### ASSESSMENT TASKS

- A report of a practical activity
- Chapter tests
- Dot point tests
- School Assessed Coursework (SAC)
- External examination