



NEWCOMB
SECONDARY COLLEGE



Year 11 & 12

PATHWAY

PLANNING

2022

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GENERAL INFORMATION

KEY CONTACT STAFF 2021 –

(Changes may occur in 2022)

Principal:

Phil Honeywell

Assistant Principals:

James Murphy - Assistant Principal Years 7 to 9

Scott McLeod - Assistant Principal Years 10 to 12

Careers Advisors:

Maggie Boyanton and Matt Horsted

Leading Teacher, Years 7-9 (Junior School):

Eliza Hunt

Leading Teacher Year 10, 11-12 (Senior School):

Jeremy Sinclair

Student Support Person Year 11

Bianca Angelevski

Student Support Person Year 10

Dan Colbert

VCAL Leader:

Ebony Dedini

VET Co-Ordinator:

Chris George

Learning Area Leaders:

Arts	Ann Roberts
Technology	Antoni Cantone
English	Tracey Allinson
Health & PE	Cameron Goward
LOTE	Aphra Millis
Mathematics	Ben Holz
Science	Phil Walker
Humanities	Ryan Owens

GENERAL INFORMATION

THE SENIOR YEARS CHALLENGE

As students enter their Senior Years of schooling an increasing range of education and training options become available. This publication endeavours to provide you with an overview of the options that are available at this College.

The **challenge** is to *understand the expectations* and *maintain balance* in the Senior Years. As a senior student you have to balance study, family, sport, part-time work and friends. You need to develop a pathway plan and determine what is expected of you by developing the ability to set priorities and organise your time. This information is a good starting point to help you understand the expectations of senior students. It enables you to make informed decisions and, hopefully, enjoy your studies on the way to success.

At all stages in the decision making process, there are many people in the College who can assist young people to make informed choices, and parents and students are encouraged to seek help when they are unsure of how to negotiate through the choices, so that an appropriate pathway can be found.

Remember that there is no one correct pathway – the correct pathway is the one that suits the individual student at one point in time.

COLLEGE EXPECTATIONS OF SENIOR STUDENTS

The College seeks to provide a positive, friendly atmosphere where people take responsibility for their own actions, respect the rights of others and care for each other.

You come to the College to learn and agree to follow the general school rules. It is your responsibility, as a senior student, to take a leadership role by setting a positive example to junior students.

The College recognises that achievement will be enhanced if a balance between work and recreation is undertaken. We have a policy therefore to encourage senior students to participate in sports at an inter-school and intra-school level as players, coaches and umpires. You will be expected to attend School Swimming and Athletics Carnivals. You will also be encouraged to participate in Senior Years forums and extra curricular activities such as college productions, music and leadership roles.

GENERAL INFORMATION

STUDENT SUPPORT

If students have any problems or concerns regarding their learning progress and personal wellbeing, there are a number of individuals and teams they could contact, including:

- The Senior School Team Leader: for general support around academic progress and personal wellbeing.
- The Student Support Leader and Teachers: for general assistance with courses, personal difficulties.
- Members of the Student Wellbeing Team: for assistance with any areas that affect schooling and provision of information on outside agencies offering assistance, both personal and financial.
- The Inclusion Program Leader: regarding assistance for students with special needs.
- Members of the Careers Team: for information about career pathway goals, as well as support with VET, School Based Apprenticeships/Traineeships and VTAC applications.

CAREERS

The Senior Years represents the final three years in a student's secondary education. This involves a major life decision: What am I going to do when I leave school?

A range of resources, activities and opportunities are available to support students and parents through this important process. The Careers Team is available for one-to-one counselling sessions where necessary.

For further information or enquiries about this, please go to our Careers page on <https://nsccareers.com.au>

COLLEGE FEES AND CHARGES

The College Council has carefully examined the material charges and other costs associated with student education at Newcomb Secondary College. In all year levels there are subject charges (approximate), whilst being kept to a minimum, have been applied. These areas of study include Materials Technology, The Arts and Information Technology.

There are a number of additional charges that will apply to all students in 2022. For example:

- Student Organiser (Diary) - \$ 16.00 (approximately)
- Locker Maintenance - All Years - \$5.00
- Communication Levy – All Years - \$10.00
- Printing credit can be purchased from the General Office
- Library Trust Donation (Optional and is tax deductible*)
- Building Trust Fund Donation (Optional and is tax deductible**)

* Newcomb Secondary College has an excellent Library Resource Centre (LRC) available to its staff and students. The LRC staff members are constantly looking to improve and update resources in this area, particularly in relation to information technology equipment. To enable the College to purchase further resources, Newcomb Secondary College has set up a Library Trust Fund to enable parents to make a tax deductible donation to this Fund. This Fund can only be used for purchasing library resources such as books, IT/AV equipment and cannot be used for such items as wages. In recent times through the generosity of families the LRC has purchased laptops and VTV Digital equipment used for recording educational programs for use in class. Your support of this program would be appreciated and a tax-deductible receipt will be forwarded home to you.

**In 2022 Newcomb Secondary College will also continue to develop a Building Trust Fund, which would enable parents to donate to improving the school buildings. This donation would be tax deductible.

Please note: The following table is provided to assist families with the costs of subjects in 2022. **It is based on 2021 charges and is subject to change. We ask that parents become familiar with the subjects and related (approximate) costs of the subjects chosen by their children.** All subject charges will be listed on the family account and forwarded out early in Term 1, 2022 for payment.

2021 Year 11 Subject Charges		
Year Level		Cost
11	Applied Computing	\$15.00
11	Arts – Studio Arts	\$140.00
11	Arts – Visual Communication Design	\$100.00
11	Biology	\$15.00
11	Business Management	\$15.00
11	Chemistry	\$15.00
11	English	\$15.00
11	Food Studies	\$150.00
11	Health and Human Development	<i>No charge</i>
11	History	\$15.00
11	Legal Studies	\$15.00
11	LOTE: Indonesian	<i>No charge</i>
11	Maths - General	\$20.00
11	Maths - Methods	\$15.00
11	Media	\$60.00
11	Music Performance - Solo	\$70.00
11	Physical Education	<i>No charge</i>
11	Physics	\$15.00
11	Product Design & Technology	\$120.00
11	Product Design & Technology – Fabric	\$110.00
11	Psychology	\$15.00
11	VCAL	\$150.00
11	VET	<i>See VET Leader</i>
11	<i>*OPTIONAL Musical Instrument Hire</i>	<i>\$60.00</i>
11	<i>*OPTIONAL Instrumental Music Program</i>	<i>\$60.00</i>

2021 Year 12 Subject Charges		
Year Level		Cost
12	Arts - Studio Arts	\$140.00
12	Arts - Visual Communication Design	\$100.00
12	Biology	\$15.00
12	Business Management	\$15.00
12	Chemistry	\$15.00
12	English	\$15.00
12	Food Studies	\$160.00
12	Health and Human Development	<i>No charge</i>
12	History	\$15.00
12	Legal Studies	\$15.00
12	Maths – Further	\$15.00
12	Maths – Methods	\$15.00
12	Media	\$60.00
12	Music Performance – Solo	\$70.00
12	Physics	\$15.00
12	Physical Education	<i>No charge</i>
12	Product Design & Technology	\$110.00
12	Product Design & Technology: Fabric	\$110.00
12	Psychology	\$15.00
12	Software Development	\$10.00
12	VCAL	\$150.00
12	VET	<i>See VET Co-ordinator</i>
12	<i>*OPTIONAL Musical Instrument Hire</i>	<i>\$60.00</i>
12	<i>*OPTIONAL Instrumental Music Program</i>	<i>\$60.00</i>

NOTE

Parents need to be aware that many subjects have additional excursions during the year, such as Scienceworks, Imax Theatre, Playhouse, Museums etc. Costs of these excursions will be advised at the time of the excursion and student participation in these special events is subject to full payment being received **prior** to the event.

Please note that VCE units have high costs associated with materials. Students make/create increasingly more sophisticated pieces of work which often require more expenditure and the general costs of materials have also risen dramatically. In the case of Technology - metal/wood, additional costs are borne by the students depending upon their design needs. Students must pay for each semester within the first few weeks of enrolment or withdraw from that unit.

All other VCE units do not have material costs other than excursion or activities associated with the study.

All students in Years 7 to 12 are required to purchase a compulsory College Student Organiser.

VET SUBJECTS

There will be a materials fee for VET subjects, however, at time of printing we cannot give a figure. Material fees are determined by the training organisation delivering the program. Once we know the schedules parents and students will be informed.

EDROLO

Edrolo is a compulsory program for a number of Unit 3 and 4 VCE subjects. VCE subjects that use Edrolo are listed in the booklist and are payable to the college.

Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams. When students are at various levels of understanding, Edrolo can really help to ensure that students do their best during these vital years.

With comprehensive and engaging video lectures, supported by worked examples from past exams and interactive quizzes, we can help students understand, clarify and revise the content that teachers cover in the classroom.

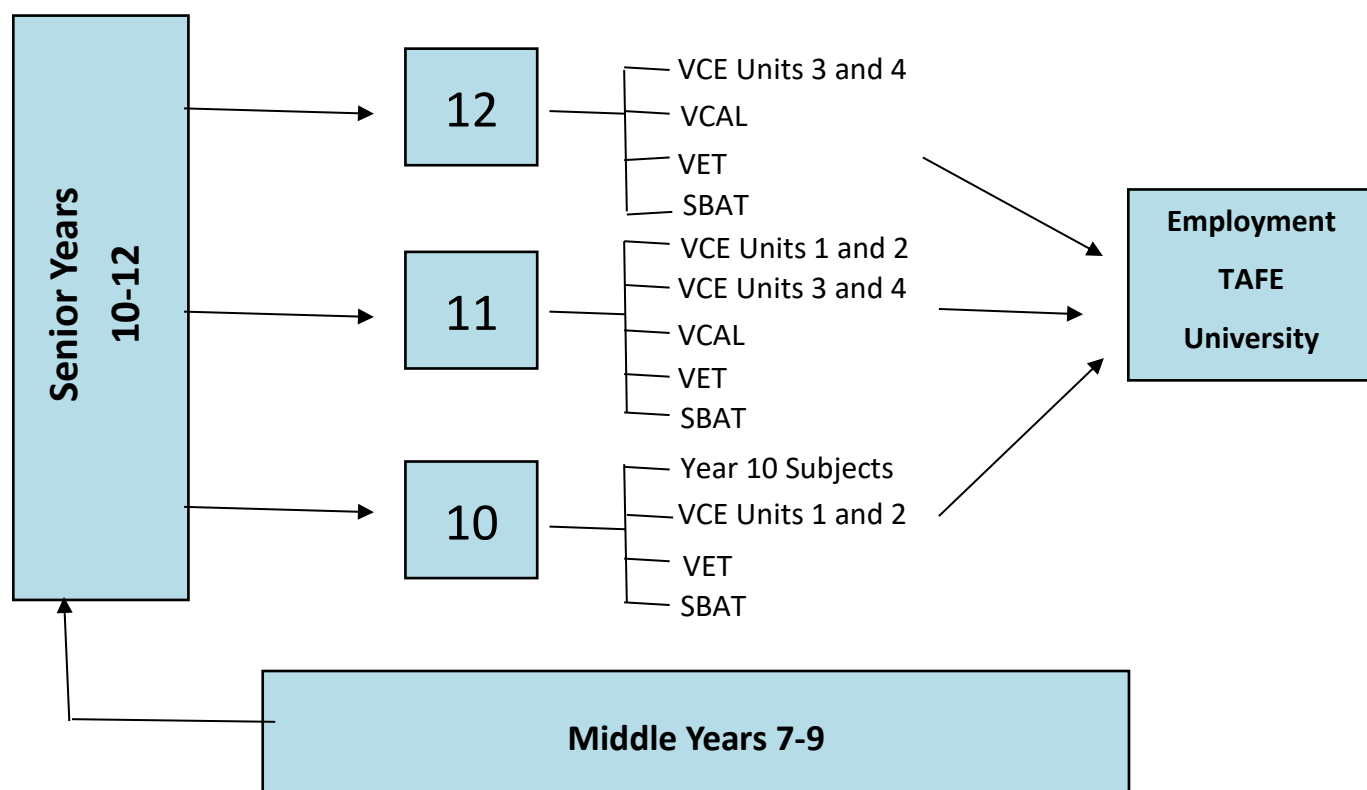
Please note where there is a compulsory Edrolo fee for a subject there is not a booklisted textbook, in most cases this represents a saving for families.

In 2020 Edrolo was the online resource used in Unit 3 and 4 Legal Studies, Biology and Psychology. Other unit 3 and 4 subjects may replace a textbook with Edrolo in 2022.

Families experiencing difficulty in paying levies by the due date can arrange a payment plan by contacting the Business Manager.

THE SENIOR YEARS

AT NEWCOMB SECONDARY COLLEGE



GLOSSARY

- VCE:** Victorian Certificate of Education
- VCAL:** Victorian Certificate of Applied Learning.
- VET:** Vocational Education and Training.
- VET in Schools:** A program which combines specific VCE Units, TAFE study and a work component. At the end of the two-year program students will have a full VCE, VET Certificates and workplace training.
- S-BAT:** School Based Apprenticeship and Traineeship.
- ATAR:** Australian Tertiary Admission Rank.

IMPORTANT NOTE

Every effort has been made to ensure the accuracy of information provided in this document. Newcomb Secondary College takes no responsibility for the accuracy of the information or actions, which may be taken as a result of it. This is particularly true of entrance requirements for tertiary courses.

Students must check VICTER to determine the prerequisites of EACH course in which they might possibly have an interest. This is YOUR responsibility.

FLEXIBLE PATHWAYS WITHIN THE SENIOR YEARS

Flexible pathways involve studying VCE Units/VCAL/Courses at a different year level from your normal year level. For example:

- Year 10 students studying VCE Units 1 and/or Unit 2.
- Year 11 students studying a Unit 3/4 sequence.
- Year 12 students studying a Unit 1 and/or Unit 2 sequence.

ACCELERATED STUDIES IN THE SENIOR YEARS POLICY

RATIONALE:

Each course of study should reflect the personal capabilities, strengths and career aspirations of the individual. Advantages of, or reasons for students choosing this flexible approach, include:

- A more personalised and appropriate program for each student.
- Extension and development of an area of interest.
- Facilitate the school offering subjects that may not run due to shortfalls of numbers.
- Experience of VCE requirements and processes.
- An enhanced ATAR in the case of a Unit 3/4 sequence.

AIMS:

To enable Senior Years students to access subjects at a higher year level than their normal year level. For example:

- Year 10 students studying VCE Units 1 and/or Unit 2.
- Year 11 students studying a Unit 3/4 sequence.

BROAD GUIDELINES:

Students applying to study a VCE Unit/ Course above their Year level will meet all of the following criteria:

- A willingness to manage with a higher workload than normal.
- A mature approach to work, a positive attitude, independent study habits and a proven ability to meet deadlines.
- A recognised ability and enthusiasm in the chosen area of study and overall ability in the previous level of study.
- Students should attempt accelerated studies in only one subject.
- Students will submit expressions of interest for accelerated studies as part of the course selection process during Term 3.
- Students applying for Accelerated Studies are required to have approval from the Learning Area Leader/Teacher of the Accelerated Study area, the Careers Counsellor and the VCE Co-ordinator.
- Restrictions to access may apply in terms of class size limits, availability of units and entry requirements.
- It is expected that students will meet the requirements of their overall program and not place undue emphasis on a study which has been undertaken above their year level.
- Final confirmation of places may not be possible until the start of the actual year of study.
- The final decision as to whether a student will be permitted to follow a course of study rests with the Senior Years Team Leader.

VCE Program Selection

You need to develop an individual pathway and select a course that suits your personality and goals. Each should be unique to the person who chose it.

Students are already well on the way to selecting a VCE course. In GROW classes you have explored the options after Year 10. You have looked at the world of work and tertiary study. You have identified and explored at least three jobs that seriously interest you. You have explored appropriate VCE subjects and developed an ongoing Career Action Plan.

The final stage is to select those VCE or VCAL subjects/courses you wish to study.

WHAT TO DO

- Find your Job Investigation Sheets from GROW classes.
- Find your practice VCE/VCAL subject selection sheet.
- Find your Career Action Plan (CAP) on www.nsccareers.com.au
- Explore the Units/Courses listed in this handbook.
- Know your most recent On Demand reading and number level – you can find these on Compass
- Know your current attendance percentage – you can find this on Compass
- Attend the interview at school with your parents/guardians.

You must have completed the above steps before the interview. You must bring your practice VCE subject selection sheet, job investigation sheets and CAP to the interview.

TROUBLE SHOOTING

- Don't know what a unit/course is about? Read the Unit/Course Description and then talk to a relevant teacher.
- Interested in a specific VET program? These are programs that prepare you for a very specific job while you do your VCE. Read the VET Information section and then see the VET Co-ordinator.
- Interested in a broad job area and can't narrow it down? Choose the subjects you think best suit your career pathway and then see the Careers Counsellor.
- In doubt, don't know what to do, totally confused? Read this page again and if still confused see the Careers Counsellor.

CAN YOU CHANGE YOUR MIND LATER ON?

Yes!

If necessary, students can alter their units at the end of Unit 1 or Unit 2. Changes in Year 12 are clearly more limited given the need for a sequence of study. Counselling must be sought, and changes or alterations cannot take place without the approval of the College's Senior Years Support and Careers teams.

VCE RULES & SATISFACTORY COMPLETION

RULES AND POLICIES

The Victorian Curriculum and Assessment Authority (VCAA) is the statutory body responsible for accreditation and administration of the VCE. The VCAA gives annual administrative regulations and advice to schools regarding the conduct of the VCE and the school administers these by means of policies. These policies inform the College community how the negotiation will be administered at the school level.

VCAA rules and College policies are published in the College's VCE Diary, which is distributed to all senior students. In addition to this, they are explained to students at the beginning of each year and at regular Year Level Assemblies.

College VCE policies exist for:

- course-work and assessment submission,
- VCE delivery and assessment policy
- authentication of student work,
- attendance,
- VCE Appeal Panel (which ensures administration of VCAA rules/College policies in a fair manner), and

SATISFACTORY COMPLETION

To meet the graduation requirements of the VCE each student must satisfactorily complete at least 16 units.

Satisfactorily completed units must include:

- Three Units from the English group;
- Three Unit 3 and 4 sequences other than English, of which two can be VCE VET sequences.

NOTE:

- A Unit lasts for one semester (or half year).
- Units 1 and 2 are normally attempted in Year 11 and can be undertaken as single units.
- Units 3 and 4 are normally attempted in Year 12 and must be undertaken as a sequence.

VCE UNITS OFFERED IN 2022

UNIT 1 – SEMESTER 1	UNIT 2 – SEMESTER 2	UNIT 3 – SEMESTER 1	UNIT 4 – SEMESTER 2
<p>ENGLISH SUBJECTS: You must select 4 and gain an 'S' in at least 3 units over 2 years. VCE Studies: ENGLISH</p>			
English	English	English	English
Biology Business Management Chemistry Design & Technology: <ul style="list-style-type: none"> ● Fabric ● Metal ● Wood Food Technology Foundation Mathematics General Mathematics Health & Human Dev. History Information Technology Legal Studies LOTE Indonesian Mathematical Methods Music Performance Physical Education Physics Psychology Studio Arts Visual Communication & Design	Biology Business Management Chemistry Design & Technology: <ul style="list-style-type: none"> ● Fabric ● Metal ● Wood Food Technology Foundation Mathematics General Mathematics Health & Human Dev. History Information Technology Legal Studies LOTE Indonesian Mathematical Methods Music Performance Physical Education Physics Psychology Studio Arts Visual Communication & Design	Biology Business Management Chemistry Design & Technology: <ul style="list-style-type: none"> ● Fabric ● Metal ● Wood Food Technology Foundation Mathematics General Mathematics Health & Human Dev. History Information Technology Legal Studies LOTE Indonesian Mathematical Methods Music Performance Physical Education Physics Psychology Studio Arts Visual Communication & Design	Biology Business Management Chemistry Design & Technology: <ul style="list-style-type: none"> ● Fabric ● Metal ● Wood Food Technology Foundation Mathematics General Mathematics Health & Human Dev. History Information Technology Legal Studies LOTE Indonesian Mathematical Methods Music Performance Physical Education Physics Psychology Studio Arts Visual Communication & Design

WHAT?

VCAL is the vocational alternative to VCE and is specifically designed for students wishing to make a transition to full time work, apprenticeships, traineeships or further training like TAFE.

VCAL provides an accredited program of studies at each level in the following four **compulsory strands**:

- **Literacy**: includes the study of reading, writing and oral communication at an appropriate level for the student, aiming to provide skills that enable a progression to work or further training.
- **Numeracy**: Working with numbers combined with problem solving, aiming to provide skills that enable progression to work or further training.
- **Work related skills**: develops skills, knowledge and behaviours that are valued by all employers and includes work placement.
- **Personal development skills**: aims to develop skills, knowledge and behaviour that provide improved self-confidence, increased self-esteem and community development.
- **Technology Subject**: Students must choose either Wood, Metal, Fabric or Visual Communication and Design
- **VET Studies**: Students must complete a VET subject or SBAT at least once over the 2 year course.

WHY

- VCAL develops and extends pathways for young people from school to work, training, VCE or further education.
- Successful completion of VCAL will provide students with skills that are important for life, work and further training.
- Students gain a VCAL Certificate and/or Certificate of Attainment. It provides an alternative to the VCE, while still allowing students the opportunity to study some VCE/VET units.

WORK PLACEMENT

- Central to VCAL is the requirement that each student has an individual pathway plan, which best suits the student's career pathways – work, further training. Each VCAL student will undertake extended work placement **one day per week**.

WHO

- Students who want to use their final years at school preparing for work rather than further study, and who prefer to be more practical in their approach to learning, would be the sort of student who would

select to study VCAL. All aspects of the course relate directly to skills and competencies that are recognised in the workplace.

- Possible pathways to apprenticeships or traineeships.

WHERE

The program will primarily be undertaken on campus, at times with some outside agencies assisting in delivering the program.

VCAL REQUIREMENTS

Students must satisfactorily complete:

- 10 credits. A credit represents 100 nominal hours of accredited curriculum. In general one credit represents a single semester subject, or unit, e.g. a VCE/VET unit or VCAL unit.
- At each level this must include two literacy unit/credit.
- At each level this must include at least one Numeracy unit/credit.
- Two VCAL units – selected from the Work Related Skills and/or Personal Development Skills strands.

VCAL LEVELS AND CERTIFICATES

There are three award levels of the VCAL certificate: **Foundation, Intermediate and Senior.**

If you achieve the learning outcomes in each Unit or module, you can successfully complete the VCAL level.

Students successfully completing the VCAL requirements will receive:

- VCAL Certificate (at the level studied).

Students who only partially complete the requirements will receive:

- A Statement of Attainment listing accredited areas/modules completed, when full units have not been completed.

VET

WHAT?

A VET Program is a combination of both Theoretical Studies and Vocational Training carried out over a two year period. Students who successfully complete their VET program will also gain credit towards their VCE or VCAL Certificate as well as gaining a VET (TAFE) Certificate. An extensive range of VET Certificates is available.

WHY?

The advantages of completing a VET course are:

- To provide a possible pathway to future employment.
- To gain credit towards your VCE/VCAL Certificate.
- To gain TAFE credits, and;
- To achieve a partial (or complete) traineeship.
- For the majority of courses work experience is an integral component.

COST?

The total costs of materials for a VET program vary for different Certificates, but usually range between \$300 and \$1000 per year. Successful uptake of the VET Program is subject to all accounts, owed to the Provider, being paid and up to date. For further information regarding VET programs please see the VET co-ordinator.

WHO?

Students who are motivated to vary their studies and those who have career interests in areas covered by specific certificates would have interest in these programs. Combinations of the above reasons for undertaking these studies should be considered.

WHERE?

Students will be able to access many VET studies offered at The Gordon TAFE or other Geelong Secondary Schools

HOW?

Providers of programs and VET modules will be advertised during Term 3. Students must make an application and entrance requirements may include formal application procedures to outside agencies and aptitude testing. Interested students should consult the Careers Counsellor and the VET Co-ordinator.

COURSES ON OFFER

Allied Health
Animal Studies
Automotive Mechanics
Automotive Paint and Panel
Beauty Services
Business
Bricklaying
Carpentry
Civil Construction
Children's Services
Community Services
Dance
Design Fundamentals
Electrotechnology
Engineering
Equine
Furnishing
Game Design
Hairdressing
Horticulture
Hospitality
Information Digital Media and Technology
Kitchen Operations
Laboratory Skills
Music Performance
Music - Sound Production
Outdoor recreation
Painting and Decorating
Patisserie
Plumbing
Printing and Graphic Art
Screen Media
Small Business
Tourism
Warehouse Operations

School Based Apprenticeships And Traineeships

WHO ARE SCHOOL BASED APPRENTICESHIP & TRAINEESHIPS FOR?

School Based Apprenticeships and Traineeships (SBATs) allow you to work as a paid part time trainee or apprentice whilst completing your secondary education at school.

SBATs are a great option if you wish to enter the workforce and remain at school. The program offers you a chance to get a head start in the industry you choose whilst completing the last two or three years of your education. They are ideally suited to VCAL students meeting the VET and Structure Workplace Learning requirements for the certificate

HOW DOES SBAT WORK?

You will:

- Be enrolled in year 10, VCE or VCAL studies
- Sign a Training Agreement, together with the employer and your parents.
- Gain part time employment
- Attend a TAFE or other Registered Training Organisation (RTO) one day a week, after school or block release.
- Commit to 10 – 15 hours per week in work and training.

WHAT ARE THE REWARDS FOR STUDENTS?

- Great career prospects
- A Certificate that is recognised all over Australia.
- Getting paid for training.
- Gaining Credits towards your VCE, VCAL and/or fulltime apprenticeships
- Finish secondary school with two certificates (e.g. Certificate II in Retail and VCE or VCAL)
- Improve employment opportunities.

EMPLOYMENT

You can find your own employment or you can gain assistance from the SBAT School Co-ordinator who work with the College.

DURATION OF SCHOOL BASED APPRENTICESHIP AND TRAINEESHIPS

Duration varies. A Certificate II qualification usually takes 12 to 18 months. In most cases duration averages approximately 15 hours per week of structured training time and paid employment. Usually one school day or the equivalent is allocated to complete the overall majority of these hours. School Based Apprenticeships or

COST AND OUTCOMES:

As a Commonwealth initiative, School Based Apprenticeship & Traineeship's attract incentives for employers. Enrolment fees vary depending on the industry. Health Card holders pay \$55. (Please note that these details may change).

SBAT's for school students require a huge commitment from the partners – the student (& parent/guardian), the school, the employer and the RTO. You will get plenty of support but a strong **positive attitude and**

Traineeships however, will also be required to undertake work hours during the school holidays to complete the total of workplace hours. A Certificate III level program may require up to 2 years to complete the qualification. However early completion is possible.

EXAMPLES OF SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS ON OFFER INCLUDE:

- Aged Care & Disability Services
- Agriculture
- Automotive
- Building & Construction
- Cabinet Making
- Children's Services
- Community Services
- Electrical
- Food Processing
- Hospitality
- Plumbing
- Retail
- Sport & Recreation

INTERESTED STUDENTS:

- Interested applicants should see their SBAT Co-Ordinator, Mrs Maggie Boyanton for the school's process for applying, during Course Counselling
- Positions are advertised by a range of organisations and selection is determined by each individual organisation, not the school.
- Applicants will be required to complete an application form and attend a possible interview with the relevant organisation.

/HEADSTART





VCE Units

In VCE Studio Art you will be introduced to the studio practice and processes of an artist. The stages of the studio practice are a focus you will learn how to explore, develop, refine, resolve and present artworks. As an artist you will learn about and explore how you can communicate visually and consider the work of other artists.

VCE Studio Arts

Satisfactory completion of units will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS



ART

<p>Unit One: SA011 Studio Inspiration and Techniques</p> <p>In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks.</p> <p>Students explore sources of inspiration, research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.</p>	<p>Unit Two: SA012 Studio Exploration and Concepts</p> <p>In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimenting with selected materials and techniques relevant to specific art forms. Students explore and develop ideas, create aesthetic qualities and record the development of the work in a visual diary.</p> <p>Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice.</p>
<p>Unit 3: SA033 Studio Practices and processes</p> <p>In this unit you will focus on the implementation of an individual studio process leading to the production of a range of potential directions. You will develop and use an exploration proposal to define an area of creative exploration. Then you will plan and apply a studio process to explore and develop your individual ideas.</p> <p>The study of artists and their work practices and processes may provide inspiration for your own approaches to art making. You will also investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.</p> <p>Outcome 1: Exploration proposal Outcome 2: Studio process Outcome 3: Artists and studio practices</p>	<p>Unit 4: SA034 Studio practice and art industry contexts</p> <p>In this unit you will focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, you will present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.</p> <p>This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.</p> <p>Outcome 1: Production and presentation of artworks Outcome 2: Evaluation Outcome 3: Art industry contexts</p>



Biology is the study of living organisms and life processes. It includes the study of interactions between organisms and their environments. The study of biology enhances understanding of human life: how the human body works, develops and changes and how humans interact with the environment. Developments in technology have presented society with the need to make decisions about a range of public issues. The study of biology assists students to make informed contributions to these difficult decisions.

VCE Biology

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

<p>UNIT ONE: BI011 How do living systems sustain life? This unit involves examination of the characteristics which assist plants and animals to function effectively in their particular environments. Areas of study include an investigation of cell structure and function classification of living things, methods used to obtain energy, transport of materials, removal of wastes and reproduction. The application and use of technology to explore, maintain and modify reproduction and development are also investigated.</p>	<p>UNIT TWO: BI022 How is the community maintained? In this unit students will focus on cell reproduction and the transformation from generation to generation. Students will investigate the cell cycle, DNA replication in eukaryotic and prokaryotic organisms, asexual and sexual reproduction and the role of stem cells in the body and their application in medical therapies. Examine genetics to explain inheritance of characteristics, investigate dominance and recessive and sex-linked genetic conditions and outcomes of genetic crosses. Student-directed research to investigate and present a study of an issue related to genetics and/or reproductive science based knowledge acquired from Area of Study 1 and 2.</p>
<p>UNIT THREE: BI033 How do cells maintain life? The unit investigates the workings of cells of animals, plants, fungus & microorganisms. This includes explanation of regulation, photosynthesis, respiration and chemical reactions. Students will also examine how cells communicate with each other, respond to invading pathogens and how the immune response acts. Two key outcomes. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework: 16% of final assessment 	<p>UNIT FOUR: BI034 How does life change and respond to challenges over time? In this unit students will focus on changes to genetic material over time and the evidence for biological evolution. Students will describe how tools and techniques can be used to manipulate DNA. A practical investigation will be undertaken related to cellular processes to be presented as a digital poster. Three key outcomes. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework: 24% of final assessment ● End of year exam (60% of final assessment)

Key outcomes will be assessed on the student's performance on a selection of the following tasks:

- practical activities.
- short research reports.
- short presentations.
- Tests and answers to questions and problems

Business Management examines the ways businesses manage resources to achieve objectives. Students follow the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day

management of a business. They consider changes that need to be made to ensure continued success of a business and develop an understanding of the complexity of the challenges.

Management theories are considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.



VCE Business Management

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS Study Design accreditation Period 2017-2021

<p>UNIT ONE: BM011 Planning a Business</p> <p>Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. 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.</p>	<p>UNIT TWO: BM022 Establishing a Business</p> <p>This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. 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.</p>
<p>UNIT THREE: BM033 Managing a Business</p> <p>Students explore the key processes and issues concerned with managing a business efficiently and effectively. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles and management skills. Students investigate strategies to manage both staff and business operations to meet objectives.</p> <p>Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.</p>	<p>UNIT FOUR: BM034 Transforming a Business</p> <p>Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.</p>



The study is designed to enable students to understand the major ideas, language and methods of chemistry and develop an ability to apply these in both every day and hypothetical situations. It explores the wider social, economic, technological and environmental aspects of chemistry and considers the role of chemistry in other areas of science.

VCE Chemistry

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

<p>UNIT ONE: CH011 How can diversity of materials be explained? Students will focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They will investigate the structures and properties of metals and ionic compounds and calculate mole quantities. A research investigation will be undertaken</p> <p>Three key outcomes.</p>	<p>UNIT TWO: CH022 What makes such a unique chemical? Students will focus on the properties of water and relate these to its structure and bonding. Students will investigate how to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases. Students will design and undertake a laboratory investigation related to water quality and draw conclusions based on evidence from collected data.</p> <p>Three key outcomes.</p>
<p>UNIT THREE: CH033 How can chemical processes be designed to optimise efficiency? Students explore energy options including fossil fuels, biofuels, galvanic cells and fuel cells. The chemical production of materials will be considered with reference to efficiencies, renewability and impact on the environment</p> <p>Two key outcomes.</p> <p>Assessment: School assessed coursework – three tasks (16% of final assessment).</p>	<p>UNIT FOUR: CH034 How are organic compounds categorised, analysed and used? Students will study the way organic (carbon based) structures are represented and named. Students investigate key food molecules through an exploration of their chemical structures, how they are broken down and converted to form new molecules. The role of enzymes and coenzymes in facilitating chemical reactions will be explored. The energy production of food will be explored.</p> <p>Three key outcomes.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • School assessed coursework – four tasks (24% of final assessment). • End of year exam (60% of final assessment).



Key outcomes will be assessed on the student's performance on a selection of the following tasks:

- practical work/problem solving.
- short reports.
- oral, poster and multimedia presentations.
- modelling.
- tests.

This subject aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. Assessment for all units is derived from tasks which are mostly carried out in class.

VCE English

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

<p>UNIT ONE: EN011</p> <p>In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.</p> <p>Students develop their skills in creating written, spoken and multimodal texts.</p> <p>The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.</p>	<p>UNIT TWO: EN012</p> <p>In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.</p> <p>Students develop their skills in creating written, spoken and multimodal texts.</p> <p>The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.</p>
<p>UNIT THREE: EN013</p> <p>In this unit students read and respond to selected texts analytically and creatively. They analyse arguments and the use of persuasive language texts.</p> <p>The term 'selected text' refers to a text chosen from the prescribed text list published by the VCAA.</p> <p>There are two outcomes</p> <p>School-assessed coursework SAC – three tasks (25% of final assessment).</p>	<p>UNIT FOUR: EN014</p> <p>In this unit students compare the presentation of ideas. Issues and themes in selected texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.</p> <p>The term 'selected text' refers to a text chosen from the prescribed text list published by the VCAA.</p> <p>There are two outcomes</p> <p>There is one oral assessment</p> <p>Assessment:</p> <ul style="list-style-type: none"> ● School-assessed coursework – two tasks (25% of final assessment). ● End of year exam (50% of final assessment).

Key outcomes will be assessed on the student's performance on a selection of the following tasks:

- written and oral analytical responses to texts.
- production of finished pieces of writing in various forms, and for different purposes and audiences, showing evidence of planning, drafting and revision.
- participation in discussion groups.
- oral presentations.
- presentations of a point of view on an issue.
- analyses of the use of language in the presentation of an issue in the media.



FOUNDATION ENGLISH

This subject is designed for students who need additional time and assistance to strengthen and refine their literacy skills. It will focus on the skills of reading, writing, speaking and listening to improve students' knowledge of the language and to enhance their skills and confidence in performing the tasks required at VCE level and in VCAL.

Note that this subject is available only at Units 1 and 2. It may not prepare students for Units 3 and 4 of VCE English. It will prepare students for Year 12 VCAL Literacy.

If students complete Units 1 and 2 of VCE English later on, they can receive credit for all units towards satisfactory completion of the VCE, but for only two units towards the English requirement.

Year 11 Foundation English

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

UNIT ONE: EN101

One aim is the development of knowledge, skills and strategies in reading a range of texts for information and ideas. Students will learn to read and interpret short literary, every day and media texts. Another aim is the development of writing skills such as punctuation, sentence structure and paragraphing along with the processes of planning, drafting and revising pieces of writing. Students will use computer technology and develop their skills in preparing printed documents and displays.

Four key outcomes.

UNIT TWO: EN102

In this unit, students learn to write for various purposes for workplace, personal or community audiences. They learn techniques to identify and discuss themes, ideas, characters and arguments in texts and strategies to develop written responses to short texts. Students will learn the differences between types of text. They will also learn to present a point of view orally.

Key outcomes will be assessed on the student's performance on a selection of these tasks:

- Write a summary.
- Write documents of different types, eg letters, instructions.
- Write a letter.
- Write a comparison of texts.
- Deliver an oral presentation about texts.
- Deliver a point of view orally.
- Prepare documents using computers.
- Prepare and present a Powerpoint display.

Students study and explore eating patterns and food production from a wide range of perspectives: historical, cultural, social, physical, economic, ethical and environmental. Practical work is also integral and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste testing, sensory analysis, product analysis and scientific experiments.



VCE Food Studies

UNIT DESCRIPTIONS

<p>Unit 1: Food origins FYO11 This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world and explore how humanity has historically sourced its food. Students look at Australian indigenous food prior to European settlement and how food patterns have changed since. Students complete topical and contemporary practical tasks.</p>	<p>Unit 2: Food makers FYO22 In this unit students investigate food systems in contemporary Australia with a focus on commercial food production industries. Students look at food production in the home and small-scale domestic settings in comparison to commercial production. Students design new food products and adapt recipes to suit particular needs and circumstances. Students explore potential entrepreneurial opportunities as small-scale food producers.</p>
<p>Unit 3: Food in daily life FYO33 This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students study influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop. Students will understand food science terminology and apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns. Unit 3 School-assessed Coursework: 30 per cent</p>	<p>Unit 4: Food issues, challenges and futures FYO34 In this unit students examine debates about global and Australian food systems. Students focus on food challenges and issues about the environment, ecology, ethics, farming practices, technologies, food security, food safety, food wastage, and the management of water and land. Students research a selected topic, seeking clarity on current situations, points of view and solutions. Students develop food knowledge, skills and habits to empower discerning food choices. They interpret food labels and analyse the marketing terms used. They extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Unit 4 School-assessed Coursework: 30 per cent End-of-year examination: 40 per cent.</p>



Health and Human Development provides students with a holistic view of health, wellbeing and development across the lifespan and the globe, and through a lens of social equity and justice.

Students develop their ability to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. This subject supports a range of pathways including health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

VCE Health and Human Development

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

<p>UNIT ONE: HH011 Understanding health and wellbeing Students consider personal perspectives and priorities as they enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students consider their own health and build health literacy through interpreting and using data, investigating the role of food and an extended inquiry into one youth health focus area. Two key outcomes.</p>	<p>UNIT TWO: HH022 Managing health and development Students look at health changes and expectations in the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care. Two key outcomes.</p>
<p>UNIT THREE: HH033 Australia's health in a globalised world Students investigate optimal health and wellbeing, and the fundamental conditions required for health improvement, as stated by the World Health Organization. The health status of Australians is analysed and evaluated. Students investigate the Australian health system and the progression of various public health approaches within a global context. Assessment: <ul style="list-style-type: none"> School assessed coursework – three tasks (25% of final assessment). </p>	<p>UNIT FOUR: HH034 Health and human development in a globalised context Health status and the burden of disease over time in different countries and the factors that contribute to health inequalities between and within countries is explored.. The global health implications of increased globalisation, climate change, digital technologies, world trade and the mass movement of people are considered. The work of the United Nations and the World Health Organization are investigated as well as the role of NGOs and Australia's overseas aid program. The effectiveness of health initiatives and programs in a global context are evaluated and students reflect on their capacity to take action. Assessment: <ul style="list-style-type: none"> School assessed coursework – three tasks (25% of final assessment). End of year exam for Units 3 and 4 (50% of final assessment). </p>

The key outcomes will be assessed on the student's performance on a selection of the following tasks:

- reports – written and PowerPoint presentation.
- an analysis of data related to health.
- case study analysis.
- structured questions.

History is the practice of understanding and making sense of the past. It gives students the opportunity to develop an understanding of the issues of their time and place. Historical understanding is communicated through written, oral and visual forms.



VCE History

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

<p>UNIT ONE: HI031 20th Century History (1918-1939) A study of the remarkable changes which swept the globe following WWI. This includes: -A focus on ideologies which rose to prominence in this period such as communism and Nazism. -A study on the social and cultural changes such as music, film and art of the time.</p> <p>Two key outcomes.</p>	<p>UNIT TWO: HI042 20th Century History (1945-2000) A study of the Cold War and its far reaching consequences. This includes: -A comparison of competing ideologies and international powers, Communist USSR and Democratic USA. -An in depth look at some of the challenges and changes of the second half of the Twentieth Century such as civil rights movements and terrorist organisations.</p> <p>Two key outcomes.</p>
<p>UNIT THREE: HI083 Australian History (1834-1920) This unit comprises of two foci: 1) The settlement of the Port Phillip District, including the Gold Rush, impacts on the Aboriginal people of the region and the motivations of settlers and migrants. 2) The making of a nation, a study of the factors which lead to Australia becoming a Federated Country in 1901 and the demonstration of this unity which came in the form of Australian participation in the First World War.</p> <p>Two key outcomes. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework – four tasks (25% of final assessment). 	<p>UNIT FOUR: HI084 Australian History (1929-2000) This unit comprises of two foci: 1) The crisis that tested the nation, a look at the Second World War, Australia's involvement in this war and the threat to Australia during this war from both external and internal factors. 2) Voices for change, a study in which students examine the changes brought about by the Vietnam War and the changes brought about by Aboriginal land rights issues.</p> <p>Two key outcomes. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework – three tasks (25% of final assessment). ● End of year exam (50% of final assessment).

Key outcomes will be assessed on the student's performance on a selection of the following tasks:

- analytical exercises.
- short reports.
- essays.
- oral presentations.
- multimedia presentations.
- film reviews and responses to literature
- biographical studies
- tests

VCE Computing focuses on a problem-solving methodology, and strategies and techniques for managing information systems, to create digital solutions that meet specific needs. The study examines the information system including people, processes, data and digital systems (hardware, software, networks)

Four key concepts that underpin the study are represented in the study design as organisers of key knowledge.

The concepts are:

- Data and information
- Digital systems
- Interactions and impact
- Approaches to problem solving.



VCE Computing

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

Unit 1 Computing IT011	Unit 2 Computing IT012
<p>Students study how data, information and networked digital systems can be used to meet a range of users' current and future needs. They collect primary data when investigating and create a digital solution. Students examine wireless and mobile networks. They work together to create a website to meet a user's needs and follow a problem-solving methodology as well as computational, design and systems thinking skills.</p> <p>i. Area of Study 1: Data analysis ii. Area of Study 2: Networks iii. Area of Study 3: Collaboration and communication</p>	<p>Students focus on data and how to automate the processing of data. They develop IT solutions using a programming or scripting language by following the problem-solving methodology. Students will create data visualisations that are clear, usable and attractive, and reduce the complexity of data. They will use database management software and explain how they are personally affected by their interactions with a database system.</p> <p>i. Area of Study 1: Programming ii. Area of Study 2: Data analysis and visualisation iii. Area of Study 3: Data management</p>
Unit 3 Informatics IT023	Unit 4 Informatics IT024
<p>In Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. They investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data and create a suitable problem solution. Data is manipulated using spreadsheets or databases. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.</p> <p>i. Area of Study 1: Organisations and data management ii. Area of Study 2: Data analytics</p>	<p>Students focus on manipulating, managing and securing data and information to meet a range of needs. They draw on the analysis and conclusion of their hypothesis determined in Unit 3, and then design, develop and evaluate a multimodal, online solution. They evaluate the effectiveness of the solution. Students use a project plan to monitor their progress and assess the effectiveness of their work. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.</p> <p>i. Area of Study 1: Implementing project plans ii. Area of Study 2: Information management</p> <p>Percentage contributions to the study score in VCE Computing are as follows:</p> <ul style="list-style-type: none"> ● Unit 3 School-assessed Coursework: 10 per cent ● Unit 4 School-assessed Coursework: 10 per cent ● School-assessed Task: 30 per cent ● End-of-year examination: 50 per cent.



LEGAL STUDIES

VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

VCE Legal Studies

Satisfactory completion of a unit will be based on the student’s demonstrated achievement of the key outcomes specified for the unit

<p>UNIT 1: GUILT AND LIABILITY LS011</p> <p>This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.</p> <p>Three key outcomes.</p>	<p>UNIT 2: SANCTIONS, REMEDIES AND RIGHTS LS022</p> <p>This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.</p> <p>Students investigate two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.</p> <p>Three key outcomes.</p>
<p>UNIT THREE: RIGHTS AND JUSTICE LS033</p> <p>The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.</p> <p>Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system as well as recent and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.</p> <p>Two key outcomes.</p> <p>Assessment: School assessed coursework for Unit 3 tasks will contribute 25% of final assessment. (The end of year exam will contribute 50%)</p>	<p>UNIT FOUR: THE PEOPLE AND THE LAW LS034</p> <p>In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.</p> <p>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 law reform.</p> <p>Two key outcomes.</p> <p>Assessment: School assessed coursework for Unit 4 tasks will contribute 25% of final assessment. (The end of year exam will contribute 50%)</p>

These units are designed to develop students' knowledge and skill in Indonesian in the areas of listening, speaking, reading and writing. More specifically, these language skills are employed so that the student will be able to conduct daily activities, develop relationships, seek out and understand factual information and to entertain.

The areas of study comprise of themes of topics, explicit grammar methodology, text types, vocabulary building and styles of writing. All of these are common to all four units of VCE level Indonesian. The topics vary in units 1-4 depending on the students' interest and contemporary curriculum demands.



VCE LOTE: Indonesian as a Second Language

UNIT 1 & 2 (LO401 & LO402)

The broad themes for these two units are:

- The individual.
- The Indonesian speaking communities.
- The changing world.

Basically, each theme will be explored using a variety of texts including audio-visual, written and spoken. The student will acquire the Indonesian language through communication based tasks designed to use the language in a real context and for real purpose.

ASSESSMENT

Students will complete the units if they achieve an 'S' (Satisfactory) mark throughout the School Assessed Coursework (S.A.C.) carried out. There are 3 S.A.C.s in each unit. There are also 2 examinations for each unit.

UNIT 3 & 4 (LO403 & LO404)

As in units 1 & 2, the broad themes for these two units are:

- The individual.
- The Indonesian speaking communities.
- The Changing World.

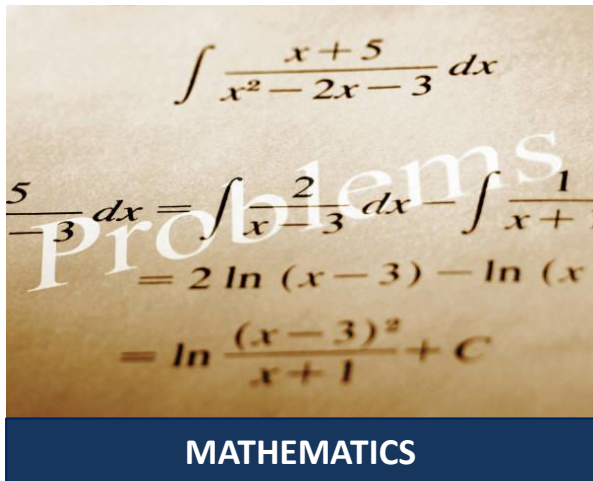
Each theme is explored at a higher level of understanding as the foundation for comprehension is solidly built in units 1 & 2. The focus of these units is to develop the students' oral abilities as the VCE Indonesian exam demands student performance in a final oral assessment. This oral exam is just part of the final exam. The rest is made up of a written exam.

DETAILED STUDY

- The student is required to undertake a detailed study during Units 3 and 4.
- The student will be expected to discuss their detailed study in the final Oral Examination.
- Over the course of Units 3 and 4, approximately 15 hours of scheduled class time will be devoted to the detailed study.
- The detailed study will be based on a topic related to the broad themes and topics described above.

ASSESSMENT

Again, each unit will require the satisfactory completion of 3 SACs. The total score of these will contribute 50% of the student's Study Score. The other 50% is made up from the end of year Oral Examination and Written Examination.



All VCE Mathematics Units are designed to enable students to:

- develop mathematical knowledge and skills.
- apply mathematical knowledge to model and solve problems in a variety of situations.
- use technology as an effective support for mathematical activity.

Students are advised to consult with their class teacher and careers counsellor before choosing their VCE Mathematics Units.

VCE Mathematics

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS: Units One and Two

General Mathematics Units 1 and 2: MA071, MA072

Course Content

Possible areas of study include: Algebra, Arithmetic and Number, Discrete Mathematics, (Geometry, Measurement and Trigonometry), (Graphs of Linear and Non-Linear Relations) and Statistics

Three key outcomes in each unit.

Pathway Advice

It is advisable to take General Mathematics Units 1 and 2 as a pathway to Further Mathematics 3 and 4 in Year 12.

Specialist Mathematics Units 1 and 2: MA091, MA0922

Course Content

Possible areas of study include: Arithmetic and Number, (Geometry, Measurement and Trigonometry), (Graphs of Linear and Non Linear Relations), Algebra and Structure, (Transformations, Trigonometry and Matrices), Discrete Mathematics and Statistics.

Three key outcomes in each unit.

Pathway Advice

General Mathematics – Specialist Units 1 and 2 would only be taken with Mathematics Methods Units 1 and 2. It is strongly recommended for students doing Specialist Mathematics Units 3 and 4 and would also offer a significant advantage for students intending to study Mathematics Methods Units 3 and 4.

Mathematical Methods: Units 1 and 2: MA111, MA112

Course Content

The prescribed areas of study are Functions and Graphs, Algebra, Calculus and Probability and Statistics. Students will need to have a good mathematical background, particularly in Year 10 Algebra, to successfully complete these units.

Three key outcomes in each unit.

Pathway Advice

Mathematical Methods Units 1 and 2 may be taken alone or with General Mathematics Units 1 and 2 or with General Mathematics – Specialist Units 1 and 2. It contains the assumed knowledge for Mathematical Methods Units 3 and 4. Students may complete Mathematical Methods Unit 1 followed by General Mathematics Unit 2. Attempting Mathematical Methods Unit 2 after completing only General Mathematics Unit 1 is not advised without additional preparatory work.

UNIT DESCRIPTIONS: Unit Three and Four

Further Mathematics: Units 3 and 4: MA073, MA074

Course Content Consists of two core areas of study: **Data Analysis and Recursion and Finance Modelling.**

Other possible areas of study include: Matrices, Networks and Decision Maths, Geometry and Measurement, Graphs and Relations.

Three key outcomes in each unit.

Pathway Advice

Further Mathematics Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4. Unit 3 has a prescribed core (Data analysis) and one selected module. Unit 4 has two selected modules.

Assessment

- Unit 3 school assessed coursework (20% of final assessment).
- Unit 4 school assessed coursework (14% of final assessment).
- Units 3 and 4 end of year exam - facts, skills and applications (33% of final assessment).
- Units 3 and 4 end of year exam - analysis task (33% of final assessment).

Mathematical Methods: Units 3 and 4: MA113, MA114

Course Content

The prescribed areas of study are: Functions and Graphs, Algebra, Calculus and Probability and Statistics.

Three key outcomes in each unit.

Pathway Advice

Mathematical Methods Units 3 and 4 may be taken alone or with either Further Mathematics or Specialist Mathematics Units 3 and 4.

Assessment

- Unit 3 school assessed coursework (17% of final assessment)
- Unit 4 school assessed coursework (17% of final assessment)
- Units 3 and 4 end of year exam – technology free (22% of final assessment)
- Units 3 and 4 end of year exam – with technology (44% of final assessment)

Specialist Mathematics: Units 3 and 4: MA093, MA094

Course Content

This is the most advanced Mathematics course taken at secondary level and consists of Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics

Three key outcomes in each unit.

Pathway Advice

Specialist Mathematics Units 3 and 4 is normally taken in conjunction with Mathematical Methods Units 3 and 4, Mathematical Methods Units 3 and 4 contain assumed knowledge for Specialist Mathematics.

Assessment

- Unit 3 school assessed coursework (17% of final assessment).
- Unit 4 school assessed coursework (17% of final assessment).
- Units 3 and 4 end of year exam – technology free (22% of final assessment).



➤ Units 3 and 4 end of year exam – with technology (44% of final assessment).

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution, audience and the media’s contribution to and impact on society.

This study supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge.

VCE Media

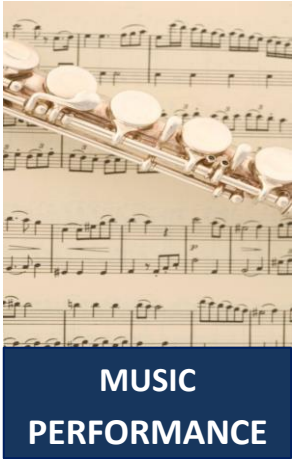
Satisfactory completion of a unit will be based on the student’s demonstrated achievement of the key outcomes specified for the unit.

UNIT DESCRIPTIONS

<p>UNIT THREE: ME011 <i>Media forms, representations and Australian stories</i> The main purpose of this unit is to assist students to understand the different types of media forms that we use, how different groups in society are represented in the media and the language we use to make sense of this. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework (3 tasks). ● Examination. 	<p>UNIT FOUR: ME012 <i>Narrative Across Media Forms</i> The main purpose of this unit is to assist students to understand the concept of narrative, style and genre in various media forms, including film and television. It also allows them to create media products in collaboration and to examine new and emerging media technologies. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework (3 tasks). ● Examination.
<p>UNIT THREE: ME033 <i>Narrative and Media Production Design</i> The main purpose of this unit is to assist students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework – three tasks (33% of final assessment). 	<p>UNIT FOUR: ME034 <i>Media: process, influence and society’s values</i> The main purpose of this unit is to assist students to develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Assessment:</p> <ul style="list-style-type: none"> ● School assessed task (33% of final assessment). ● End of year exam (34% of final assessment).

Key outcomes will be assessed on the student’s performance on a selection of the following tasks:

- Tests.
- Written and/or oral reports.
- Appropriate use of various production methods.
- Analysis of research.
- Information Technology.



Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship as they create music and interpret and analyse solo and group works in a range of styles.

ENTRY

There are no prerequisites for entry into Units 1 and 2. However to undertake Units 3 and 4 Music Performance – Solo, the Board of Studies study design recommends students should have a minimum 3 years’ experience prior to Year 11 on a musical instrument or voice.

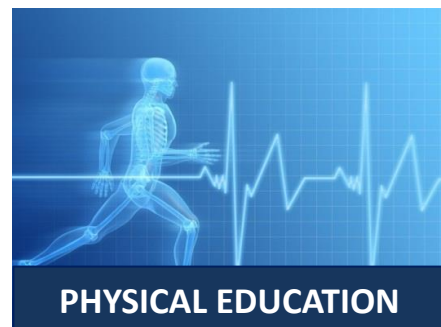
VCE Music Performance

Satisfactory completion of a unit will be based on the student’s demonstrated achievement of the key outcomes specified for the unit.

<p>UNIT ONE: MC011 Music Performance This unit focuses on building performance and musicianship skills. Students will present performances of solo and group works, studying approaches to optimize their own approach to performance. They will identify and address technical, expressive and stylistic challenges relevant to the works they are preparing for performance. Students will also study, aural, theory and analysis concepts to develop their musicianship skills.</p> <p>Three key outcomes.</p>	<p>UNIT TWO: MC012 Music Performance This unit continues to develop and build upon the performance and musicianship skills described in Unit One, taking opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing and endeavour to address these challenges. Students continue to develop their listening, aural, theoretical and analytical musicianship skills.</p> <p>Four key outcomes.</p>
<p>UNIT THREE: MC043 Music Performance - Solo or Group This unit focuses on building and refining performances and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end of year exam, taking opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing and endeavour to address these challenges. Students continue to develop their listening, aural, theoretical and analytical musicianship skills.</p> <p>Three key outcomes. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework (20% of final assessment). 	<p>UNIT FOUR: MC044 Music Performance - Solo In this unit students refine their ability to present convincing performances of group or solo works. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance.</p> <p>Three key outcomes. Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework (10% of final assessment). ● End of year exam – aural, theory and analysis (20% of final assessment). ● End of year exam – performance (50% of final assessment).

VCE Physical Education explores anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Behavioural, psychological, environmental and sociocultural factors and their influence on performance and participation in physical activity are investigated.

This study integrates physical, written, oral and digital learning experiences to examine and apply the core concepts related to performance and participation in physical activity, sport and exercise.

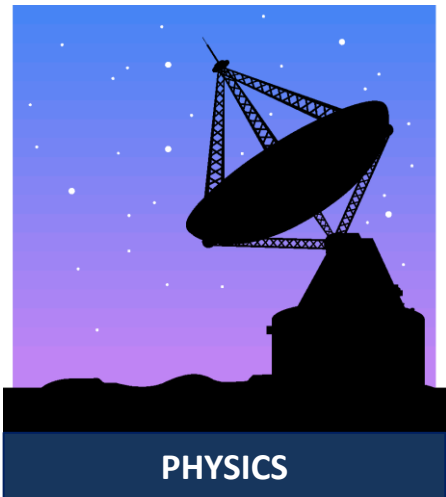


VCE Physical Education

<p>UNIT ONE: PE011 The Human Body in Motion Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider and evaluate the implications, perceived benefits and potential harms of legal and illegal practices used to improve the performance. * Course structure: 3 sessions theory and 2 sessions practical.</p> <p>Assessment: 4 school assessed SAC's. End of semester exam.</p>	<p>UNIT TWO: PE022 Physical Activity Sport and Society Students develop their understanding of physical activity, sport and society. They consider the role participation in physical activity and sedentary behaviour plays on health and wellbeing. Through practical activities, students explore different types of physical activity promoted in their own and different population groups. Students create and participate in an activity plan, assess physical behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students critique a range of individual- and settings-based strategies that promote regular physical activity.</p> <p>Assessment: 4 school assessed SAC's. End of semester exam.</p>
<p>UNIT THREE: PE033 Movement Skills & Energy for Physical Activity This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production. They use practical activities to demonstrate how application of these principles can lead to improved performance. They investigate the characteristics of the three energy systems and the interplay of these systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.</p> <p>Assessment: 3 school assessed SAC's contributing 25% of the total marks.</p>	<p>UNIT FOUR: PE044 Training to Improve Physical Performance In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve physical performance. Students design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods and evaluate from a theoretical perspective.</p> <p>Assessment: 3 school assessed SAC's contributing 25% of the total marks.</p>

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for each unit below.

End of Year Examination: 50% of total marks.



The study of Physics has resulted in developments that have a profound influence on the world. The new Physics course includes areas of Physics that are currently at the forefront in Australia, eg the synchrotron being constructed in Melbourne.

This study provides grounding for students who will progress to tertiary level study of physics, or disciplines such as engineering that involve physics concepts. Physics also provides students with an understanding of phenomenon or events happening in the world, contributing to a broad general education

The topics studied over the two years will depend upon the options chosen for the detailed studies as shown below.

VCE Physics

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for each unit below.

<p>UNIT ONE: PH011 Thermodynamics: What ideas explain the physical world?</p> <ol style="list-style-type: none"> How can thermal effects be explained? <ul style="list-style-type: none"> Thermodynamics How do electric circuits work? <ul style="list-style-type: none"> Electricity What is matter and how is it formed? <ul style="list-style-type: none"> Nuclear and Radioactivity Physics 	<p>UNIT TWO: PH022 What do experiments reveal about the physical world?</p> <ol style="list-style-type: none"> How can motion be described and explained? <ul style="list-style-type: none"> Forces, energy and motion Detailed Studies <ul style="list-style-type: none"> One of two options Practical Investigation <ul style="list-style-type: none"> Design and undertake an investigation of a physics question
<p>UNIT THREE: PH033 How do fields explain motion and energy?</p> <p>Students examine three fields: gravitational, electric and magnetic and use these to explain the operation of motors and particle accelerators and the orbit of satellites. Examine models of electric, magnetic and electromagnetic fields and transformers and how electricity is distributed to our homes.</p> <p>An analysis of Newton's law of motion and Einstein's theory of special relativity will be undertaken.</p> <p>Three key outcomes Assessment: School assessed coursework: 21% of final assessment</p>	<p>UNIT FOUR: PH034 How can two contradictory models explain both light and matter?</p> <p>Students will explore the use of waves to explain the movement and behaviour of light. Students will analyse data to explain the nature of light and matter. Students will undertake a practical investigation related to waves, fields or motion, to be presented as a digital poster.</p> <p>Three key outcomes. Assessment: <ul style="list-style-type: none"> School assessed coursework: 19% of final assessment End of year exam (60% of final assessment) </p>



Fabric, Metal or Wood (PDT Combined Materials)

VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions with consideration to sustainability.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

VCE Product Design & Technology

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified for the unit.

Please note VCE Product, Design and Technology combines use of Metal and Wood as options in Years 11 and 12

<p>UNIT ONE: SUSTAINABLE PRODUCT REDEVELOPMENT Fabric (DTF11), Metal or Wood (DTW11)</p> <p>Design often involves the refinement and improvement of existing products. This unit focuses on the analysis, modification and improvement of a product design. Students consider methods and information to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.</p> <p>Two key outcomes.</p>	<p>UNIT TWO: COLLABORATIVE DESIGN Fabric (DTF22), Metal or Wood (DTW22)</p> <p>In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in the design brief.</p> <p>Two key outcomes.</p>
<p>UNIT THREE: APPLYING THE PRODUCT DESIGN PROCESS Fabric (DTF33), Metal or Wood (DTW33)</p> <p>In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.</p> <p>Three key outcomes</p> <p>Assessment:</p> <ul style="list-style-type: none"> ● School assessed coursework – two tasks (12% of final assessment) ● School assessed task – undertaken over Unit 3 and 4 (50% of final assessment) 	<p>UNIT FOUR: PRODUCT DEVELOPMENT AND EVALUATION Fabric (DTF34), Metal or Wood (DTW34)</p> <p>In this unit, students use comparative analysis and evaluation methods to make judgements about product design and development. Students continue to develop and manufacture the product designed in Unit 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria.</p> <p>Three key outcomes</p> <p>Assessment</p> <ul style="list-style-type: none"> ● School assessed coursework – one task (8% of final assessment) ● End-of-year exam (30% of final assessment)

The key outcomes will be assessed on the student's performance on a selection of the following tasks:

- design folios
- oral reports
- production plans
- production talks
- short written reports
- annotated visual displays
- tests



Psychology is a broad study that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the application of this knowledge to personal and social circumstances in everyday life. Students explore how people think, feel and behave and investigate the connection between the brain and behaviour. Students engage in a range of inquiry based tasks, using key science skills to investigate the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory, learning and mental health.

VCE Psychology provides opportunity for continuing study pathways within the discipline and leads to a range of rewarding careers in educational, environmental, forensic, health, sport and organisational psychology fields

VCE Psychology

Satisfactory completion of a unit will be based on the student’s demonstrated achievement of the key outcomes specified for the unit.

<p>UNIT ONE: PY011 How are behaviour and mental processes shaped?</p> <p>Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning.</p> <p><i>Three key outcomes.</i></p>	<p>UNIT TWO: PY022 How do external factors influence behaviour and mental processes?</p> <p>Students investigate how perception of stimuli helps and hinders a person’s interaction with the world around them. They evaluate the development of a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.</p> <p><i>Three key outcomes.</i></p>
<p>UNIT THREE: PY033 How does experience affect behaviour and mental processes?</p> <p>Students examine the functioning of the nervous system, they explore how stress may affect a person’s psychological functioning and consider the causes and functioning of stress. Students examine the mechanisms of memory and learning.</p> <p><i>Two key outcomes</i></p>	<p>UNIT FOUR: PY044 How is wellbeing developed and maintained?</p> <p>Students examine two psychological constructs – consciousness and mental health. They consider the role that sleep has on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.</p> <p><i>Three key outcomes</i></p>

Key outcomes will be assessed on the student’s performance from a selection of the following tasks:

- logbook of practical activities
- media analysis/response
- test
- report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- problem solving involving psychological concepts, skills and/or issues

At Units 3 and 4 an end of year examination will contribute 60% to the final assessment.



VISUAL COMMUNICATION

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

This study introduces students to a wide range of drawing systems from freehand, to perspective to instrumental (or technical) drawings. Students build skills with a number of design media, materials and techniques, including the use and application of design software.

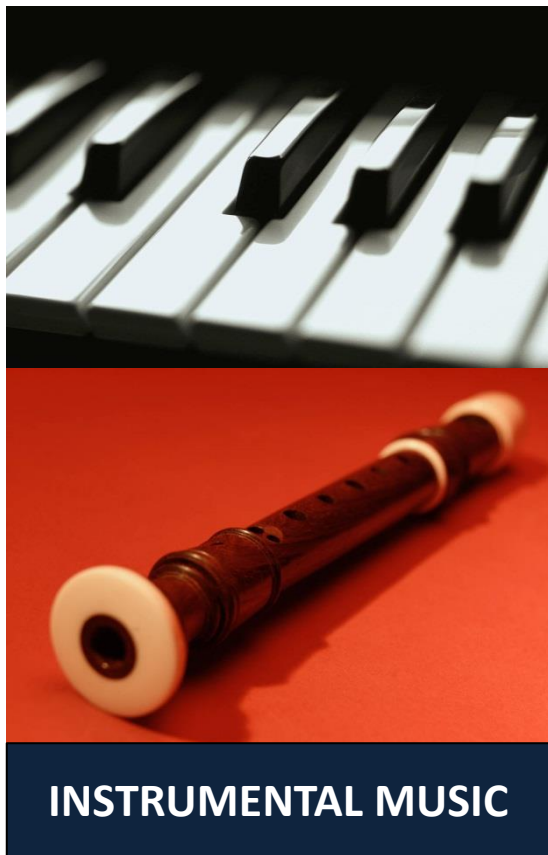
This study suits students with interests in the following areas: graphic design, illustration design, architecture, multimedia design, advertising and more.

Visual Communication Design

<p>UNIT ONE: VC011 Introduction to visual communication design The main focus of this unit is on using visual language to communicate messages, ideas and concepts. Students learn how to create drawings for different purposes using a range of drawing techniques, design media and materials. We learn more about the elements and principles of design and use and manipulate them to create visual communications that satisfy stated purposes. Within the theory component we look at how design has been influenced by past and contemporary practices, and by social and cultural factors.</p> <p><i>Three key outcomes.</i></p>	<p>UNIT TWO: VC022 Applications of visual communication with design fields This unit focuses on the application of design knowledge and drawing methods to create visual communications to meet specific design needs. Students create presentation drawings that incorporate technical drawing skills and effectively communication information and ideas. We use the design process to manipulate type and images to create visual communications suitable for print and screen-based presentations. Students work through all of the stages of the design process to create original work in response to given design briefs.</p> <p><i>Three key outcomes.</i></p>
<p>UNIT THREE: VC033 Visual communication design practices The main purpose of this unit is to enable students to create visual communications for specific contexts, purposes and audiences. This work focuses on three main field of design: communication design, environmental (or built) design and industrial (or product) design. Students investigate and experiment with the use of manual drawings and digital methods, media and materials to make informed decisions when developing their own design ideas and concepts. This work is supported by the analysis of relevant design examples. Students also prepare a design brief for their own work in Unit 4 and begin to generate ideas and concepts for this brief.</p> <p><i>Three key outcomes.</i></p> <p><i>School Assessed coursework for Unit 3 contributes 25%</i></p>	<p>UNIT FOUR: VC034 Visual communication design development, evaluation and presentation The focus of this unit is a detailed response to the brief developed by students at the end of Unit 3. Students work through the design process to develop design concepts and two final presentations of visual communications. This involves applying the design process twice to meet each of the brief's stated needs. Students reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.</p> <p><i>Three key outcomes.</i></p> <p><i>School Assessed Tasks for Unit 3 and 4 contributes 40%.</i> <i>The final exam contributes 35%</i></p>

Satisfactory completion of a unit will be based on the student's demonstrated achievement of the key outcomes specified in the unit.

The Arts – Instrumental Music



*** Optional For All Students**

CONCERT BAND PROGRAM

Instrumental music is an integral part of the College music program, providing students with the opportunity to gain skills on concert band instruments. These instruments are clarinet, flute, saxophone, oboe, trumpet, trombone, euphonium, tuba, bass guitar and percussion. Students in this program also participate in the College bands. Participation in this program can lead to VCE Music studies.

AIMS

- Students to gain skills in playing a musical instrument.
- To gain knowledge of a wide variety of musical styles.
- To gain aural perception.
- To gain an appreciation of music through participation.
- Participation in the College band program.

CONTENT/SKILLS

- Arts Practice: Students will undertake a weekly ½ hour lesson on their instrument, gaining skills in the technique for their instrument, performance technique, aural perception and musical style. Through participation in the band program they will develop performance skills and work with a wide variety of musical styles.

COST OF CONCERT BAND PROGRAM

- Tuition is provided free of charge. Instrument hire is available from the College for the year.

COLLEGE BANDS

Newcomb Secondary College has three concert bands and two jazz bands. These bands perform at both College and community events throughout the year.