Dear Parents/Carers and Students,

The Later Years Curriculum Handbook outlines the range of learning options available to Later Years students at Western Heights. The 2014 handbook has been redesigned to support the College's personalised approach to learning and for ease of use. There are a range of factors that need to be taken into consideration when learners and their families make decisions about which studies to choose. Career pathways, cost, student interest and the possibility of acceleration are just a few that need to be considered. Getting the selections right for each student is of paramount importance. As such there are a number of stages in the process that lead to the confirmation and finalisation of choices.

The initial step is for informed choices based on pathways discussions to be expressed. This will also assist in situations where studies chosen may not attract sufficient interest for them to run within the resources at our disposal. Students are advised to have a well-considered plan in place if this should occur. The final step is course counselling for students and their parents/carers to triple check that each student is in appropriate studies prior to confirmation.

It comes as no surprise that students in well-chosen studies are better connected to their schooling and tend to achieve higher. It is vital, using this handbook as a guide, that conversations occur at home regarding the content of each study and why it is or isn't appropriate for the student. Of course, there is help and clarification available if required. Simply contact the school on 52771177 and ask to speak to the appropriate Learning Community Leader or myself. All relevant staff are listed on page 7 of the handbook.

I wish all families well and look forward to further strengthening the partnerships as we strive towards ensuring that our students are placed at an advantage by being at Western Heights College for their Later Years.

Regards

Lu Temelkovski
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  - Literature
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  - Accounting
  - Business Management
  - Economics
  - Geography
  - Legal Studies
  - Twentieth Century History
  - Australian History
  - Revolutions (History)
- **VCE Information Technology**
  - Units 1 & 2
  - IT Applications
  - Software Development
- **VCE Languages Other Than English (LOTE)**
  - French
  - Japanese
- **VCE Mathematics**
  - General Mathematics (A)
  - General Mathematics (S)
  - Further Mathematics
  - Mathematical Methods (CAS) Units 1 & 2
  - Mathematical Methods (CAS) Units 3 & 4
  - Specialist Mathematics
- **VCE Physical Education and Health**
  - Health and Human Development
  - Physical Education
  - Outdoor and Environment Studies
- **VCE Science**
  - Biology
  - Chemistry
  - Environmental Science
  - Physics
  - Psychology
- **VCE Technology Studies**
  - Food and Technology
  - Product Design and Technology
  - Product Design and Technology (cont)
  - Systems Engineering
Supporting students to develop the skills to undertake effective pathway planning and participation in career education programs is a priority at Western Heights College. The aim is to engage students in developing knowledge, skills and attitudes through a planned program of learning experiences in education, training and work settings. This empowers students to make informed decisions about their life, study and work options that enable them to participate and influence their working life.

In Year 10 pathways planning and careers education, tasks and workshops are embedded into the curriculum. A range of workshops and tasks are provided to assist students develop their self-awareness and how this relates to pathway planning. Students also broaden their understanding of the world of work. A highlight of the program is the one week of work experience that each student will undertake in Term III. Each student will create a Managed Individual Pathway Plan. These plans are progressive, and are updated annually. The program aims to assist students to make informed decisions about their Year 11 and Year 12 subject and course selections.

In Year 11 and 12 pathways planning and careers education is delivered through an ongoing series of linked tasks and workshops. These include presentations, group workshops, excursions, individual counselling sessions and guest speakers. The focus is on supporting the later-years students to develop the skills and knowledge required to successfully transition to post-secondary school education and employment. Each student will review and update their Managed Individual Pathway Plan.

Pathways Team
The Western Heights College Pathways program consists of a core team of staff and is supported by a wider group within each learning community. The core team includes the Leader of Pathways and Transition, Kerrie Hammond, the MIPs Co-ordinator, Jorja Millar and the Work Experience Co-ordinator, Deb Gee. A number of industry-based specialists are regularly available on-site to support students.

The Pathways Resource Centre is located in the Quamby Campus Library.

MIPs
The college’s MIPs co-ordinator manages this program. The college proactively supports each student in Year 10 to 12 to create a MIP (Managed Individual Pathway) and review and update it on a regular basis through group workshops, activities and individual counselling sessions. The MIPs Co-ordinator schedules these counselling sessions for each student and will reschedule, if necessary, until this meeting occurs. Parents/Guardians are invited to participate in the counselling sessions. Each student’s MIP is stored electronically so a systematic and dynamic record is kept of their data and information. Initially the aim of the MIP is to assist the student in identifying their strengths and weaknesses and learning styles. Using this information as a starting point and the expertise of our pathways staff, the student begins planning for a career.

Subject Selection
The Pathways Team are able to provide guidance with subject and course selection. Staff members in the relevant learning community are also available to give guidance. Discipline/Subject teachers are able to provide information about the syllabus, assessment and pathways in their areas.

A transition program tailored to the meet the needs of each learning community will run throughout Term III. Details of the program will be communicated via a range of methods including letter, the parent eNewsletter, web announcements and web messaging. Some information sessions and workshops will conducted in the evening these will be designed specifically for parents. Other sessions will be run during school time for students.

When choosing subjects it is also recommended that students take into consideration the following factors:
- Their individual interests – particularly in relation to the content of the subject.
- Their preferred learning style.
- Recommended subjects suggested for University and/or TAFE courses that you may be considering.
- Subjects that are recommended as significant by professionals working in the career you may be considering.
Pathways Resources:
There are a range of resources available to assist students with their research and planning.


http://www.myfuture.edu.au/

http://www.vtac.edu.au/

www.whc.vic.edu.au/
A series of video tutorials are available on the careers page.

The most crucial factor to consider when making subject selection is to choose what you ENJOY and/or what you are GOOD at.
It is the firm belief of Western Heights College that all students need to attend all scheduled classes in order to maximize their learning. Further, the Victorian Curriculum Assessment Authority has indicated to schools that students failing to meet a minimum attendance requirement may be recorded as failing to complete the unit. Consequently the college has established the following policy with respect to attendance for VCE students.

1. Students are expected to attend each of their timetabled classes, without exception.

2. All absences are to be explained by note or phone call within one week of the absence but preferably on the day they return to school or otherwise they will remain unexplained.

3. Absences of three successive days or longer are to be explained by a medical certificate.

4. Some absences are unavoidable. An excused absence is one pertaining to health, medical, legal or family reasons. An unexcused absence is one pertaining to social, private, home study, assessment task preparation, driving license test, sleeping in, part time work or where a parental note or medical certificate is not provided within 5 school days of the absence. Staying home to complete work on Outcomes does NOT constitute a legitimate absence.

5. Where an absence from a lesson occurred as a result of a school activity – e.g. sport, excursion, camp, school based new apprenticeship – such absences will be considered legitimate.

6. Keep a record of your school attendance. You should know when you attended classes. It is not the role of the Learning Community Leader to hand out lists of absences. Remember that only medical certificates or other independent evidence will be accepted as an explanation of absence any longer than one week after the absence.

7. Students are expected to be punctual and will be marked as “late” if up to 10 minutes late and as “absent” if more than 10 minutes late.

8. Notes presented to explain absence must have your full name, an appropriate reason for your absence, the specific dates of your absence and a contact number. If this information is not on the note or the reason is unacceptable (see 4.) the absence will not be approved. It is strongly advised that you use the “Explanation of Absence” slips at the back of the Study Planner.
Later Years Contact Details

School Telephone: (03) 52771177
Web site: www.whc.vic.edu.au
Email: western.heights.sc@edumail.vic.gov.au

Later Years Personnel

College Principal: Robyn Jeffery
Associate College Principal: Tami O’Hare
Later Years Principal: Lu Temelkovski
Business Manager: Marlene Barker

Learning Community Leaders:

Year 12  Mike Atherton
Year 11  Brett Bullock
Year 10  Kelly Montano

VCAL Co-ordinator: Kerrie Hammond
Pathways and Transition Leader: Kerrie Hammond
Managing Individual Pathways: Jorja Millar
Learning and Teaching Leader: Kym Tyzack

The 2013 year 9 teaching team plays a major role in counselling the year 9 students as they select their year 10 program. This team includes:

Year 9 Learning Community Leader: Dean Greenhalgh

Year 9 Mentors:
Toga Deo
June George
Irvinder Kaur
Marli McCarthy
Lauren McClure
Olivia Millman
The Year 10 Program

Overview
The AusVELS provides a framework to enable year 7 to year 10 students acquire a broad range of knowledge, understanding and skills to prepare them for further education or training such as the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) programs and life beyond formal education.

In 2014 students in year 10 at Western Heights College will study seven units per semester including six AusVELS units and either the VCE Unit 1 and 2 option, the VET taster or the Production Units. All studies are scheduled for 200 minutes per week.

Course selection guidelines:
Please use the course selection insert (or download one from the homepage Curriculum > Course selection >) to plan your program before entering it online.

- Students must complete a full year of AusVELS English
- Students may also choose additional English Literature and/or English Language units.
- Students must complete a full year of AusVELS Mathematics.
- Students may choose additional Mathematics units
- If studying LOTE (French or Japanese), students must complete a full year.

Costs:
Year 10 fees and study charges appear on pages 10 and 11
VCE study charges appear on pages 27 and 28

All year 10 students also participate in 100 minutes of Advisory per week. The focus of these sessions is the development of individualised pathways under the guidance of a mentor teacher. This combined with the VCE/VET taster/Production option supports students as they build awareness of their strengths, learning and vocational preferences and how their passions can influence their VCE/VCAL/VET selections for years 11 and 12. Advisory builds on the years 7 & 8 Personal Learning and year 9 Focus programs, aiming to develop lifelong learners.

The remainder of the AusVELS program consists of units from any of the following studies:

- The Arts
- English
- Health and Physical Education
- Humanities
- Science
- Technology

In addition to the AusVELS program students have 3 choices:

- Production Study (see facing page)
- The VET Taster Program (see facing page)
- A VCE unit 1 / 2 study from the following list:
  - Food Technology – Units 1 and 2 (p 43)
  - Information Technology - Units 1 and 2 (p 36)
  - Outdoor and Environmental Studies - Units 1 and 2 (p 40)
  - Psychology - Units 1 and 2 (p 42)
Year 10 VET Taster Program

This program engages students in the opportunity to work in four VET taster programs. Students will undertake a study in each program for a term. At the time of printing this guide the four programs to be offered in 2014 are Hospitality, Building and Construction, Automotive and Engineering. The year 10 Learning Community Leader will notify students of any additions to this program.

Who does this program cater to?
The Year 10 Taster Program has been designed to assist students in developing entry skills should they choose to undertake a VET course in 2015.

What is involved?
Each unit will have a theory component and a significant practical element. The program will be delivered over one full day each week and will be based at Geelong Trade Training Centre, of which Western Heights is a co-owner. Students should be aware that in enrolling in this program they are committing to undertake all of the VET Tasters and cannot apply to complete only some courses.

Enrolment
Enrolment in this study is restricted to 20 students and is through application and interview. Interested students should apply using the subject selection system. They will then be forwarded an application form and an interview will be scheduled. A parent and/or guardian will be required to attend this interview.

Costs associated with this study are to be confirmed.

Year 10 Production Study

This study will involve students working to produce a service or product. The specific product will be developed in consultation with students in the group and the teacher. It is anticipated that the learning will be interdisciplinary in content. Examples of productions may include:

Communication - for example students may work on producing the College Magazine, producing an online magazine or online student communication.

Performance - students may develop, create and perform a play, musical, dance etc. It may involve designing and building sets, costume design, etc.

Students may be involved in one or more ‘productions’ during the year.

Myle Program

All Year 10 students will be participating in the MyLe program. Students lease a touch based Windows 8 slate with anywhere, anytime access to learning resources. The slate encourages independent, self-initiated learning, more family involvement in education and collaboration with others in their class and other schools. Parents make a co-contribution of $850 to $1,000 over the 3 year period of the MyLe program. More information can be found on our web-site at http://www.whc.vic.edu.au/learning/myle-program
# YEAR 10 - Fees and Study Charges

<table>
<thead>
<tr>
<th>Fee / Study Charge</th>
<th>Amount</th>
<th>VC</th>
<th>EEI</th>
<th>OE</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Later Years Annual Levy</td>
<td>100.00</td>
<td>✔</td>
<td></td>
<td></td>
<td>Classroom materials / College Magazine</td>
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<tr>
<td>Family Computer / Library Contribution</td>
<td>50.00</td>
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<td></td>
<td>Oldest child only to pay</td>
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## Study Charges

### The Arts

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<th>Study Charge</th>
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</thead>
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<td>Art *</td>
<td>30.00</td>
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<td>Cost per semester – for class materials</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td>✔</td>
<td>Activities/Excursions - cost payable per event</td>
</tr>
<tr>
<td>Media *</td>
<td>40.00</td>
<td>✔</td>
<td>Cost per semester – for class materials</td>
</tr>
<tr>
<td>Music Performance</td>
<td></td>
<td>✔</td>
<td>Activities/Excursions - cost payable per event</td>
</tr>
<tr>
<td>Performing Arts and Production</td>
<td></td>
<td>✔</td>
<td>Activities/Excursions - cost payable per event</td>
</tr>
<tr>
<td>Studio Arts *</td>
<td>40.00</td>
<td>✔</td>
<td>Cost per semester – for class materials</td>
</tr>
<tr>
<td>Visual Communication *</td>
<td>20.00</td>
<td>✔</td>
<td>Cost per semester – for class materials</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>100.00</td>
<td>✔</td>
<td>$25.00 is payable per term</td>
</tr>
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*An additional charge may be levied when students require extra classroom materials beyond what is covered by the study charge.*

### English

<table>
<thead>
<tr>
<th>Study Charge</th>
<th>Amount</th>
<th>VC</th>
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<tbody>
<tr>
<td>English</td>
<td></td>
<td>✔</td>
<td>) There is no study charge for English studies</td>
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**English Electives**

- Introduction to English Language
- Introduction to English Literature

### Health and Physical Education

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<tr>
<th>Study Charge</th>
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<td>Duke of Edinburgh – Silver Award</td>
<td>250.00</td>
<td>✔</td>
<td>Cost per year – Activities/Excursions</td>
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<td>Fitness for Life - Men</td>
<td>80.00</td>
<td>✔</td>
<td>Cost per semester</td>
</tr>
<tr>
<td>Fitness for Life - Women</td>
<td>80.00</td>
<td>✔</td>
<td>Cost per semester</td>
</tr>
<tr>
<td>Health for Life</td>
<td></td>
<td>✔</td>
<td>Activities/Excursions - cost payable per event</td>
</tr>
<tr>
<td>Inside Sport</td>
<td>60.00</td>
<td>✔</td>
<td>Cost per semester</td>
</tr>
<tr>
<td>Outdoor and Environmental Studies</td>
<td>200.00</td>
<td>✔</td>
<td>Cost per semester – paid per activity</td>
</tr>
<tr>
<td>Physical Education</td>
<td>80.00</td>
<td>✔</td>
<td>Cost per semester – paid per activity</td>
</tr>
<tr>
<td>Racquet Sports</td>
<td>80.00</td>
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<td>Cost per semester</td>
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### Humanities

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</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>15.00</td>
<td>✔</td>
<td>Resource Charge - listed on Resource List</td>
</tr>
<tr>
<td>Economics</td>
<td>15.00</td>
<td>✔</td>
<td>Resource Charge - listed on Resource List</td>
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<td>Geography</td>
<td>15.00</td>
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<td>History</td>
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<td>Legal Studies</td>
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### Information and Communication Technology

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<td>Information Technology</td>
<td></td>
<td>✔</td>
<td>There is no study charge for ICT studies</td>
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### YEAR 10 - Fees and Study Charges (cont)

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<th>Fee / Study Charge</th>
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<th>OE</th>
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<td>French</td>
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<td>✓</td>
<td>✓</td>
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<td>) There is no study charge for LOTE studies</td>
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<tr>
<td>Japanese</td>
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<td>✓</td>
<td>✓</td>
<td></td>
<td>) Activities/Excursions – cost payable per event</td>
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<td><strong>Mathematics</strong></td>
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<td></td>
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<td>Mathematics A</td>
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<td>Mathematics B</td>
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<td>Mathematics C</td>
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<td>Extension Mathematics</td>
<td>10.00</td>
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<td><strong>Science</strong></td>
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<td>Science</td>
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<td>Resource Charge - listed on Resource List</td>
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<tr>
<td><strong>Science Electives</strong></td>
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<tr>
<td>• Kitchen Science</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>) Activities/Excursions - cost payable per event</td>
</tr>
<tr>
<td>• Marine Science</td>
<td></td>
<td>✓</td>
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<tr>
<td><strong>Technology Studies</strong></td>
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<td><strong>Design Creativity and Technology</strong></td>
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<td>Materials: Metal Units *</td>
<td>25.00</td>
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<td>Materials: Wood Units</td>
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<td></td>
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<td>Cost will depend on materials selected for production work</td>
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<td>Systems Technology Units *</td>
<td>20.00</td>
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<tr>
<td>Textiles Units</td>
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<td></td>
<td>Cost will depend on materials selected for production work</td>
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<tr>
<td>*Additional costs may be incurred in cases where expensive models/projects are undertaken.</td>
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<td><strong>Food Technology</strong></td>
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<tr>
<td>Cafe Q</td>
<td>150.00</td>
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<td>Cost per semester - for class materials / Exc.</td>
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<td>Cooking for Pleasure</td>
<td>140.00</td>
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<td>Food and Culture</td>
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<td>Cost per semester - for class materials</td>
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<td></td>
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<tr>
<td>VET TASTERS: Conducted at Geelong Industry TTC</td>
<td>100.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>This study is heavily subsidised by the College</td>
</tr>
</tbody>
</table>

**Legend:**

- **VC** Voluntary Financial Contributions: Parents/guardians are invited to pay these fees and charges
- **EEI** Essential Education Items: Parents/guardians are responsible for and required to pay these study charges
- **OE** Optional Extras: are offered on a user-pays basis and which parents/guardians choose whether their student accesses or participates
Year 10 Arts

**Art**
Painting, printmaking, drawing and sculpture are just a few of the art forms that you may explore in this Unit. You will experiment with different techniques and materials and create a number of your own artworks. Documenting your creative process in a folio will help you build and refine your communication skills. You will also analyse the work of other artists to support your ideas and allow you to gain insights into a variety of different styles and themes.

**Dance**
Explore a range of different dance styles and abilities; participate in improvisation activities, learnt movement material and ensemble/group work. You will develop, make and present duo and group dances that explore themes, issues and ideas. Using safe dance practices, you will prepare, rehearse and perform dance for specific audiences and purposes. You will also develop your dance terminology and vocabulary when evaluating and refining your own and others’ dance works. This is a good preparation for those interested in pursuing studies in VCE Dance.

**Media**
Write, direct, edit and produce your own ideas from start to finish. This is a highly practical unit that explores a variety of media and processes with a strong focus on film productions. Short films, music videos, advertisements, stop motion and Claymation are just a few of the possibilities that could be covered in year 10 Media. It is an opportunity to experiment with the use of cameras operation, editing software and the pre and post production processes. The Unit will give you a strong foundation from which to enter pathways into VCE Media and Studio Arts.

**Music Performance**
During this course you will participate in a range of technical aspects of music making. Through the evaluation of other musicians you will begin to develop your own personal style.

**Performing Arts and Production**
In this unit you will develop, rehearse and perform a major production. You will attend a live Melbourne show as inspiration and be required to explore the theory behind show making. You will create your own production and collaboratively write a play script for an audience, which includes choosing two stagecraft areas to work in. Stagecraft includes acting, directing, lighting, set design, costume/makeup and multimedia. You will present your work at the end of the semester to an outside audience.

**Studio Arts**
Collage and printing techniques, digital manipulation skills and camera and file handling are just a few of the skills explored in Studio Arts. You will develop a variety of practical skills using photographic and mixed media processes and create a number of Artworks. Your own folio helps you keep track of your process.

**Visual Communication**
An insight into the work of Designers and the way that we can communicate ideas visually are at the core of this Unit. You will keep a folio in the development of your own design process and take a peek into the design processes of others. This course offers the opportunity to understand the foundation of visual communication starting with basic drawing skills, including freehand, isometric and perspective drawing. It offers a ‘hands-on’ approach to designs on paper such as logos, character design, advertisements and house and packaging designs. T-Squares, Adobe Illustrator, Photoshop, graphic tablets and pencils and markers are some of the tools that you may use.
Year 10 Design, Creativity and Technology

Food Technology

Café Q
Catering for real functions, both large and small, using surveys to find out what customers really want and learning about the hospitality industry is what we focus on in this Unit. You will explore the different methods of cookery to develop your own menus then it becomes the battle of the best menu to win your opportunity to cook your menu for a group of your peers. You will engage in a range of activities which enable you to successfully gain your certificate in General and Hospitality OH&S and you will develop a folio of your achievements. We will head to Melbourne on an excursion to visit William Angliss and the Queen Victoria Market. This would be worthwhile if you were considering a career in Hospitality.

Cooking for Pleasure
Do you like to cook and like eating? This course is designed to meet the needs of the keen home cook. You will prepare a variety of dishes and baked treats suitable for every day meals and the occasional treat. You will develop your cooking skills by using a variety of fresh ingredients to prepare a range of healthy meals and compare a range of convenience products. You will produce a folio that displays your designed menus and achievements.

Food and Culture
Have you wondered why Australia has such an amazing food culture? In this Unit you will explore the food aspect of cultural diversity by preparing a feast of delights from other countries and investigating the origin of different foods. Creating a variety of traditional and celebratory dishes from many cuisines, developing a folio of your experiences and producing your own menu from an investigation of your favourite culture are exciting ways to explore this adventure.

Materials - Metal

Metal Joining Techniques
Producing samples of a weld, braze, silver solder and cut thread using a tap and die set will give you the experience to then create a range of practical and useful products using the skills you have mastered. You will develop a folio to display your designs and investigate different aspects of the production of your successful product. How much fun would it be to see something you’re your own BBQ plate being used at home!

Metal Processing Techniques
You will be introduced to a range of basic metalworking hand and machine operations which include cutting threads, turning and milling. With this knowledge you will produce a range of products using and being able to interpret engineering drawings. You will create a folio to display your drawings, designs and production processes.

Materials - Wood

Indoor Furniture
Do you want to make a great piece of furniture for your home or maybe a piece for your bedroom? Use your imagination to create designs for this original piece of furniture to suit your own needs. You will investigate different materials and construction techniques to enable you to produce this item. Using the skills you have learned, you will display your research, designs and evidence of your production in a folio that demonstrates your creativity and knowledge.

Outdoor Furniture
Does building your own outdoor furniture interest you? Do you want to learn the skills you need to construct an original, quality piece of furniture? In this unit you will investigate different materials and production techniques that will enable you to make some great furniture. You will display your research and designs in a folio of work that shows your creativity.

Systems Technology

Mechatronics
Does the world of mechanics or electromechanical systems interest you? Do you want to know how electronics or electrical systems work? Do you want to construct your own product? You will design a range of your own exciting products and construct them using the skills you develop. You will use a folio to display your research, designs and construction techniques.

Robotics Control
Explore the world of basic Robotics. You will discover what Picaxe technology is all about and use this technology to produce a Picaxe circuit to control a small device of your choice. You will
develop a folio of work to record the development and construction of your product.

Textiles
Tweaked Fashion
Do you look at your wardrobe and wish you could create something new from an old piece that you no longer wear? Are you bored with the clothes in your cupboard? Can you look at a garment and wish you knew how to tweak it into something your friends envy? You can create your own contemporary outfits with an edge from recycled and redesigned garments. We look at environmentally friendly textiles and how these have an impact on the textile industry. You will develop an interesting folio to display your creations and successful productions.

Fashion Workshop
Explore fashion design from the Art Deco period (Coco Chanel, Elsa Schiaparelli) until today (Collette Dinnigan, Akira Isagowa) Learn what styles and colours suit you. Develop both your fashion design skills and your sewing techniques to design and produce a garment for the fashionista in you. Produce a folio to display your creativity and skill development and have the opportunity to see your designs on a catwalk.
Year 10 English

Learn to listen to, read, view, speak, write, create and reflect on spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. You will be provided opportunity to enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. Learn how to understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning and develop interest and skills in inquiring into texts, and develop an informed appreciation of literature. A folio of your polished work will be compiled throughout the year using on line, web based and multimedia resources including blogs, Publisher and Photostory

NB This subject is compulsory

Year 10 English Electives

Introduction to English Language
Although the word Linguist or linguistics is probably unfamiliar to you, it is likely you already know a lot about it! It is the interesting study of how our language works: where words come from, how and why they change; what grammar is and why it matters; how humans acquire language and how and why language changes across time and in different contexts.

Morphing English
Your own experiences of acquiring language will be one of the main sources for this unit along with case studies which highlight and explain developmental stages. You will be encouraged to explore how children acquire language by designing your own investigations such as recording speech, creating a visual language diary or filming infants at play and recording their interactions with others.

Technology and Language
LOL, OMG, 😊. Have you ever wondered at how texting has affected the English Language? The fast paced technological changes that are occurring around us every minute is an ideal time to be looking at how technology is affecting the way we use language. Changes that have occurred in the past will help you to predict what future trends and patterns may be. Audio Visual, interviews, investigations and presentations will be part of the assessment for this unit.

Introduction to English Literature
These subjects are for Book Worms and Book Lovers who want to explore and understand the links between art, music and literature. You will read, discuss, evaluate and critically analyse some of the great novels, plays, poetry and films of our time. You will develop your confidence in critical appreciation, written expression and speaking and listening.

Novels and Directors
Significant contemporary and historical novels and films will be discussed, reviewed and analysed in this unit. The skills of being a film critic and reviewer will be developed by an understanding of the transformation from print to film that occurs through the work of a director or filmmaker. Creative ideas, skills and techniques, including the opportunity to use ICT applications such as Photostory to create short film texts, will be recorded in an individual student portfolio.

Poets and Playwrights
This unit is about the love of the written language in its most artistic forms. Contemporary and historical poems, songs and plays will be read, discussed and performed. You will be encouraged to develop your own personal responses to this artistic medium by analysing the material for its imagery, appeal and unique structure. You will develop a portfolio of formal and informal responses, critiques, reviews and your own writings.
Duke of Edinburgh-Silver Award
Attainment of the ‘The Duke of Edinburgh Silver Award’ is the aim of this unit. You will be challenged to participate in a number of activities throughout this unit and have the opportunity to individually design components of this course to cater for your interests and passions. Planned activities and learning includes Community Service, First Aid (Level 2), Conservation and Adventurous Journey (you will participate in two 3 day expeditions).

Fitness for Life – Men
In the practical sessions of this unit you will participate in fun and fitness games, sport and community based fitness activities. Your goal is to develop, improve and increase your activity levels while having fun. You will also have the opportunity to evaluate your own fitness and explore the many components of what is fitness. Learning will be assessed by your participation in class presentations, an activity log, group assignments, getting physical and peer teaching.

Fitness for Life – Women
In the practical sessions of this unit you will participate in fun and fitness games, sport and community based fitness activities. Your goal is to develop, improve and increase your activity levels while having fun. You will also have the opportunity to evaluate your own fitness and explore the many components of what is fitness. Learning will be assessed by your participation in class presentations, an activity log, group assignments, getting physical and peer teaching.

Health for Life
During this unit you will explore your personal identity, values and the rights and responsibilities that are a part of you being more independent. Investigation of your own health needs will include exploring sexual and mental health. “Risky” situations are evaluated to help you develop appropriate resilience strategies, buddying up and to minimize any harm. You will become familiar with the support services available to people your age. Your nutritional needs as a young person will also be investigated. Opportunities to present your information include discussions, activities and a variety of ICT presentations.

Inside Sport
During this unit you will enjoy participating in many team and individual sports. For your skills to improve you will learn and apply the rules of different games, be introduced to and analyse game tactics and strategies. You will investigate different training styles. There will be opportunities to explore what makes a good coach, a good team and a good team member. ICT presentations, filming and research in class will expand your learning about what goes on inside a sport.

Outdoor and Environmental Studies
Participating in this unit requires you to be enthusiastic about activities associated with outdoor recreation and environmental impacts that go with this. Considering the planning, organisation, environmental influence, skills needed and safety requirements behind each activity will be your job. You will have the opportunity to present your learning using ICT presentation methods, through discussion and analysis of data. Examples of possible activities include: sailing, mountain bike riding, indoor rock climbing and canoeing. You might want to consider this unit as a pathway for VCE Outdoor Education.

Physical Education
During this unit you will participate in practical and theory classes with a focus on fitness, skill acquisition, biomechanics, training and the various systems of the body used in sport and activity. You will do presentations using different media formats, research, short answer and multiple choice quizzes. You will have the opportunity to visit Biolab to explore the science of physical education and other community based recreational facilities. This unit will be useful if you choose to do VCE physical education in the future.

Racquet Sports
In this module you have the opportunity to discover or build on your racquet sports knowledge and skills. Some of the racquet sports include: Tennis, Squash, Racquetball, Badminton, and Table-tennis. Travelling to venues within the community to participate in these different racquet sports is part of this unit. Application of the rules of the games, strategies, skill analysis, training methods and the introduction of various game tactics are provided as part of your learning.
Year 10 Humanities

Business Management
Money, Business and You
No one likes to be in debt. You will explore "needs and wants" along with learning how to manage your own finances and examine banks and various lines of credit including; personal loans, credit cards and mortgages. You will discover how markets work in response to a planned or unplanned event. You will participate in the Australian share market, through the share market game. These learning experiences will give you an opportunity to demonstrate your understanding how markets work and the effects of real world situations.

Economics
Money Makes the World Go Around
How does Australia make money? Who decides where that money should go? You will look at the demands on our economy from a number of different sectors of our society. We explore what resources Australia has and how we fit into the global economy. How does exchange, trade and globalisation influencing Australian standard of living? You will develop an understanding of the key economic terms. You will have an opportunity to demonstrate your understanding through a number of real life economic tasks and analyse the current international issues faced by Australia, such as the international exchange rate and how it has an effect on the country's “imports and exports”?

Geography
River and Coastal Systems
Our waterways are precious resources with complex natural features that change over time. In this unit you will learn how humans impact on these natural environments. You will investigate the impact of floods and explore the coastal system in our region. There may be a field trip to a river or coastal region where you will make observations and investigate challenges for the future. You will have an opportunity to demonstrate your understanding using multimedia and writing tasks.

Our World: Tourism and Sustainable Environments
Most of us like to travel or have been tourists at some stage in our lives. How does this human activity impact or change the places that we visit?

You will investigate the places we like to visit and why? You will learn about how visitors can enjoy themselves without damaging the people, culture or natural environments they encounter and examine the benefits of tourism to Australia. Climate change will also be examined and how we can balance the competing needs of population and the natural environment so that inhabitants can find a sustainable future in 'our world'. You will have an opportunity to demonstrate your understanding using multimedia and writing tasks.

History
The Modern World and Australia
The Level 10 AusVels curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Key inquiry questions will investigate: how the nature of global conflict changed during the twentieth century, the causes and consequences of World Wars I and II on Australia and how Australian society was affected by other significant global events and changes in this period. You will have opportunities to investigate areas of personal interest, such as specific battles, soldiers', nurses' and civilian lives during wartime, POWs, the Holocaust, new technology, post war migration and the Cold War.

Legal Studies
Legal Eagle
Why do we have laws? Who makes our laws? How could you bring about a change in a law? This subject explores the role of democracy, the levels of government in Australia and the purpose of the court system. Concepts of justice and fairness around the world will be examined and students will visit the Geelong Magistrates’ Court. You will have opportunities to demonstrate your understanding of how the legal system works.
Year 10 Information Technology

**Bill Gates and Mates**
This unit introduces students in the use of application software. These software packages are frequently used in everyday business and individual communication needs. Areas of study may include word processing, spreadsheets, databases, image editing software and web page construction. Development of skills in these areas will assist students select a pathway of study in VCE Information Technology and provide skills that are usefully in pursuing a career.

**Behind the Computer Door**
This unit introduces the student to computer programming. Students will develop skills in programming languages that will equip them to gain an understanding of the inner working of a computer system and computer networks. Development of skills in these areas will assist students select a pathway of study in VCE Information Technology and provide skills that are useful in pursuing a career.
Year 10 LOTE

FRENCH
Unit 1 - Allons Voyager! Let’s Travel!
Your speaking, listening, reading and writing skills in French will grow as you discover France in travel. You will develop language and descriptions about the environment, food and drink, travelling and transport. You will also develop your understanding of relevant language points such as the present tense.

La Vie en Rose
Unit 2 - Looking at the World through Rose-coloured Glasses
Developing your skills further, you will learn about the pleasantries of French life. You will contrast country and city life, leisure activities, sport, holidays and celebrations. You will also expand your understanding of new language points integrating the past tense.

JAPANESE
Unit 1 - My Life
Communicating about rituals of daily life such as daily routines, school and study, shopping and school holidays, you will explore new areas of Japanese culture that will broaden your writing and speaking skills. Japanese letter writing uses different conventions and you will demonstrate how to write letters in both informal and formal situations.

Unit 2 - Encounters
Meeting new people, describing yourself and planning an activity with friends, you will learn how to talk about special days and related activities such as exchanging presents, going out and things to do. You will also consider what you might wear and compare this with traditional and modern Japanese dress. You will investigate home and family and use locating words and specialist counters for people and animals. You will continue to learn some kanji in preparation for Japanese at VCE.

Year 10 Mathematics

Mathematics A
In this course you will explore the following topics: Number systems, Measurement, Geometry, similar figures, Trigonometry, Algebraic techniques, Linear and Quadratic equations, Graphing, Indices, Logarithms and Exponentials, Variation and Probability. You will extend your knowledge and skills through real world application and investigation tasks. These learning experiences will help you to demonstrate the understanding and knowledge that is required for VCE Mathematical Methods and Specialist Mathematics.

Mathematics B
In this course you will explore the following topics: Business Mathematics, Measurement, Trigonometry, Linear equations and graphs, Algebraic techniques, Geometry, Variation, Probability and Statistics. You will extend your knowledge and skills through real world application and analysis tasks. These learning experiences will help you to demonstrate the understanding and knowledge that is required for VCE General Mathematics A and Further Mathematics.

Mathematics C
In this course you will consolidate your basic skills in the following topics: Time, Managing Money, Fractions, Decimals, Percentages, Ratios and Rates, Measurement, Probability, Statistics and Geometry. You will be using hands on activities and applying these skills to real life situations. This course will give you an opportunity to pursue VCE Foundation Mathematics in Year 11, however, it should only be undertaken by students who do not plan to do Mathematics in Year 12.

Extension Mathematics
This course involves the following topics: Matrices, use of the CAS calculator, Algebra, Graphing Number Systems and Transformations. You will be extending your knowledge and skills across all the dimensions through more application, analysis and investigation tasks. This course will prepare you well for VCE Mathematical Methods and General Mathematics (Specialist). There will also be preparation for Mathematics competitions.
Year 10 Science

Science - breadth
This semester-long unit will embrace the key skills needed to undertake Biology, Chemistry or Physics in VCE. It includes topics such as Genetics and Evolution, Ionic and Molecular Compounds, Chemical Reactions and Balancing Equations, Measuring Motion and Speed. You will have the opportunity to demonstrate your understanding by the completion of a number of practical experiments in all the key areas and written practical reports. Students will have the opportunity to plan, design and carry out an experiment based scientific investigation of their choice related to one of the topics covered during the semester. The John Monash Science School 8 week virtual courses in Astrophysics and Nanotechnology are incorporated in this course and you will have the opportunity to access these online for 2 hours each week.

Science – focussed
In addition to this broad unit you may also select from these more specific units.

Biology / Environmental Science
This is an introductory unit for students who are looking to select Biology and or Environmental Science in VCE. Topics include: Ecological components and interactions, Environmental Change and Ecosystems. Emphasis is placed on the development of research and study skills.

Biology / Chemistry
This is an introductory unit for students who are looking to select Biology and or Chemistry in VCE. Topics include: the examination of similarities and differences between living organisms and how plants and animals are classified, the development of skills in microscope use, effective experimental design and analytical laboratory procedures. Students will study Organic Chemistry, Covalent and Metallic Bonding and Biomolecules. Emphasis is placed on the development of research and study skills.

Chemistry / Physics
This is an introductory unit for students who are looking to select Physics and or Chemistry in VCE. Topics include: Extension study of Motion, Electricity, Lens and Mirrors. Students will study Organic Chemistry, Covalent and Metallic Bonding and Biomolecules. Emphasis is placed on the development of research and study skills.
What is a VET course?
VET refers to Vocational Education and Training. Secondary school students are able to access VET courses through the VETis program. VET courses are applied learning courses. They are competency based and nationally accredited. Most courses run over two years, generally a secondary school student accessing a VET course will do so at Certificate II or III level.

VET courses have many features as they give students the opportunity to:
- Gain credit towards either the VCE or VCAL;
- Achieve a nationally accredited certificate;
- Achieve a Statement of Attainment indicating all units of competence achieved;
- In some instances achieve a contribution toward their ATAR score.

Who can enrol in a VET course?
Students in Years 10, 11 or 12 can access VET courses. VCE and VCAL students can access VET courses.

Where can I access a VET course?
There are a range of Registered Training Organisations that offer enrolment in VET certificates for secondary school students. Generally students access VET courses at Geelong Trade Training Centre (of which Western Heights is a co-owner) or The Gordon. However there are a range of other Registered Training Organisations (RTOs) that offer secondary school students options. Each student who submits an application for a VET certificate will be counselled by a member of the college pathways team in terms of who the provider will be; where and when the course will be run.

VET Courses:
- Certificate II in Automotive Technology
- Certificate II in Automotive Studies (Panel & Paint)
- Certificate III in Beauty Services
- Certificate II in Building & Construction - Bricklaying
- Certificate II in Building & Construction - Carpentry
- Certificate II in Building & Construction - Painting & Decorating
- Certificate II in Building & Construction - Wall & Ceiling Lining
- Certificate II & III in Business
- Certificate III in Children’s Services
- Certificate II in Community Services Work
- Certificate II in Electro technology (Electrical Pre-Apprenticeship)
- Certificate II in Engineering Studies (Mechanical)
- Certificate II in Engineering Studies (Fabrication)
- Certificate III in Events
- Certificate III in Fitness
- Certificate II in Furniture Making
- Certificate II in Hairdressing
- Certificate III in Health Services Assistance (Remedial Massage)
- Certificate II in Hospitality (Operations - Food & Beverage)
- Certificate II in Hospitality (Kitchen Operations)
- Certificate III Information Technology
- Certificate I, II & III in Land Management
- Certificate II in Make-up Services
- Certificate III in Media (Interactive Digital Media)
- Certificate II in Millinery
- Certificate II in Modelling
- Certificate II in Nail Technology
- Certificate III in Nutrition & Dietetic Assistance
- Certificate II in Plumbing (Pre-Vocational)
- Certificate II in Printing & Graphics (Desktop Publishing)
- Certificate III in Visual Arts & Contemporary Craft
- CISCO Networking Academy Program

How do I enrol in a VET course?
An application for VET courses can be submitted via the Western Heights College subject selection process. Customised information will then be provided to the student on the application procedures relevant to the particular RTO. This customised approach is required as each RTO has their own policy and procedures relevant to specific courses.

What do VET Courses cost?
Final costs for the 2014 VET courses cannot be established until late August. This is because actual costs charged by the RTOs have not yet been determined and also subsidies received from government bodies can vary on annual basis. Further cost information will be distributed as it becomes available.
Western Heights College supports students who wish to undertake an Australian School Based Apprenticeship or Traineeship as part of their studies. To take part in the program the student must be fifteen years of age. School based apprentices and trainees must be enrolled in school in a later-years program or the VCE or VCAL. The program provides students with the opportunity to combine their studies with work in a recognised field and undertaking a nationally accredited certificate relating to the industry in which they are working. The benefits of the program are that students gain practical experience in the workforce. School Based Apprentices and Trainees are registered with the appropriate boards and are paid an hourly rate for work and training. For some students it is the pathway to a full time apprenticeship or job. This program can offer students variety in their studies and they can also gain competence in work-related skills. This can enhance job prospects and enable students to network within the local workforce.

School Based Apprenticeships and Traineeships are available in a wide range of areas:

- Aged care
- Agriculture
- Beauty therapy
- Childcare
- Communication systems
- Concreting
- Construction – bricklayer
- Construction – builder
- Construction – cabinet maker
- Construction – plasterer
- Education support
- Electrician
- Engineer
- Fitness
- Florist
- Hairdresser
- Horticulture – green keeper
- Hospitality – chef
- Hospitality – commercial caterer
- Information technology
- Mechanics – auto/diesel
- Office administrator
- Plumber
- Retail
- Sign writer
- Sport and recreation

**Enrolment:** Students who are interested in accessing a School Based Apprenticeship or Traineeship should contact a member of the college pathways team.
The Victorian Certificate of Applied Learning (VCAL) is an accredited senior secondary certificate undertaken in Year 11 and/or Year 12. It provides an alternative to the Victorian Certificate of Education (VCE) and is designed for students who prefer applied learning methods.

### Who does this cater to?

The VCAL caters to students who prefer applied learning methods. It centres on hands-on learning where students are primarily involved in integrated project-based work. The focus is on vocational training and developing work readiness skills.

### Where does this lead?

The assessment is based on demonstrating competency, rather than testing and examinations. The VCAL caters to students who are more likely to be aiming for one of the following Pathways at the completion of their senior school studies:

- Enter vocational courses (Certificate level at a TAFE or a private Registered Training Organisation)
- Gain an apprenticeship or traineeship
- Gaining employment
- Enter vocational courses (Certificate level at a TAFE or a private Registered Training Organisation)
- Gain an apprenticeship or traineeship
- Gaining employment

The assessment is not numeric and does not provide the basis for the generation of an ATAR. As such it is not usually a direct pathway to university courses. It should be noted that the successful completion of the VCAL can lead to direct entry to some tertiary courses though this is varies dependent on specific universities and courses.

### What do you do?

VCAL students are involved in projects based around their interests. Some of these are individual projects and others are group based. There is a strong focus on integrated learning where students undertake project work that includes outcomes relevant to the development of numeracy, literacy and personal development skills. The course aims to develop vocational and work-related knowledge and skills that are gained by involvement in structured workplace learning, or work placement associated with a school-based apprenticeship or traineeship.

### VCAL Enrolment

Enrolment into VCAL is by application and interview. Interested students should apply using the subject selection system. They will then be forwarded an application form and an interview will be scheduled. A parent and/or guardian will be required to attend this interview.

VCAL caters to the applied learner and requires a high level of maturity, motivation and responsibility. Students are involved in integrated project-based education that requires them to take responsibility for their own learning as much of it is focused on their personal interests and abilities. They are also expected to be able to work as part of a team. Students are required to undertake VET studies and gain industry experience via structured workplace learning or work placement related to a school-based apprenticeship or traineeship.

To be eligible for the VCAL program students must demonstrate a commitment to a learning program that includes school-based studies, work placement and a VET study.

Each VCAL program is customised to meet the needs of the individual. This is undertaken after the application and interview process with a
one-on-one consultation with a member of the VCAL teaching team.

Typically students will be enrolled in:
- VCAL Literacy – Classroom based
- VCAL Numeracy – Classroom based
- Personal Development – Classroom based
- One VCE Unit – Classroom based
- A VET course. This meets the requirements of the Industry Related Skills Strand
- Attend one day per week of structured work place learning or work placement for a school based apprenticeship or traineeship. This meets the requirements of the Work Related Skills Strand.
Western Heights College offers an Education Support Vocation Program. Students enrolled in this program will be employed as a School Based Trainee in an education support role and be enrolled in a Certificate III in Education Support.

This program offers students the opportunity to gain work experience in an education setting. Students are registered with an Australian Apprenticeship Centre and are paid an hourly rate for their work placement. Students who are enrolled in this program act as ambassadors for Western Heights College in local primary schools.

Who does this program cater to?
This course is open to students in Year 10, 11 or 12 who are fifteen years of age or older. Students who enjoy applied, or “hands on” learning are most likely to enjoy this program. Assessment is based on demonstrating competency rather than tests or exams.

The student must have a level of maturity and responsibility that will enable them to undertake a customised school program including the Certificate III in Education Support and part time work placement in a school. Applicants should have a genuine interest in working with children and/or in an education setting. They must have a strong work ethic and good communication skills.

Where and when?
The job placement will usually be with one of the local primary schools with links to Western Heights College. The work placement is one day per week. The weekday is negotiated to suit the needs of the employer (Primary School) and the student. The Certificate III in Education Support content will be delivered on-site at Western Heights College for half a day per week. The traineeship and certificate is of one year duration.

Enrolment:
Enrolment in this course is through application and interview. Interested students should apply using the subject selection system. They will then be forwarded an application form and an interview will be scheduled. A parent and/or guardian will be required to attend this interview. Successful applicants will be registered with an Australian Apprenticeship Centre and be enrolled in a Certificate III in Education Support:

Certificate III in Education Support
Core Units (8 required)
- Support behaviour of children and young people
- Comply with legislative, policy and industrial requirements in the education environment
- Contribute to student education in all developmental domains
- Work with diversity in the education environment
- Communicate with students
- Work effectively in an education team
- Comply with school administrative requirements
- Comply with WHS processes

Elective Units (6 required)
- Ensure the health and safety of children
- Work effectively with people with a disability
- Apply First Aid
- Support students with additional needs in the classroom
- Support learning for students with disabilities in a classroom environment
- Identify and respond to children and young people at risk

Where does this program lead?
Successful completion of this program can lead to a Certificate or Diploma level courses in Education Support. It can also provide a pathway to study and/or work in children’s or community services.
The VCE Program

Overview
The Victorian Certificate of Education (VCE) provides diverse pathways to further study or training at university or TAFE and to employment. It is a set of semester units undertaken over a minimum period of two years. The VCE is usually done in Years 11 and 12 but at Western Heights College four courses are offered in Year 10 (p 8).

VCE course selection guidelines:
- In the first year of VCE at WHC you will be expected to undertake a Course of Studies involving TWELVE (12) units (6 per semester) a VET study may contribute to your units.
- A Student selecting a VCAL program should follow the approved program outlined on pages 23 and 24.
- An English study is compulsory study, you are required to choose 10 other units (5 per semester).
- Additional VCE units and VET modules studied outside this College may be undertaken providing they do not infringe the attendance hours of this College (e.g. Saturday School of Modern Languages units).

Successful completion of VCE includes:
- Three units from the English Group
- Three other unit 3 / 4 sequences (6 units). VET courses can contribute 2 of the 3 sequences.
- Seven additional units of your choice

Please use the course selection insert to help you plan your selections before entering them online.

What are Outcomes?
The study design document issued to school by the VCAA sets out what students must do to satisfactorily complete the Outcomes. If a student’s work satisfies these descriptions, she or he will gain credit for the unit. This will be reported as S (satisfactory) or N (not satisfactory). Decisions about this are made by the school.

Costs
A comprehensive listing of fees and study charges appears on pages 27 and 28 of this handbook.

Further information about the VCE subjects in this handbook:
All the subjects listed in the following VCE section of this handbook include web links to the relevant VCAA (Victorian Curriculum Assessment Authority) Study Designs.

To allow ease of access there is also an online version of this handbook on the school home page.
## VCE - Fees and Study Charges

<table>
<thead>
<tr>
<th>Fee / Study Charge</th>
<th>Amount $</th>
<th>VC</th>
<th>EEI</th>
<th>OE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Later Years Annual Levy</td>
<td>100.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Classroom materials / College Magazine</td>
</tr>
<tr>
<td>Family Computer / Library Contribution</td>
<td>50.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Oldest child only to pay</td>
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</table>

### STUDY CHARGES

#### The Arts

<table>
<thead>
<tr>
<th>Study Charge</th>
<th>Amount $</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art *</td>
<td>80.00</td>
<td>✓</td>
<td>Cost per year – for class materials</td>
</tr>
<tr>
<td>Media *</td>
<td>30.00</td>
<td>✓</td>
<td>Cost per year – for class materials</td>
</tr>
<tr>
<td>Studio Arts *</td>
<td>50.00</td>
<td>✓</td>
<td>Cost per year – for class materials</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>70.00</td>
<td>✓</td>
<td>For: 2 play excursions (essential outcomes)</td>
</tr>
<tr>
<td>Visual Communication Design *</td>
<td>25.00</td>
<td>✓</td>
<td>Cost per year – for class materials</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>100.00</td>
<td>✓</td>
<td>$25.00 is payable per term</td>
</tr>
</tbody>
</table>

*An additional charge may be levied when students require extra classroom materials beyond what is covered by the study charge.*

#### English

<table>
<thead>
<tr>
<th>Study Charge</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>✓</td>
<td>) There is no study charge for English studies</td>
</tr>
<tr>
<td>English Language</td>
<td>✓</td>
<td>) Activities/Excursions – cost payable per event</td>
</tr>
<tr>
<td>English Literature</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

#### Humanities

<table>
<thead>
<tr>
<th>Study Charge</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>✓</td>
<td>) There is no study charge for these studies</td>
</tr>
<tr>
<td>Business Management</td>
<td>✓</td>
<td>) Activities/Excursions – cost payable per event</td>
</tr>
<tr>
<td>Economics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>History – Twentieth Century History (1 &amp; 2)</td>
<td>10.00</td>
<td>✓</td>
</tr>
<tr>
<td>History – Australian History (3 &amp; 4)</td>
<td>✓</td>
<td>) There is no study charge for these studies</td>
</tr>
<tr>
<td>History - Revolutions (3 &amp; 4)</td>
<td>✓</td>
<td>) Activities/Excursions – cost payable per event</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

#### Information and Communication Technology

<table>
<thead>
<tr>
<th>Study Charge</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>✓</td>
<td>There is no study charge for ICT studies</td>
</tr>
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</table>

#### Languages Other Than English (LOTE)

<table>
<thead>
<tr>
<th>Study Charge</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>✓</td>
<td>) There is no study charge for LOTE studies</td>
</tr>
<tr>
<td>Japanese</td>
<td>✓</td>
<td>) Activities/Excursions – cost payable per event</td>
</tr>
</tbody>
</table>
## VCE - Fees and Study Charges (cont)

<table>
<thead>
<tr>
<th>Fee / Study Charge</th>
<th>Amount $</th>
<th>VC</th>
<th>EEI</th>
<th>OE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics (A) (1 &amp; 2)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics (S) (1 &amp; 2)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical Methods (CAS) (1 - 4)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further Mathematics (3 &amp; 4)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Mathematics (3 &amp; 4)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education and Health</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>There is no study charge for this study</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies (1 &amp; 2)</td>
<td>300.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per unit – paid per activity</td>
</tr>
<tr>
<td></td>
<td>350.00</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies (3 &amp; 4)</td>
<td>350.00–</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per unit – paid per activity</td>
</tr>
<tr>
<td></td>
<td>850.00</td>
<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education (1 – 4)</td>
<td>80.00–</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per unit – paid per activity</td>
</tr>
<tr>
<td></td>
<td>130.00</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>25.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year ) Activities/Excursions – cost</td>
</tr>
<tr>
<td>Chemistry</td>
<td>25.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year ) payable per event</td>
</tr>
<tr>
<td>Physics</td>
<td>25.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year )</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>There is no study charge for this study )</td>
</tr>
<tr>
<td><strong>Technology Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Design Creativity and Technology</em></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology: Fashion * (1 – 4)</td>
<td>40.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year – for class materials</td>
</tr>
<tr>
<td>Design &amp; Technology: Metal * (1 – 4)</td>
<td>40.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year - for class materials</td>
</tr>
<tr>
<td>Design &amp; Technology: Wood * (1 – 4)</td>
<td>40.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year – for class materials</td>
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<tr>
<td>Systems Technology * (1 – 4)</td>
<td>40.00</td>
<td>✓</td>
<td></td>
<td></td>
<td>Cost per year – for class materials</td>
</tr>
<tr>
<td>*Additional costs may be incurred in cases where expensive models/projects are undertaken.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Food and Technology**

| Food and Technology (1 & 2)               | 300.00   | ✓  |     |    | Cost per year – for class materials                                       |
| Food and Technology (3 & 4)               | 300.00   | ✓  |     |    | Cost per year – for class materials                                       |

**VET & VCAL**

| TBA                                      | ✓        |     |     |    | Cost is dependent upon the course undertaken. Bus charges may apply.      |

**Legend:**

VC Voluntary Financial Contributions: Parents/guardians are invited to pay these fees and charges
EEI Essential Education Items: Parents/guardians are responsible for and required to pay these study charges
OE Optional Extras: are offered on a user-pays basis and which parents/guardians choose whether their student accesses or participates.
### Art

**Units 1 - 4**

This subject provides the opportunity to investigate the role of art in the world through a study of historical and contemporary cultures. The subject challenges students to articulate their understanding of meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Throughout, students develop skills in research, analysis and arts criticism to interpret and debate the issues that are raised and form personal points of view.

Through exploration and experimentation using art forms, materials, techniques and processes, students progressively develop their own artworks and develop an awareness of appropriate health and safety practices.

Specific details about outcomes and assessment for this subject are available in the Art VCAA Study Design which can be accessed here: [http://www.vcaa.vic.edu.au/Pages/vce/studies/art/artindex.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/art/artindex.aspx)

### Dance

**Units 1 & 2**

You will explore the potential of the body as an instrument of expression and expand your dance vocabulary by exploring different ways of executing movement. You will explore pre-twentieth century dance through a study of the expressive use of the elements of movement and cultural influences. Drawing on this you will analyse and discuss ways in which contrasting qualities of movement express the intention of your own and dance works of others.

Specific details about outcomes and assessment for this subject are available in the Dance VCAA Study Design which can be accessed here: [http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx)

**Units 3 & 4**

You will develop compositional skills by exploring ways in which the intention of the dance maker(s) can be expressed through the arrangement of movement. Across both of these units you will perform solo and group dance works which are informed through an analysis of cultural influences and compositional techniques used in dance works of major choreographers from 1900 to present day. You will also focus on technical complexity and accuracy, and performance skills in learning group, and composing solo dance works.

Specific details about outcomes and assessment for this subject are available in the Dance VCAA Study Design which can be accessed here: [http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/dance/danceindex.aspx)

### Media

**Units 1 & 2**

VCE Media provides students with the opportunity to analyse media products and concepts in an informed way. Students consider media texts, technologies and processes from various perspectives. This could include the study of social media content as well as film, television, websites and photographs. They will develop practical skills in a variety of production and pre-production processes including image, sound and film editing, script writing and storyboarding. They will work both collaboratively and individually to plan and create their own media productions. Students also work towards the showcasing of their productions for a wider audience at the end of the year.

Students will be assessed on a variety of tasks, including critical reviews, media text comparisons, creative responses, and individual and collaborative media productions.

There will be a final exam at the end of each semester.

**Units 3 & 4**

VCE Media supports students to develop and refine their analytical, critical, and creative thinking. In Units Three and Four, two fiction feature films are studied in depth. Students will develop knowledge of the production and story elements and develop their critical analysis skills. Drawing on this knowledge, they also plan, prepare and produce a production of their own. This could be a short film, an animation, music video, Stop motion piece or even a Claymation. They also explore representations within a given era of society, the relationship between Society’s values and media texts, and the arguments and discourses around media and its influence.

Assessment is based on the practical work involved with their main production work as well as a variety of written and analytical tasks.

Specific details about outcomes and assessment for this subject are available in the Media VCAA Study Design which can be accessed here: [http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx)
Music Performance
Units 1 - 4
This study enables students to perform, compose, arrange and / or improvise music from diverse styles and traditions, demonstrate musicianship and engage with diverse music genres, styles, contexts and practices. You will perform both group and solo works.
Specific details about outcomes and assessment for this subject are available in the Music Performance VCAA Study Design which can be accessed here:

Studio Arts
Units 1 & 2
Students explore a variety of techniques to develop their own artistic ideas, with the focus on photographically based or inspired artworks. They develop skills with the use of digital cameras and digital manipulation. They also have opportunities to experiment with a range of mixed media techniques and materials. Students learn how to critically analyse, reflect upon and evaluate their own and other’s artworks and styles. Students will be assessed on the development of their own folio of artworks, photographic skills and the production of several final artworks. They will also be assessed on their written evaluations of their own and other’s artwork and investigations into the styles and practices of other artists. There will be a final exam at the end of each semester.
Units 3 & 4
Students develop skills in the development and evaluation of their own artistic ideas as they work towards the refinement and presentation of several photographically inspired artworks. They produce a written proposal that outlines a design process of their own. Using their chosen idea as a base, they record their individual explorations of different materials, techniques and processes in their folios. They also complete written investigations into the artistic and photographic practice of others. They will research different presentation and conservation methods, as well as the legal and ethical aspects that a designer and/or artist needs to consider. This usually includes attendance at several exhibitions during the year. They will be assessed on a number of written investigations, their design process and their final artworks.
Specific details about outcomes and assessment for this subject are available in the Studio Art VCAA Study Design which can be accessed here:

Theatre Studies
Units 1 - 4
Students study the theoretical and practical components of Theatre as an art from. Through the study of specific texts, students explore the historical, social and cultural aspects of both pre-modern and modern theatre. From the intense study of theatrical history and conventions to the practical application of skills learned in practical workshops and through observation of live theatre.
Students are assessed both practically and theoretically.
Specific details about outcomes and assessment for this subject are available in the Theatre Studies VCAA Study Design which can be accessed here:

Visual Communication Design
Units 1 - 4
Visual communication embraces the production of two and three-dimensional form to communicate messages to audiences. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communication encountered in everyday life.
Specific details about outcomes and assessment for this subject are available in the Visual Communication Design VCAA Study Design which can be accessed here:
VCE English

English

Units 1 & 2
The art of confident public speaking, active listening and skilled writing will be developed in this unit. By identifying, discussing and analysing the ways that texts convey characters, ideas and themes, you will develop the ability to create and present quality texts of your own. A deep understanding of the influences of the audience, context and purpose of the text, together with knowledge of how skilled writers persuade audiences are all areas that will be explored and developed by the participants in this course. Students will use ICT such as blogs, video clips webpages and other contemporary media in the preparation, creation and presentation of their own texts.

Units 3 & 4
Expressing ideas confidently are a key component of this unit. You will develop ideas and opinions from reading, discussing and creating a variety of texts. Print material such as Novels, Newspapers, blogs, poems and webpages and non-print materials such as speeches, films and podcasts will provide the platform for you to analyse, interpret and explain viewpoints and contexts.

Specific details about outcomes and assessment for this subject are available in the English VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx

English Language

Units 1 & 2
The nuts and bolts of language are explored in this unit to develop an understanding of the way language is used by individuals and groups to reflect our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit and how we communicate. You will explore how language has changed over time and the factors which influence this change. A progressive journal and an oral presentation based on real life experiences and examples form part of the assessment for this unit.

Units 3 & 4
Real life examples of everyday conversations that you have with friends and family will be the foundation for learning how Australian English works! You will recognise how the variations of Australian English have been influenced by culture, prejudice, regions and ideologies. How language establishes and challenges identity will be recorded in your progressive journal, through extended responses, interviews and reports. Specific details about outcomes and assessment for this subject are available in the English Language VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx

Literature

Units 1 & 2
Classical and contemporary texts ranging from Ancient Greek tragedies, Shakespearean comedy, Fitzgerald's America of the 1920's, Indigenous Poetry of Australia and short stories of Beynton and Lawson are the platform used to continue to hone skills in creating critical and creative responses. You will be encouraged to review, compare and analyse some of the most significant literary works ever written. Personal interpretations, reviews, reflections, presentations and expository responses will be created by each student to demonstrate their deep understanding of the texts.

Units 3 & 4
Exploring the human experience through writing is the main focus of this Unit. By investigating some of the greatest poems, play, short stories, novels and films ever written, you will understand how point of view, language style, and text type comment on and explain the social, historical and cultural contexts that the great works were written. You will be encouraged to reflect on, compare, discuss and debate different interpretations of the texts and how the meaning of the texts has been created for the reader. Students will lead class tutorials on specific aspects of the texts; critically evaluate the texts and respond to them in an expository style. Specific details about outcomes and assessment for this subject are available in the Literature VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx
Accounting
Units 1 & 2
VCE Accounting focuses on the financial recording, reporting, and decision-making processes of a small business. You will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods. The study of Accounting will enable you to develop your financial knowledge and skills which will enable you to go on to further studies in business and finance, and potentially go on to become small business owner. The focus of Unit 1 is on the establishment of a small business and the accounting and financial management of the business. You are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. Unit 2 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business.

Units 3 & 4
VCE Accounting focuses on the financial recording, reporting, and decision-making processes of a small business. You will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods. The study of Accounting will enable you to develop your financial knowledge and skills which will enable you to go on to further studies in business and finance, and potentially go on to become small business owner. In Unit 3 you will study the reporting for a trading business. This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. You will use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used. In Unit 4 you will study the control and analysis of business performance. This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Specific details about outcomes and assessment for this subject are available in the Accounting VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx

Business Management
Units 1 & 2
In contemporary Australian society, there is a wide variety of organisations which vary in terms of size, ownership, objectives, resources and locations. These organisations are all managed by people. In Business Management you will examine the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. In unit you will explore management theories and, through exposure to real business scenarios and / or direct contact with business, tests them against management in practice. In Unit 1 you will study small business management. You will explore the operations of a small business and its likelihood of success. In Unit 2 you will study communication in management. This unit focuses on the importance of effective communication in achieving business objectives. You will demonstrate your level of understanding by developing a small business plan and a marketing and/or public relations plan. You will undertake a variety of assessments to successfully meet the outcomes in this study.

Unit 3 and 4
In contemporary Australian society, there is a wide variety of organisations which vary in terms of size, ownership, objectives, resources and locations. These organisations are all managed by people. In Business Management you will examine the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. In unit you will explore management theories and, through exposure to real business scenarios and / or direct contact with business, tests them against management in practice. In Unit 3 you will investigate how large-scale organisations (LSO) operate. What makes up a LSO and what environment they operate in? You will explore the operations management function. In Unit 4 you will continue to examine corporate management. The focus is on the human resource management function. You will
learn about the key aspects of this function and strategies used to effectively manage human resources. The unit concludes with analysis of the management of change.

Specific details about outcomes and assessment for this subject are available in the Business Management VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/bmmnt/businesstindex.aspx

Economics
Units 1 & 2
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about using resources to produce and distribute goods and services. You will develop an understanding of basic economic principles and concepts, as well as an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making. In Unit 1 you will study the role of the markets in Australia and how they meet the needs and wants of the citizens. You will also explore economic issues and evaluate the impact of these issues on the living standards. In Unit 2 you will study population, employment and change. You will explore current global issues and analyse how each issue is affected by the actions of economic decision-makers.

Units 3 & 4
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about using resources to produce and distribute goods and services. You will develop an understanding of basic economic principles and concepts, as well as an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making. In Unit 3 you will be introduced to microeconomics and macroeconomics through the study of the market system, resource allocation, macroeconomic demand management policies and aggregate supply policies.

Specific details about outcomes and assessment for this subject are available in the Economics VCAA Study Design which can be accessed here http://www.vcaa.vic.edu.au/Pages/vce/studies/economics/economicsindex.aspx

Geography
Units 1 & 2
Geography looks at where geographic features are located and why they are there. What makes one place different from another? How do human activities impact on natural processes? In this subject you will study geographic characteristics of natural environments and landforms. You will investigate how the interactions between natural processes and human activities can change natural environments. The characteristics of rural and urban environments and the impact of population changes on human environments will be investigated. You will be assessed through - recording and reporting on data collected in the field, tests, written responses, short answer questions and multi-media presentations.

Units 3 and 4
In this study you will be investigating the concept of region and the specific characteristics of the Murray-Darling Basin. You will also investigate the Geelong waterfront as a local resource and learn about human population and how our earth is populated as well as the devastation of desertification. Assessment will include: recording and reporting on data collected in the field, tests, written responses, short answer questions and multi-media presentations.

Specific details about outcomes and assessment for this subject are available in the Geography VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/geography/geogindex.aspx

Legal Studies
Units 1 & 2
In Legal Studies, you will learn about the processes of law making and the methods of dispute resolution. You will develop an understanding of the impact our legal system has upon the lives of citizens and implications of legal decisions on the Australian society. The course provides an insight into Australia’s heritage while examining the dynamic nature of our law making institutions and procedures. In Unit 1 you will gain an overview of the law in general as well as develop knowledge of criminal law and sanctions. You will explore bodies responsible for law enforcement and will attend the Magistrates’ Court. In Unit 2 you will examine the rights that are protected by civil law, as well as obligations that laws impose. You will investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects individuals.

Units 3 & 4
In these units, you will learn about the processes of law making and the methods of dispute
resolution. You will develop an understanding of the impact our legal system has upon the lives of citizens and implications of legal decisions on the Australian society. The course provides an insight into Australia’s heritage while examining the dynamic nature of our law making institutions and procedures. Unit 3 focuses on law making. In this unit you will develop an understanding of the institutions that determine our laws, and their law-making powers and processes. Unit 4 focuses resolution and justice. In this Unit you examine the institutions that adjudicate criminal cases and civil disputes and investigate methods of dispute resolution that can be used as an alternative to civil litigation.

Specific details about outcomes and assessment for this subject are available in the Legal Studies VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx

History
Twentieth Century History
Unit 1
The twentieth century witnessed radical changes in almost every area of human activity. Accelerating scientific understanding, better communications, and faster transportation transformed the world in those hundred years more than at any time in the past. In this unit you will examine the ways in which different societies responded to a variety of economic, political and cultural changes during the period 1900-1945. You will study “Crisis and Conflict” in which you will examine the collapse of traditional order, the emergence of new political ideas and movements and the conflicts which resulted. You will look at the clash of competing interests which resulted in World War I, the causes of the rise of extreme nationalism, such as Nazism and Fascism, and how these impacted on the world and especially Western societies between 1900-1945. In “Social Life” you will focus on how political, social and technological changes influenced the everyday life experiences for different groups in society. This area will particularly focus on the “Roaring 1920’s” and how people coped during the years of the Great Depression. In “Cultural Expression” you will explore how political, economic and social change influenced the work of artists, architects, writers, musicians, choreographers and filmmakers.

Unit 2
This unit examines the competing ideologies of Capitalism and Communism during the Cold War and how the USA and the USSR defended and promoted their views around the world. Students will investigate movements which challenged the traditional social, political and cultural structures in post war societies, such as the anti-war, civil rights or women’s liberation movements. New issues for the millennium will be explored, as individuals, groups and nations cope with today's rapid political, economic and technological changes. In Unit 2 you will study “Ideas and Political Power” in which you will examine the competing ideologies of Capitalism and Communism during the Cold War and how the supporters of these ideologies, especially the USA and the USSR, defended and promoted their views and how they safeguarded their beliefs and power and portrayed their opponents during times of conflict. In Social Movements you will investigate how groups of people came together to agitate for change and the long term impact of their protests. The unit focuses on movements which challenged the traditional social, political, cultural or societal structures in post war societies, the reasons for these challenges and their outcomes. In New Issues for the Millennium you will explore issues faced by communities living through times of change in the years leading up to 2000. It investigates individuals, groups, communities and nations at a time of rapid political, technological and economic change in the last decades of the twentieth century.

Specific details about outcomes and assessment for this subject are available in the History VCAA Study Design (start at page 35) which can be accessed here: http://www.vcaa.vic.edu.au/Documents/vce/history-sd.pdf

Australian History
Units 3 & 4
In this study you will examine Australian history during times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. How and when was Australia imagined as a national community? Which Australians have been most influential in shaping ideas about the nation? How and why have the ideas changed? In Unit 3 you will investigate European experience in Australia from the early years of the Port Phillip District, later Victoria and explore the motivations for land ownership and expansion and the impact on aboriginal communities. You will explore the impact of the gold rushes and the ways in which gold changed people’s visions for the future of the colony. The ideas behind the drafting and...
completion of the federal constitution are examined. In Unit 4 you will continue the exploration of the ideas and visions underpinning Australian society. You will be offered the opportunity to examine times when these visions were under threat such as World War II and the Vietnam War. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties.

Specific details about outcomes and assessment for this subject are available in the History VCAA Study Design (start at page 83) which can be accessed here:

Revolutions (History)
Units 3 & 4
This course involves the study of four revolutions: one for Unit 3 and one for Unit 4. You will study one of the following revolutions in Unit 3 and one in Unit 4: The American Revolution, The French Revolution, The Russian Revolution and The Chinese Revolution. You will explore two areas of study “Revolutionary Ideas, Leaders, Movements and Events” and “Creating a New Society” in both Unit 3 and 4.

In “Revolutionary Ideas, Leaders, Movements and Events” you will explore how historians have put forward different theories about the causes of revolution; for example, inadequate response to structural change, political divisions, the failure of rising expectations, the loss of authority, the erosion of public confidence in the old order. Questions have been raised such as: why did social tensions and ideological conflicts increase in the pre-revolutionary period? Why could social tensions and ideological conflicts not be contained or constrained within the traditional order? What events or circumstances eroded confidence in the government or weakened the capacity of the ruling class to meet challenges to its authority? In “Creating a New Society” you will explore a new political order and a new society and difficulties in creating them. Revolutions took many years to achieve their initial promise of social and political change. Endangered and radicalised by political dissent, civil war, economic breakdown and wars of foreign intervention, resistance to revolution assumed different forms impeding the transformation which the revolutionaries had envisioned. In times of crisis, revolutionary governments often became more authoritarian, instituting more severe policies of social control.

Specific details about outcomes and assessment for this subject are available in the History VCAA Study Design (start at page 130) which can be accessed here:
The rapid speed of development in Information Technology (IT) is having a major influence on virtually all aspects of society. Not only does information technology have the capacity to change how existing tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation and personal relationships. It is important that students learn to use information technology and also learn about its capabilities and limitations. Within each unit, students will:

- Solve problems using information and communications technology.
- Convert data into information.
- Examine techniques to protect the security of data that they handle.
- Examine how the needs of society are met through the use of information and communications technology.

**Information Technology – introductory units**

**IT in action**

**Unit 1**
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives.

**IT pathways**

**Unit 2**
This unit focuses on how individuals and organisations use ICT to meet a range of purposes.

**IT applications**

**Unit 3**
This unit focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations.

**Unit 4**
This unit focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information.

**Software development**

**Unit 3**
This unit focuses on programming as a strategy for solving problems for specific users in a networked environment.

**Unit 4**

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment.

Specific details about outcomes and assessment for this subject are available in the Information Technology VCAA Study Designs which can be accessed here: [http://www.vcaa.vic.edu.au/Pages/vce/studies/infotech/infotechindex.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/infotech/infotechindex.aspx)
VCE Languages Other Than English

French
Units 1 & 2
The Year 11 French course furthers student learning of a foreign language through the combination of clever language-learning strategies with great student appeal. With a focus on relevant real-world topics, students will learn the tools needed to use the French language in a more creative way which will eventually lead to them expressing themselves fully and emotionally within the language. Students are expected to demonstrate their understanding of the French language by speaking, listening, reading and writing.

Units 3 & 4
The Year 12 French course furthers student learning of a foreign language through the combination of clever language-learning strategies with great student appeal. With a focus on relevant real-world topics, students will perfect the tools needed to use the French language in a more creative way enabling them express themselves fully and emotionally within the language. Students are expected to demonstrate their understanding of the French language by speaking, listening, reading and writing.

Japanese
Units 1 - 4
The areas of study for Japanese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas. Specific details about outcomes and assessment for this subject are available in the Japanese VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/lot e/japanese2nd/jap2ndindex.aspx

Specific details about outcomes and assessment for this subject are available in the French VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/lot e/french/frenchindex.aspx
GENERAL MATHEMATICS (A)
Units 1 & 2
In Unit 1, you will study the use of simple data and how to display and interpret different types of graphs. You will use formulas to calculate Interest and Hire Purchase during Business Maths topic. You will learn some of the features of the Ti-84 calculator and use it to manipulate simple algebra formula in a range of contexts. In Unit 2, you will continue with the Ti-84 calculator and more complex use of Statistics. You will also be introduced to the topics of Matrices, Pythagoras, Measurement and Trigonometry. You will have an opportunity to demonstrate your knowledge through skills testing, application and analysis tasks, and the use of technology to assist you in your understanding of these applications in real life scenarios.

GENERAL MATHEMATICS (S)
Units 1 & 2
In Unit 1 you will study the following topics: Matrices, Rational and irrational number systems, Sequences and series, Linear and non-linear relations, Equations, Graphs and modelling, Algebra, Variation, Coordinate geometry, Trigonometric ratios and their applications. You will be able to apply newly acquired skills and knowledge to model, analyse and explain real life problems with the aid of computer algebra systems (CAS). In Unit 2 you will study the following: Real and complex number systems, Linear and non-linear relations, equations, graphs and modelling, Algebra, Kinematics, Coordinate geometry, Vectors, Trigonometric ratios and their applications. You will continue to apply newly acquired skills and knowledge to model, analyse and explain real life problems with the aid of computer algebra systems (CAS). You will be assessed using skills tests, analysis tasks, an application task and final examinations. General Mathematics (S) Units 1 and 2 provides a course of study for students intending to study Specialist Mathematics Units 3 and 4.

FURTHER MATHEMATICS
Units 3 & 4
In this course you will study the following topics: Data Analysis (Statistics and Number crunching), Geometry (lengths and angles), Business-Related Mathematics (interest and hire purchase) and Matrices (a method to solve linear equations). You will be assessed through the demonstration of skills (classwork and tests), the application of these skills (analysis and application tasks), and the use of technology (calculator) to assist in your solutions. This course provides students with preparation for employment or further study. Assumed knowledge and skills for Further Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2. Students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

MATHEMATICAL METHODS (CAS)
Units 1 & 2
In Unit 1 and 2 you will study the following: Functions and graphs (sketching different type of curves), Rates of Change and Calculus (finding the slope of curves and the area under curves), Algebra (modelling and solving real life problems) and Probability (finding the possibilities of different events occurring). You will be able to apply newly acquired skills and knowledge to model, analyse and explain real life problems with the aid of computer algebra systems (CAS). You will be assessed using skills tests, analysis tasks, an application task and final examinations. Unit 1 and 2 will prepare you well for Mathematical Methods (CAS) Units 3 and 4. Specific details about outcomes and assessment for this subject are available in the Further Maths VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/further/furthermathindex.aspx

Specific details about outcomes and assessment for this subject are available in the General Maths VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/general/genmathindex.aspx

Specific details about outcomes and assessment for this subject are available in the Mathematical Methods (CAS) VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/cas/casindex.aspx
MATHEMATICAL METHODS (CAS)
Units 3 & 4
In this course you will study the following topics: Functions and graphs (sketching different type of curves), Calculus (finding the slope of curves and the area under curves), Algebra (modeling and solving real life problems) and Probability (finding the possibilities of different events occurring). You will be able to apply newly acquired skills and knowledge to model, analyse and explain real life problems with the aid of computer algebra systems (CAS). You will demonstrate your skills and understanding of the topics through the skills tests, analysis tasks, application tasks and final examinations. Mathematical Methods (CAS) Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.
Specific details about outcomes and assessment for this subject are available in the Maths Methods (CAS) VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx

SPECIALIST MATHEMATICS
Units 3 & 4
In this course you will study the following topics: Functions, relations and graphs, Algebra, Calculus, Vectors and Mechanics. You will apply mathematical techniques, routines and processes to arrive at solutions to different problem situations. You will demonstrate your understanding and skills through topic tests, analysis tasks, application tasks and final examination. Specialist Mathematics Units 3 and 4 are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines such as Engineering, Science etc. Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods (CAS) Units 3 and 4. It is also recommended, but not required, to have studied General Mathematics (S) Units 1 and 2.
Specific details about outcomes and assessment for this subject are available in the Maths Methods (CAS) VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/specialist/specialmathindex.aspx
VCE Physical Education and Health

**Health and Human Development**
**Units 1 - 4**
The study of Health and Human Development is based on the belief that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This defines the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.
Specific details about outcomes and assessment for this subject are available in the Health and Human Development VCAA Study Design which can be accessed here:

**Outdoor and Environmental Studies**
**Units 1 & 2**
Outdoor & Environmental Studies Unit 1 & 2 is a practical and theoretical course that primarily appeals to students who are motivated and interested in experiencing the Outdoors environment. The Units will examine the ways in which humans understand, interact with, relate to and access Outdoor environments. An Outdoor environment can include surroundings that have had minimal influence from humans as well as those that have been subject to human interference.

**Units 3 & 4**
Outdoor & Environmental Studies Unit 3 & 4 is a practical and theoretical course that primarily appeals to students who are interested in advancing their knowledge and deeper understanding of the relationship humans have with the Outdoors environment. Students will learn how humans perceive, interact and impact with their environment in an historical, contemporary and sustainable future context. This involves being able to see and experience the Outdoors from a range of social perspectives. The Units engage students with key knowledge and key skills that link to enhancing an athlete’s performance.
Specific details about outcomes and assessment for this subject are available in the Outdoor & Environmental Studies VCAA Study Design which can be accessed here:

**Physical Education**
**Units 1 & 2**
Physical Education Unit 1 & 2 is a practical and theory course that primarily appeals to students who are interested in games / sports / human movement and physical activity that enables them to learn lifelong habits of the importance of an active lifestyle. The Units engage students with key knowledge and key skills that can be applied current and future movement experiences.

**Units 3 & 4**
Physical Education Unit 3 & 4 is a practical and theory course that primarily appeals to students who are interested in advancing their knowledge about understanding of how athletes improve their performances. This involves being able to analyse a game, plan appropriate fitness testing and complete a challenging physical activity training program. The Units engage students with key knowledge and key skills that link to enhancing an athlete's performance.
Specific details about outcomes and assessment for this subject are available in the Physical Education VCAA Study Design which can be accessed here:
VCE Science

Biology
Unit 1
Through a variety of practical investigations you will explore the cell, including different types of cells and cellular activities, discover features that are common and unique, as well as the biochemical processes that are fundamental to life. You will study the organism as a whole and examine how the structure and functioning of interdependent body systems are needed in order for them to survive. A safari trip to Werribee Zoo and dental examinations will enable you to distinguish between herbivores and carnivores.

Unit 2
Discover the relationship between living things and their environment. In this unit you will explore the interactions between living things and their environment, based on a field trip to Barwon Heads Bluff. You will investigate the different living and nonliving factors of Earth that influence the distribution of living things, how energy is transferred through ecosystems, and the different feeding relationships found in ecosystems. Second hand data and computer simulations will be used to investigate ecosystems and feeding relationships as well as the influence that humans have on species’ survival.

Unit 3
Have you wondered how cells communicate with each other to co-ordinate and regulate cellular activities in our bodies? Through practical activities you will investigate the production of biological molecules and the biochemical processes found in all life forms. You will determine the role of proteins in cells how organisms protect themselves from disease. In this unit you will carry out investigations of photosynthesis, enzyme action and movement across membranes as well as the role of hormones in maintaining blood glucose levels and the cause of diabetes. Using multimedia tools there will be visual presentation on the parts of the immune system.

Unit 4
Humans have pedigrees too! You will investigate cell division, DNA, how genes are transmitted from one generation to another resulting in patterns of inheritance including pedigrees. You will discover the relationship between heritable variations and the environment in relation to evolution. Through practical activities and a visit to the Gene Technology Access Centre at University High, you will study DNA manipulation techniques and investigate technological applications that can change the genetic makeup of individual organisms. This will include a genetic cross with fruit flies and a simulation of Meiosis. A report on evolutionary relationships in mammalian anteaters and marsupials as well as a multimedia presentation on genetically modified organisms will give an opportunity to demonstrate your understandings.

Specific details about outcomes and assessment for this subject are available in the Biology VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx

Chemistry
Unit 1
Students investigate the discovery and the historical development of the structure of the atom. They do an in depth study of the Periodic Table and investigate the complex relationships between the structure of the Atom and how the Periodic Table is constructed. The students use Avogadro’s number to calculate the Chemistry unit, the Mole. They investigate how different atoms bond together and how this bonding affects the Chemical and Physical properties of everyday materials. The students look at the emerging chemistry fields of Nanotechnology and Green Chemistry.

Unit 2
Students study the unique and important Chemistry of Water including why some substances do and others don’t dissolve in water. They study the categories of Chemicals known as Acids and their reactions, including pH. They investigate reactions involving electron transfer and its uses in simple electrochemical cells. They learn to balance chemical equations and carry out calculations involving amounts of product and reactants. They look at the properties of Gases including calculations involving pressure, temperature, volume and amounts of gases and investigate the role of gases in the atmosphere.
Chemistry (cont...) Units 3 & 4
Students learn the different experimental and instrumental techniques used to analyse products in society and continue with the types of calculations used. Students will investigate the group of chemicals known as Hydrocarbons. They learn the structure and role of large biochemical products including Proteins, Carbohydrates and DNA and medicines, such as Aspirin and penicillin. Students also study Industrial Chemistry, including reaction rates and yields of large scale chemical production. They investigate the chemical reactions that are involved in supplying energy to society, including alternative fuel sources. They look at chemical reactions that produce and those that are driven by electricity.
Specific details about outcomes and assessment for this subject are available in the Chemistry VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx

Environmental Science
Units 1 - 4
This unit examines the structure, function and diversity of natural ecosystems and evaluates the impact of human activities on them. Students investigate strategies to maintain and protect the environment while meeting the needs of human populations.
Environmental Science examines the interactions between natural and human systems. This study investigates the application of environmental Science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on ways to affect positive environmental outcomes.
Specific details about outcomes and assessment for this subject are available in the Psychology VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/envscience/envscindex.aspx

Physics
Units 1 & 2
Physics is about the study of natural phenomena. In studying physics you will learn how to interpret the world around you. Physics is also useful for pursuing hobbies, confronting technological issues and appreciating a particular way of knowing the world. It will enable you to choose a career in a wide range of technical, trade and professional areas.
Specific details about outcomes and assessment for this subject are available in the Physics VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx

Psychology
Unit 1
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application.
Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations
Unit 2
In this unit students examine a person’s attitudes and behaviour and how this affects the way they view themselves and the way they relate to others. Students develop an understanding of how attitudes and behaviours form and contribute to explanations of individual and group behaviour. Intelligence and personality and their methods of assessment are explored via testing, case studies and the design of experimental procedures.
Units 3 & 4
This course focuses on the relationship between the brain and the mind and the interrelationship between learning, experiences and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness, memory and mental health. Specific details about outcomes and assessment for this subject are available in the Psychology VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx
VCE Technology Studies

Food and Technology

Food Technology will give you a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production / catering. Throughout the four units, you will develop skills in the planning, preparation and evaluation of food products including newly developed and modified foods as well as the developments in food technology such as processing, packaging and marketing.

Specific details about outcomes and assessment for this subject are available in the Food and Technology VCAA Study Design which can be accessed here:

Unit 1
You will be introduced to the diverse nature of food in its natural state as well as the interactions of different ingredients which are the essence of producing a successful recipe. You will investigate and discover the importance of food safety and hygiene and where these rules and laws come from and then apply these practices in the kitchen.

Unit 2
This Unit will provide you with the opportunity to investigate the best methods, tools and equipment to use for optimum practical results, and what to prepare for a range of situations. You will explore different preparation and cooking methods to enable you to get the most out of your ingredients and skill development. You will be able to apply your knowledge to optimise the sensory, physical and chemical properties of food.

Unit 3
This unit requires you to explore natural components of key foods and apply this information in the preparation of foods. You will investigate cooking and food processing techniques and justify the use of the best techniques for key foods. You will start to compile information for an exciting folio which you will develop further in Unit Four.

Unit 4
In this unit you will work independently to complete the challenge of the implementation of the design plan you establish in Unit 3. The application of food safety and hygiene guidelines, evaluating the product planning and processes in the plan is what you will achieve on the completion of your folio. You will explore sustainable farming, new and emerging product development and marketing techniques used by large and small corporations that make us buy their products.

Product Design and Technology

Students selecting Product Design and Technology choose to focus in one of the following areas:
Metal/Plastics, Furniture or Fashion Design
Design plays an important part in many of our daily activities. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. In Product Design and Technology students take on the role of a designer technologist to develop knowledge and skills to produce effective, tangible and creative responses to design challenges.

The study of Product Design and Technology may provide a pathway to a range of related fields including industrial and product design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide enhanced opportunities for students interested in undertaking vocational education and training.
Specific details about outcomes and assessment for this subject are available in the Product Design and Technology Design VCAA Study Design which can be accessed here:
Introduction to product design and modification
Unit 1
This unit provides a structured approach through the design process, and focuses learning through examples of design practice used by a designer and analysis and evaluation of design. Development of understanding of Intellectual property (protection of design ideas) is included.

Designing as a team
Unit 2
This unit focuses on students working as a member of a team to design and develop a product range. Students work as a team on developing a design brief, establishing evaluation criteria, design options and preferred options and the final evaluation. Each student in the team individually manufactures one of the product ranges.

Design, technological innovation and manufacture
Unit 3
In this unit, students investigate a client or end users needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. Then they justify the choice of a preferred design option and develop a work plan.

Product development, evaluation, and promotion
Unit 4
Students will continue to develop and manufacture the product designed in Unit 3 Outcome 3.

Systems Engineering
Systems engineering provides an opportunity for students to develop capabilities in, and knowledge about, the design, operation, construction, assembly, maintenance, diagnosis, repair and evaluation of technological systems, and gain awareness and understanding of the interactions of these systems with human society.
Specific details about outcomes and assessment for this subject are available in the Product Design and Technology Design VCAA Study Design which can be accessed here: http://www.vcaa.vic.edu.au/Pages/vce/studies/systemseng/systemsengindex.aspx

Introduction to Mechanical Systems
Unit 1
In this area of study students learn about the fundamental mechanical engineering principles and the components required to produce an operational system. Students learn the fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage.

Integrated Systems Engineering and Energy
Unit 3
This unit focuses on how mechanical and electrotech systems are combined to form a controlled integrated technological system.

Introduction to Electro technology Systems
Unit 2
In this area of study students focus on electro technology engineering principals and the elements that make operational electro technology systems. Students develop an understanding of commonly used components, their physical appearance and how they can be represented in circuit diagrams and in simulation software.

Systems Control and new and emerging technologies
Unit 4
In this unit students complete the production work and test and evaluate the system they designed in Unit 3. Students will investigate new and emerging technologies, consider reasons for their development and analyse their impacts.