



*Enhancing Lives, creating opportunities*

# ***Victorian Certificate of Education (VCE)***

## ***VCE Vocational Major (VCE VM)***

## ***Victorian Pathways Certificate (VPC)***



***CREATE YOUR OWN FUTURE***

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Dear Student and Parents,

This is an exciting time for students as they approach the end of their secondary schooling and plan for their life after Corryong College. There are many options for both parents and students to consider in choosing the right pathway. Our students have the choice of three certificates:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education Vocational Major (VCE VM)\*
- Victorian Pathways Certificate (VPC)\*

(\*New in 2023: refer to following page for further details)

We encourage families to discuss the pathway that is best. We ask that you consider the following when making pathway decisions:

- **What your child enjoys**
- **What he/she would like to do in the future**
- **What they are good at**

Students have been involved in information sessions about each of the certificates and will also be completing pathways sessions about individual subjects over the coming weeks. We hope that this will allow students to make informed decisions about the certificate they would prefer to undertake over the next couple of years. All students have the choice of which pathway is best to meet their goals. They will go through a course counselling process where they can discuss the direction they wish to pursue in the future.

Students will be given advice about Vocational Education and Training (VET), prerequisites, subjects and ATAR's. There are many areas that are taken into account by the Middle and Senior School's when supporting the student as they make realistic pathway choices. These include, but are not limited to the areas mentioned above and the following:

- **Academic progress in Year 10**
- **Work and study habits**
- **Goals**
- **Prerequisites required for tertiary courses**

The transition from Year 10 to Year 11 and from Year 11 to Year 12, can be an anxious time for both students and parents. We encourage students and parents to actively communicate with a member of the Senior School office should any issues or concerns arise, so that we can provide a source of support and guidance for students in their attempt to maximize their learning outcomes and achieve their preferred pathway.

We look forward to working with you.

Corryong College Senior School Team

## **SENIOR SECONDARY CERTIFICATE REFORM: COMMENCING 2023**

Victoria is moving to a new integrated senior secondary certificate that will bring together our two senior secondary certificates, the VCE and Victorian Certificate of Applied Learning (VCAL).

This will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life.

From 2023, enrolment options for Year 11 and 12 students will include:

- the Victorian Certificate of Education (VCE) Vocational Major
- the Victorian Pathways Certificate (VPC).

A fully integrated VCE will be implemented from 2025.

### **NEW: VCE VOCATIONAL MAJOR**

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

### **NEW: VICTORIAN PATHWAYS CERTIFICATE (VPC)**

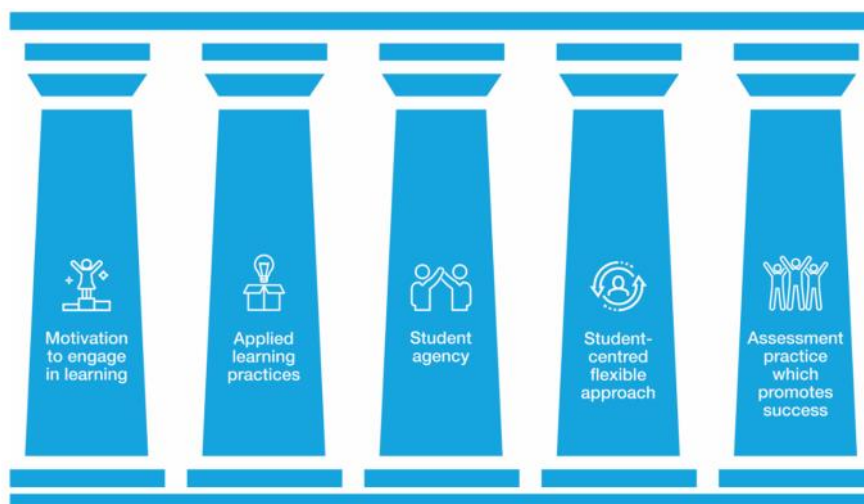
The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level.

The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC will replace Foundation VCAL from 2023.

The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment.

The VPC has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability.



# Booklet Contents

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Corryong College endeavours to offer all of the above subjects depending on student choice and staff availability and to protect known student pathways.

# **PART A**

**Victorian Certificate  
of Education (VCE),  
VCE Vocational Major  
(VCE VM) &  
Victorian Pathways  
Certificate (VPC)  
requirements**

## **Rationale/Aims:**

The Senior Secondary Delivery and Assessment Policy aims to support Corryong College to provide a broad range of programs for our students in the later years of their secondary education, including students with special needs to access courses. It also aims to ensure the correct administration of records and consistency for senior secondary assessment.

## **Implementation:**

The Senior Secondary Delivery and Assessment Policy will be clearly communicated to students, parents and staff through the VCE, VCE VM and the VPC Student and Staff Handbooks.

Senior students (and parents/guardians/carers) are provided with a Senior School Handbook annually. The handbook is provided during Term 3, before the process of Course Counselling for the following year, or on enrolment. This handbook provides a clear, written Course Outline for each VCE unit that will be offered by Corryong College in the following year. The handbook outlines what is covered in each unit, as well as general information regarding requirements to successfully attain a VCE, VCE VM or VPC. Following VCAA guidelines, staff will provide students with written outlines/tasks, giving detailed information regarding work requirements, such as due dates and task parameters.

The VCE Coordinator, Careers Coordinator, VCAL Coordinator, Assistant Principal and Principal are available throughout the year to assist and advise students and parents, regarding delivery and assessment of VCE, VCE VM, VPC and VET Units. During Term 3, each student (and parent/guardian/carer if they wish) is interviewed by two of these staff members in our Course Counselling process, to choose a course and subjects for the following year.

## **VCAA REQUIREMENTS FOR STUDENTS:**

*Please read this document in order to understand your rights and responsibilities with regard to completing the VCE, VCE VM or VPC in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.*

## **Satisfactory completion of the VCE**

In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:

Three units from the English group, with at least one unit at Units 3 or 4 level (or two if you require an ATAR – see note below). English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

At least three sequences of Units 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR),

Satisfactory completion of both Units 3 and 4 of an English sequence is required.

For students that undertake 3 types of a study at Units 3/4, eg Further Maths, Maths Methods and Specialist Maths, only 2 can be used in the student's best 4 subjects for ATAR calculation.

Students are generally required to undertake the following:

12 units (six studies) in Year 11.

10 units (five studies) in Year 12.

## **Satisfactory completion of a Unit:**

To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design and advice for teachers.

# Part A

Achievement of an outcome means:

- ◆ The work meets the required standard as described in the outcomes.
- ◆ The work was submitted on time.
- ◆ The work is clearly the student's own.
- ◆ There has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- ◆ The work is not of the required standard as described in the outcomes.
- ◆ The student has failed to meet a school deadline or approved extension of time for the assessment task.
- ◆ The work cannot be authenticated.
- ◆ There has been a substantive breach of rules including school attendance rules (80%)

The VCAA administrative handbook states that **all VCE units require a minimum of 50 hours of class time.**

A student needs to attend sufficient class time to complete work. **At Corryong College Secondary College, an 80% class attendance rate has been set to ensure sufficient class time to complete work.**

Teachers will advise students about the work required to satisfy a unit at the beginning of each semester.

Evidence of the completion of work will be in the form of:

- ◆ A record of work completed in class.
- ◆ A record of work completed for homework.
- ◆ The satisfactory completion of assessment tasks.

To ensure that students are aware of the difference between assessment tasks used to demonstrate the satisfactory completion of an outcome and coursework required by the teacher for the purpose of teaching and learning, students will be informed of assessments in advance. When they are to be assessed for the satisfactory completion of an outcome using a designated assessment task, students must be provided with information about the task including the date on which it will take place, the scope and duration of the task and the criteria for assessment.

Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a unit.

## **Graded Assessment:**

Students demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the *School Assessed Coursework (SACs)* designated for that unit. These tasks will be completed mainly in the classroom, in class time.

At the beginning of each unit, students will be given a schedule of SAC dates.

### Units 1 and 2:

To ensure consistency of assessment in Units 1 and 2, staff will follow the VCAA Performance Descriptors and Study Design Outcomes.

Outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA. In these Units, S or N results are reported to the VCAA. The college will provide students with marks and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Performance will be reported on the end-of-semester reports as Very High, High, Medium, Low, Very Low (VH=85+, H=75-84, M=65-74, L=45-64, VL=44-0). Marks are not reported to the VCAA and are not subject to moderation.

### Units 3 and 4:

Coursework assessment or *School Assessed Coursework (SAC)* describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit.

This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

# Part A

S or N results for each unit will be reported on in Semester 1 school based reports; students will receive this information from the VCAA for Semester 2.

At the school level, students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

*School Assessed Tasks (SATs)* are forms of assessment which are undertaken over a longer period of time and occur in studies where students complete a product or folio, eg. Studio Arts, Visual Communication and Design, Design and Technology. During the period of the SAT teachers and students will view and document progress on the authentication template (Appendix B). The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT) which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.

Please note: In some studies there are designated SACs that are not scored but are essential for determining S or N.

### **Attendance at assessment tasks:**

A student who is absent from an assessment task should contact the school on the day of the assessment task.

### Units 1 and 2:

Evidence for the reason for missing SAC is strongly encouraged to be in the form of a medical certificate or an explanatory letter from a parent/guardian/carer. A replacement SAC will then be negotiated.

### Units 3 and 4:

Evidence for the reason for missing SAC **must** be in the form of a medical certificate (or other similar evidence, such as a report from a counsellor etc.) to cover the student's absence. The school may verify this documentation with the practitioner (or other party) concerned. A replacement SAC will then be negotiated.

Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem this situation after consultation with their teacher. This redemption **will not change the score** for that assessment task, but may qualify the student to earn an S for the outcome.

### **Completion of a replacement SAC:**

In order to satisfactorily complete outcomes, students undertaking Units 1 to 4 should immediately see their teachers on return to school to be informed of the date for their replacement SACs. Students who haven't completed the missed SACs within two weeks will be referred to the VCE Coordinator.

### **Extension of time to complete SATs:**

Students who are unable to complete a SAT by the due date must apply to the VCE Coordinator **prior to the due date** for an extension of time and **must provide** a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

### **Authentication of Coursework and Assessment Tasks:**

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is **clearly their own** and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.



# Part A

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the college, the teacher will investigate the matter and submit a written report to the VCE Coordinator, who will then conduct further enquiries as deemed necessary.

The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

For more information see: <http://www.vcaa.vic.edu.au/>

## **Computer Use:**

When students use a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

There is an alternative system available for use in case of computer or printer malfunction or unavailability.

Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements.

Work is saved onto a back-up file, which should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home.

Computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

## **Special Provision:**

Where students have special circumstances reducing their ability to satisfactorily meet the requirements of their senior school program, Corryong College Secondary works with the student and their family to ensure supports are put in place to assist the student. The VCE Coordinator, VCAL Coordinator and Student Wellbeing Counsellor may all be involved in this process.

Students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons can apply for Special Provision. The VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support: extra time for SACs, a separate room for completion of SACs, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.

It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. Medical Practitioner's or Psychologist's reports must be provided by the student to support their application. Students wishing to apply for Special Provision should see the VCE Coordinator at the start of the year, or when the hardship arises.

Year 12 students completing their VCE who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year should complete a SEAS (Special Entry Access Schemes) if they wish to apply for tertiary courses. Application Form at the end of the year. This form is sent to VTAC and could assist with tertiary entrance. This form will be available from the school or on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au).

<http://www.vcaa.vic.edu.au/>

## Satisfactory completion of Outcomes and Units:

### ***From the VCAA handbook:***

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills, and the advice for teachers included in the study design and advice for teachers, will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

### ***From the Assessment Guides:***

Teachers must select assessment tasks from the designated list for each outcome published in the study design and advice for teachers. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.

The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

### **Designated assessment tasks:**

A list of study specific designated assessment tasks appear in study designs and advice for teachers at the conclusion of each unit. Typically these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc.

As can be seen from the list above, the term 'designated assessment task' encompasses SACs and SATs, which are formal assessment tasks used to verify a student's understanding, grade student performance and prepare them for the end of year examination. It also assists with the coursework activities most teachers set as part of their day to day teaching.

### **How a teacher awards an S or N for a unit of work:**

To satisfy an outcome, students must demonstrate satisfactory completion of all SACs/SATs and undertake sufficient coursework to demonstrate engagement with the outcome.

- **Students who have passed the SACs and/or SATs and have, on balance, satisfied the coursework requirements for an outcome will be assessed as S for that outcome.**
- **Students who have passed the SACs and/or SATs but have, on balance, not satisfied the coursework requirements for an outcome will be assessed as N for that outcome.**

Students who have passed formal assessment tasks are likely to have demonstrated engagement with the course through the knowledge and skills they have demonstrated in these tasks. Should this not be the case, students may query their results and teachers may be required to provide records of the role that the uncompleted tasks play in satisfying the outcome.

### **Coursework:**

Coursework encompasses a range of classroom and homework activities set by the teacher to scaffold and support student learning with a view to students performing better on SACs as a result.

Coursework forms part of the evidence of completion of work to be able to satisfy the requirements of a VCE unit.

**From the VCAA handbook:**

All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules and the school therefore wishes to assign **N** to the unit, the school must assign **N** for one or more outcomes and thus the unit.

**PLEASE NOTE AS PER THE 50 HOURS, the requirement for attendance is a minimum of 80% to satisfactorily meet the requirements of VCE and VCAL UNITS**

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may upon application from the student grant Special Provision for school-based assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence.

It is expected that students with high levels of attendance who have listened to and/or participated in classroom activities, lectures and discussions, kept a fairly organised workbook and undertaken some homework tasks will easily demonstrate engagement.

**Corryong College sets the class attendance rate at 80% in order for the students to be able to demonstrate engagement.** This means that if students pass each assessment task as designated in the study design and advice for teachers for a unit, provided there has been no breach of the rules, they will pass the unit.

### **Coursework Policy**

1. Students should expect to demonstrate 50 hours of work in each study. If they attend regularly and complete the coursework in class, this requirement will be easy to demonstrate.
2. Coursework supports learning and maximises students' opportunities to achieve the best result possible. Students will keep a record of their learning in their workbooks. This record may be used to redeem an unsatisfactory assessment task.
3. Teachers will make coursework requirements explicit at the beginning of each unit and will reinforce these requirements by regularly recording coursework completion throughout the semester.
4. Coursework tasks are to be a regular part of teaching and learning. These are tasks designed to support development of knowledge and skills related to outcomes.
5. Teachers will keep accurate records of coursework requirements and achievement.
6. Students who are absent are expected to work at home to catch up.
7. Students who fall behind will be required to catch up. Year Level Coordinators will be informed of progress at VCE Meetings. Follow up by subject teachers and/or Year Level Coordinators may occur with both the student and parent/guardian/carer, as needed.
8. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied for to allow extra time to complete work.
9. VCE/VCAL Meetings will be scheduled as required. All teachers of VCE/VCAL subjects are expected to attend.

## **Satisfactory completion of the VCE-VM:**

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units (across Year 11 and 12), including a minimum of:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units (most students will complete 4 units)
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- Students must also complete a minimum of three Unit 3–4 sequences as part of their program.

## **Satisfactory completion of the VPC:**

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including Literacy, Numeracy, Work Related Skills and Personal Development Skills across Year 11 and 12.

## **Satisfactory completion of Vocational Education and Training (VET):**

Students can include vocational studies in their VCE , VCE VM or VPC by doing nationally recognised training in a number of areas.

Students must show a satisfactory result for a set of skills that are assessed during the course of the VET program.

Corryong College offers Engineering and Outdoor Recreation. These are administered through the school and auspiced but either iVET or Wodonga Senior Secondary College.

## **Definitions:**

**Senior School:** Encompasses VCE and VCAL courses.

**VCE:** Victorian Certificate of Education.

**VCE VM:** Victorian Certificate of Education Vocational Model

**VPC:** Victorian Pathways Certificate

**Work placement:** As part of a VCE or VCAL course, students can elect to do a work placement, to help build skills in their areas of interest, as well as being used to help with school engagement.

**ATAR:** Australian Tertiary Admissions Rank, the overall score given by combining all Unit 3 and 4 results.

**VTAC:** Victorian Tertiary Admissions Centre, responsible for all tertiary course applications (university, TAFE).

**School Based Apprenticeships (SBAs):** As part of a VCE or VCAL course, students can enrol in a SBA, where they do a work placement and are concurrently enrolled in a TAFE certificate, effectively beginning a trade apprenticeship while they are at school.

**Assessment practices:** What is valued in the school curriculum, which influences a student's motivation to learn.

**School Assessed Coursework (SAC):** The most commonly used form of graded assessment used to measure each student's level of achievement; an assessment task is set and can be a test, written report, presentation (oral, visual etc.), practical task, etc.

**School Assessed Tasks (SATs):** Forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio, eg. Media, Studio Arts, Visual Communication and Design, Design and Technology and Systems and Technology.

# **PART B**

## **Victorian Certificate of Education Vocational Major (VCE VM)**

# VCE Vocational Major: Literacy

## Overview

*This study enables students to:*

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations*
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, knowledge and voices, and different contexts and purposes*
- discuss and debate the ways in which values of workplace, community and person are represented in different texts*
- present ideas in a thoughtful and reasoned manner*

## Units in the Course

### Unit 1

- Area of Study 1: Literacy for personal use
- Area of Study 2: Understanding and creating digital texts

### Unit 2

- Area of Study 1: Understanding issues and voices
- Area of Study 2: Responding to opinions

### Unit 3

- Area of Study 1: Accessing and understanding informational, organisational and procedural texts
- Area of Study 2: Creating and responding to organisational, informational or procedural texts

### Unit 4

- Area of Study 1: Understanding and engaging with literacy for advocacy
- Area of Study 2: Speaking to advise or to advocate

# VCE Vocational Major: Numeracy

## Overview

*VCE Vocational Major Numeracy is designed around four complementary and essential components:*

*Eight areas of study (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.*

*Outcome 1 is framed around working mathematically across six different numeracy contexts:*

- *Personal numeracy • Civic numeracy*
- *Financial numeracy • Health numeracy*
- *Vocational numeracy • Recreational numeracy*

*Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.*

*Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.*

## Units in the Course

### Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

### Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

### Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

### Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

# VCE Vocational Major: Work Related Skills

## Overview

*VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).*

## Units in the Course

### Unit 1: Careers and learning for the future

- Area of Study 1: Future careers
- Area of Study 2: Presentation of career and education goals

### Unit 2: Workplace skills and capabilities

- Area of Study 1: Skills and capabilities for employment and further education
- Area of Study 2: Transferable skills and capabilities

### Unit 3: Industrial relations, workplace environment and practice

- Area of Study 1: Workplace wellbeing and personal accountability
- Area of Study 3: Communication and collaboration

### Unit 4: Portfolio preparation and presentation

- Area of Study 1: Portfolio development
- Area of Study 2: Portfolio presentation



# VCE Vocational Major: Personal Development Skills

## Overview

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

## Units in the Course

### Unit 1: Healthy individuals

- Area of Study 1: Personal identity and emotional intelligence
- Area of Study 2: Community health and wellbeing
- Area of Study 3: Promoting a healthy life

### Unit 2: Connecting with community

- Area of Study 1: What is community?
- Area of Study 2: Community cohesion
- Area of Study 3: Engaging and supporting community

### Unit 3: Leadership and teamwork

- Area of Study 1: Social awareness and interpersonal skills
- Area of Study 2: Effective leadership
- Area of Study 3: Effective teamwork

### Unit 4: Community project

- Area of Study 1: Planning a community project
- Area of Study 2: Implementing a community project
- Area of Study 3: Evaluating a community project

# **PART C**

## **Victorian Pathways Certificate (VPC)**

# Victorian Pathways Certificate

## Overview

*The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.*

*The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.*

*The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course or employment.*

*The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.*

## Units in the Course

To be eligible to receive the VPC, students must satisfactorily complete a minimum of

12 units, including:

- 2 units of VPC Literacy (or VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Personal Development Skills units
- 2 VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency.

VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition.

# Year 11 & 12 Learning Sequence Options

Year 10

## VCE

- Victorian Certificate of Education
- English + 5 other subjects Year 11
- English + 4 subjects Year 12
- Can include VET and/or SBAT

## VCE VM

- Victorian Certificate of Education—Vocational Model
- Compulsory Literacy, Numeracy, Work Skills and Personal Development, Work Placement and VET.

## VPC

- Victorian Pathways Certificate

## University

Higher Education Bachelor

\*\*VCE or VCE VM (Alternate entry).

## Apprenticeship & Traineeships

## TAFE

Training & Further Education

## Workforce

Employment, self-employment, entrepreneurial opportunities.

# PART D

## VCE subjects

# English Units 1&2 and 3&4

## Overview

*The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.*

## **Unit 1:**

**Reading and exploring texts:** Students read and explore one set text with a focus on personal connections to the story. On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

**Crafting texts:** Students read and engage imaginatively and critically with short mentor texts that model effective writing. On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

## **Unit 2:**

**Reading and exploring texts:** Students read and explore one set text to develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1. On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

**Exploring argument:** In this area of study, students consider the way arguments are developed and delivered in many forms of media. On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

# English, cont.

## Unit 3:

**Reading and responding to texts:** Students study one text selected from the annual VCE English and EAL Text List. They apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

**Creating texts:** Students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Three mentor texts chosen from the annual VCAA VCE English and EAL Text List (List 2) support students' study and are augmented with other print and digital texts. On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

## Unit 4:

**Reading and responding to texts:** Students study one text selected from the annual VCE English and EAL Text List. They apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

**Creating texts: Students build on the knowledge and skills developed through Unit 1.** They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Three mentor texts chosen from the annual VCAA VCE English and EAL Text List (List 2) support students' study and are augmented with other print and digital texts. On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

# Art Creative Practice 1&2 and 3&4

## AIMS

Art is an integral part of life and contributes to a progressive society. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

## LEARNING

### Unit 1: Interpreting artworks and exploring the Creative Practice

We use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives

### Unit 2: Interpreting artworks and developing the Creative Practice

We use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

### Unit 3: Investigation, ideas, artworks and the Creative Practice

This We use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation.

### Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

We continue to develop our art practice through Project-based and Inquiry learning as research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice.

## PATHWAYS

Arts	Education	Visual Design	Fashion and Apparel
Painting	Art Lecturer	Graphic Design	Fashion Merchandising
Muralist	Art Teacher	Book Illustration	Fashion Design
Airbrushing	Art History	Web Design	Make Up Artist
Screen Printing Tattoo Artist	Art Therapy	Comic Book Art	Jewellery Design
Graffiti Art	Museum Educator	Logo Design	Dressmaker Tailoring
Portrait Art		Cartoon Art	
Art Photography Ceramics	<b>Marketing</b>	Multimedia Design	
Floral Design	Art Auctioneer	Illustrator	
Sculptor	Museum Curator		
Metal Fabrication	Art Dealer		
Woodworking	Museum Exhibit Design		



# Biology Units 1&2 and 3&4

## Overview

*Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries.*

## **Unit 1: How do Living Things Stay Alive?**

Students examine the cell as the structural and functional unit of life, and the requirements for sustaining cellular processes. They analyse types of adaptations that enhance the organism's survival and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

## **Unit 2: How is Continuity of Life Maintained?**

Students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and cell division. Students explore the mechanisms of asexual and sexual reproductive strategies. The role of stem cells in the differentiation, growth, repair and replacement of cells is examined. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

## **Unit 3: How do Cells Maintain Life?**

The two areas of study are:

**How do cellular processes work?** *Students focus on the cell as a complex chemical system. They will learn about key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.*

**How do cells communicate?** Includes the study of how cells receive specific signals that elicit a particular response. Students will apply the stimulus-response model to the cell in terms of the types of signals, receptors and the resultant response by an effector. This topic also looks at the molecular control by the immune response.

## **Unit 4: How Does Life Change and Respond to Challenges Over Time?**

The three areas of study are:

**How are species related?** Students focus on changes to genetic material over time and the evidence for biological evolution.

**How do humans impact on biological processes?** Students examine the impact of human culture and technological applications on biological processes. .

**Practical investigation;** A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

## **Units 1 – 4 Assessment**

Assessment will include laboratory experimentation, fieldwork which may also involve use of technologies, microscopy, simulations, animations, media reviews, the use of global databases, tests and end of semester exams.

# Chemistry Units 1&2 and 3&4

## Overview

*A quote by Thomas Jefferson, "Consider Chemistry... among the most useful of Sciences, and big with future discoveries for the utility and safety of the human race." In the past 100 years there have been many great discoveries in Chemistry which includes, plastics, medicines, batteries and improved fertilisers. The discoveries in Chemistry have improved our lives, yet there is still more to understand. The future of Chemistry includes creating renewable energy sources for home and transport, improving chemical industry to include green principals and tackling the shortage of Earth's resources. To study Chemistry is to understand the world.*

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

There are 92 natural elements found on the Periodic Table, yet there are infinite chemicals in our world. Starting with the structure of the atom, we will explore the difference between metals, carbon compounds and salts. We will study the properties of these chemicals and explore issues of elements that have been extensively used and are running out. Therefore, future chemists need to develop circular processes such as where metal is mined, refined, made into a product, used, disposed of via recycling and then reprocessed to create a new product. Although we can not see an atom or individual chemical we know a lot about them. Focusing on carbon chemicals, we will learn how the international community names them, properties that help us isolate them and their use in society. This includes alcohols, acids, petrol and plastics. We will also look at changes to the chemical industry, such as making plastic from potatoes, to improve the environmental impact of plastics in our world.

## **Unit 2: How do chemical reactions shape the natural world?**

We have life on Earth due to the unique properties of certain chemicals. Water in our oceans absorbs large amounts of heat so that we survive the night. Water in blood dissolves gases, salt and sugars that keep us alive. Gases in our atmosphere interact with the natural world and can be harvested to make nitrogen rich fertilisers. We will focus on acid–base and redox reactions to explain the thickness of shells in the ocean, the creation of minerals in cave structure and rusting.

### **Units 1 and 2 Assessment :**

Experiments, exams, research tasks and completion of textbook questions set by class teacher.

## **Unit 3: How can design and innovation help to optimise chemical processes?**

Our technology has improved with new discoveries in Chemistry. We now have long life and rechargeable batteries, can purify metals via electrolysis and control chemical reactions with better understanding of reaction rates and equilibrium. We have also learnt to create energy from carbon based fuels for transport, heat and electricity. Our energy needs are at risk and are dependent on effectively understanding green chemistry principals. We will also study the energy available in foods and compare fats, proteins and carbohydrates.

## **Unit 4: How are carbon–based compounds designed for purpose?**

Life is based on carbon compounds. Our food contains fats, carbohydrates and proteins that we use to create muscle, hormones and energy. Chemists also use chemical pathways to make ethanol, vinegar, artificial flavours and industrial chemicals. These pathways must be efficient, sustainable and always make the intended chemical. To check the quality of the chemical, instruments such as NMR and chromatography are used.

**Units 3 and 4 Assessment :** There will be five school assessed coursework (SAC) tasks that will include experiments, analysis of data, a media communications analysis, concept maps and Scientific posters. There is also an external exam in November.

# Health & Human Development Units 1&2 and 3&4

## Unit 1: The Health and Development of Australia's Youth

In this unit students identify issues that impact on the health and individual human development of Australia's youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

## Unit 2: Individual Human Development and Health Issues

In this unit focuses on the lifespan stages of childhood and adulthood. The study of health is constantly changing with many emerging issues that have impacts on Australia's health and development and need to be considered in planning for the future of the health system.

### Examples of Assessment

Assessment **choices** for Units 1 & 2 are from the following

- a data analysis
- a multimedia presentation
- a test

## Unit 3: Australia's Health

Students will explore health status and how it is measured, the National Health Priority Areas and different levels of health within different groups in Australia. Also studied is the funding for the Australian health system from government and non government sources and initiatives that are implemented both government and non government to promote health in Australia.

### Examples of Assessment

Assessment for the outcome on the relative health status of Australians is in the form of three tests which are known as SAC's

## Unit 4: Global Health and Human Development

Using a global perspective we explore achieving sustainable improvements in health and human development and the ways in which people can create an environment in which to develop to their full potential and lead productive, creative lives in accord with their needs and interests. A focus on the Sustainable Development Goals in reducing the inequalities that result in human poverty and lead to inequalities in health status and human development. The work of the Australian Government's overseas aid program is studied on how it is working to reduce poverty and improve human development as well as the contribution of non-government organisations in the same area

### Examples of Assessment

Assessment for the outcome on the variations in health status between developing countries and Australia AND on the contribution of the Sustainable Development Goals to global health and sustainable human development in three tests which are known as SAC's.

*\*Please note: If Year 11 and 12 classes are run as a combined class, Year 11 students would complete a modified Year 12 course, covering topics in Units 3 and 4 with modified assessment tasks. They would then complete Units 3 and 4 in full in Year 12. If this occurs, Year 11 students would be required to purchase the Year 12 text.*

# LOTE—Indonesia Units 1&2 and 3&4

## Overview

*The areas of study for Indonesian Second Language comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. 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.*

There are three prescribed themes: The individual, the Indonesian-speaking communities, and the changing world. These themes are used to develop units of works according the Area of Studies in each Unit.

### **Unit 1:**

Area of Study 1: In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Indonesian on a selected subtopic

Area of Study 2: In this area of study students locate and use information from two texts in Indonesian, chosen from a written, spoken or audiovisual format.

Area of Study 3: Students present content related to the selected subtopic in Indonesian in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

### **Unit 2:**

Area of Study 1: In this area of study students participate in a written exchange in Indonesian.

Area of Study 2: In this area of study students extract information from texts provided in Indonesian and respond to the texts in writing using elements of this information.

Area of Study 3: In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Indonesian on an aspect of the selected subtopic of interest to them.

### **Unit 3:**

Area of Study 1: In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Indonesian on a selected subtopic.

Area of Study 2: In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Indonesian.

Area of Study 3: In this area of study students create an extended original piece of personal, informative or imaginative writing in Indonesian to express ideas, thoughts or responses on an aspect of the selected subtopic.

### **Unit 4:**

Area of Study 1: In this area of study students research and present information on a cultural product or practice from an Indonesian speaking community.

Area of Study 2: In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in Indonesian on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1.

Area of Study 3: In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic.

# **MATHEMATICS Units 1&2 and 3&4**

*Note that students studying these units are required to purchase a TI-nspire CX CAS calculator.*

## **Foundation Maths Units 1 & 2**

Foundation Mathematics Units 1 and 2 is an appropriate course for students wanting to develop their general Mathematics skills.

In Foundation Mathematics we focus on using maths in everyday life. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. The lessons are developed using students' interests, work and personal or home situations. Students are expected to be able use math formulas, and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They will develop estimation and computation skills. This could include drawing a plan of a house and estimating the costs to build it, developing a sports competition with a round robin and creating surveys that can then be analysed. Students will be assess through classwork and investigations.

### **Examples of Assessment;**

- Short written responses
- Problem-solving tasks
- Mathematical investigations

# MATHEMATICS Units 1&2 and 3&4

*Note that students studying these units are required to purchase a TI-nspire CX CAS calculator.*

## General Maths Units 1&2

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond General Mathematics Units 1 and 2, while others will intend to study General Mathematics Units 3 and 4.

The units involve the study of the following:

- Arithmetic
- Matrices
- Data analysis
- Algebra
- Graphs and Relations,
- Business related Mathematics,
- Geometry and Trigonometry
- Networks and Decision Making

### Examples of Assessment:

- Tests
- Short written responses
- Problem-solving tasks

## General Maths Units 3&4

### Overview

*General Mathematics extends the work developed in Unit 1 & 2 General Maths and provides a general focus of Maths. It consists of: Data Analysis, Financial Maths, Matrices and Networks and Decision Mathematics.*

*The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages.*

### Assessment

**Application task:** A data analysis application task with several components of increasing complexity. Teachers will choose appropriate contexts from within a specified data set. All outcomes will be covered by components of the task.

**3 modelling or problem solving tasks** one in unit 3 and 2 in unit 4

#### **End of year exams (2):**

Examination 1: 1½ hours multiple choice with calculator and resource book.

Examination 2: 1½ hours, short answer with calculator and resource book .

*\*Note that students studying these units are required to purchase a TI-nspire CX CAS calculator.*

# Mathematical Methods Units 1&2 and 3&4

## Units 1 and 2:

Maths Methods Units 1 & 2 gives students a grounding to prepare them for Units 3 & 4 Maths Methods (CAS) and Specialist Maths. These units involve the study of

- Functions and graphs
- Algebra
- Probability
- Rates of change and calculus

In these units, the course uses computer algebra system (CAS) technology to support and develop the learning of mathematics.

### Examples of Assessment

- Tests
- Short written responses
- Problem-solving tasks
- Mathematical investigations

## Units 3 and 4:

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: functions and graphs, calculus, algebra and probability. These areas must be covered in progression from Unit 3 to Unit 4.

Mathematical Methods (CAS) Units 1 & 2 are prerequisites, as an assumed knowledge and skills level are essential for the study of Mathematical Methods (CAS) Units 3 & 4

The appropriate use of CAS technology is to be incorporated throughout the course to support and develop the teaching and learning of mathematics. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

### Unit 3 Assessment

- A function and calculus application task with several components of increasing complexity over 1-2 weeks

### Unit 4 Assessment

- 2 modelling or problem solving tasks each 2-3 hours over 1week per task

## End of Year exams

- Exam 1 – 1 hour, Technology free
- Exam 2 – 2 hours

***\* Please Note: It is essential that students studying these units purchase a TI-nspire CX CAS calculator.***

# Physical Education Units 1&2 and 3&4

## **Overview**

*VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement and examines the many influences on performance and participation in physical activity.*

### **Unit 1: The human body in motion.**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

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

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

### **Unit 3: Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply principles to improve and refine movement in physical activity, sport and exercise.

Students investigate the characteristics and relative contribution and interplay of the three energy systems. They explore the causes of fatigue and consider strategies to delay fatigue and promote recovery.

### **Unit 4: Training to improve performance**

Students apply relevant training principles and methods to improve performance within individual, club and elite levels. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions and evaluate the chronic adaptations to training from a theoretical perspective.

## **Assessment**

Level of achievement for Units 3 & 4 is based on 50% school assesses coursework (tests, case studies, lab and written reports, data analysis) and 50% end of year examinations.

\*Please note: If Year 11 and 12 classes are run as a combined class, Year 11 students would complete a modified Year 12 course, covering topics in Units 3 and 4 with modified assessment tasks. They would then complete Units 3 and 4 in full in Year 12. If this occurs, Year 11 students would be required to purchase the Year 12 text.



# Physics Units 1&2 and 3&4

## Overview

*Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves.*

### **Unit 1 :**

**Area of Study 1** apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

**Area of Study 2** apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

**Area of Study 3** explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms

### **Unit 2 :**

**Area of Study 1** investigate, analyse and mathematically model the motion of particles and bodies.

**Area of Study 2** Twelve options are available for selection in Area of Study 2; A practical investigation designed and ran by students under guidance related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

**Area of Study 3, Practical investigation** students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2. The investigation must be designed and undertaken and involves two independent variables one of which should be a continuous variable. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

### **Unit 3 :**

**Area of Study 1** analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

**Area of Study 2** analyse and evaluate an electricity generation and distribution system.

**Area of Study 3** investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

### **Unit 4**

**Area of Study 1** apply wave concepts to analyse, interpret and explain the behaviour of light.

**Area of Study 2** provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

**Area of Study 3 Practical investigation**, design and conduct a practical investigation related to knowledge and skills developed in Area of Study 3 and/or Area of Study 4. The investigation must be designed and undertaken by students and involves two continuous independent variables. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

# VCE Psychology Units 1&2 and 3&4

## Overview

VCE Psychology study design change 2023-2027

*Psychology is the study of mental processes and behaviours. It incorporates scientific research of biological, social and psychological perspectives on everyday life. This includes student-driven inquiry tasks where students design experiments, collect data, analyse and interpret this data, and apply to the theory taught in the study design. 1 & 2 is not a prerequisite of 3 & 4.*



### Unit 1:

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students will understand research methods and the effect of damage to the brain, psychological development and the concept of normality.

### Unit 2:

Students will further examine the brain by looking at the roles of the hippocampus, amygdala, neocortex, basal ganglia and cerebellum. They will learn about sensation and perception, social cognition and influences on behaviour and choices. Students are required to complete a second student-directed research investigation which is centred around development of this research question and implementing the task to find data around a particular psychological issue.

### Examples of Assessment tasks for Units 1 & 2

- Research investigation
- A data analysis of generated primary and/or collated secondary data
- End of year internal exam

### Unit 3:

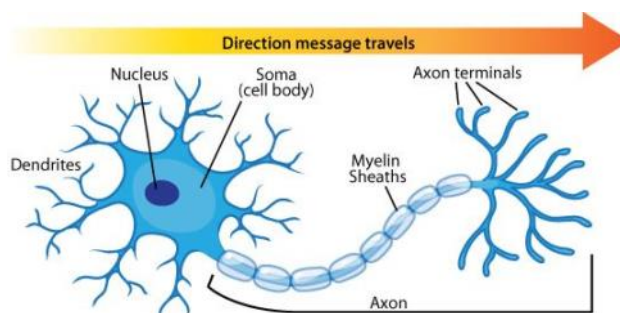
This unit develops student understanding of the biological basis of behaviour. It includes the role of the nervous system, stress as an example of a psychobiological process, neural basis of learning and memory, models to explain learning, process and the reliability of memory. Students are required to design and undertake a practical research investigation. Students look at Alzheimer's disease and participate in many practical activities surrounding memory and learning concepts.

### Unit 4:

This unit includes the study of the demand for sleep and the importance of sleep on mental wellbeing. This includes the effects of sleep disturbances and treatment of sleep disorders. This explores affective, behavioural and cognitive function around sleep and good sleep hygiene practices. Students explore mental health disorders, approaches to mental health that include biological, social and psychological factors looking specifically at phobia and improving mental wellbeing through cognitive behavioural therapy and models of behavioural change.

### Examples of Assessment Tasks for Units 3 & 4:

- Report on scientific research activity conducted by students
- Media response
- One external examination covering Units 3&4



# **Product Design and Technology**

## **Units 1&2 and 3&4**

### **OVERVIEW**

Product Design and Technology is the application of the Design Process to design and create products that address real need problems. The need, problem or opportunity is investigated and researched to create solutions that take the form of a physical, three- dimensional product. These need to be made from the materials available at school including wood and metal. The course requires the development of a folio and the completed product. The product is made using a range of tools and techniques that help to build skills and knowledge of a range of suitable equipment. Other areas of study include an understanding of Design Factors, Design Movements, Product Development in Industry and the Comparison of Products.

### **UNIT 1: SUSTAINABLE PRODUCT RE-DEVELOPMENT**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Area of Study 1: Sustainable redevelopment of a product. Area of Study 2: Producing and evaluating a redeveloped product

### **UNIT 2: COLLABORATIVE DESIGN**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

Area of Study 1: Designing within a team. Area of Study 2: Producing and evaluating within a team

### **UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS**

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s.

Area of Study 1, Designing for end-user/s: Investigate and define a design problem, and discuss how the design process leads to product design development.

Area of Study 2: Product development in industry. Explain and analyse influences on the design, development and manufacture of products within industrial settings.

Area of Study 3: Designing for others. Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

### **UNIT 4: PRODUCT RE-DEVELOPMENT AND EVALUATION**

In this unit students engage with an end-user/s to gain feedback throughout the process of production.

Area of Study 1: Product analysis and comparison. students use comparative analysis and evaluation methods to make judgments about commercial product design and development.

Area of Study 2:Product manufacture. Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Area of Study 3: Product evaluation. Evaluate the finished product through testing and feedback against criteria, create end-user/s' instructions or care labels and recommend improvements to future products.

# Visual Communication Design

## Units 1&2 and 3&4

**AIMS:** In this study we examine the way visual language plays a role in communicating ideas, solving problems and influencing behaviours. Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centered research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders needs, desires, behaviours and attitudes.

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

Students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centered design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

### Unit 2: Design, contexts and connections

Students build understanding of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

### Unit 3: Visual communication in design practice

Students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experience.

### Unit 4: Delivering design solutions

Students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief.



# **PART E**

## **Additional Courses**

# Certificate II in Hospitality

## Overview

*This two-year program aims to provide access to a range of potential career paths within the hospitality industry. At the end of two years, students who have gained competence in all units are awarded Certificate II in Hospitality. The course has both practical and theoretic learning.*

## Examples of Some Units in the Course

**First Year** – provides an overview of the hospitality industry: focusing on skills required to work in an industrial kitchen. There are 12 units to be studied and some of these are;

- ‘Practice safety in the workplace’ and ‘Practice safe hygiene’.
- ‘Interact with customers’ and ‘Show social and cultural understanding’.
- ‘Prepare and present simple dishes’, and ‘Prepare and present espresso coffee’.

**Second Year** – the focus is on food and beverage service: for example;

- ‘Prepare and serve non-alcoholic drinks’
- ‘Serve food and beverage to customers’ and ‘provide advice on food’.
- Prepare and serve espresso coffee



**Course Timing** Hospitality is offered to Years 10 , 11 and 12 students at the College. To gain a full Certificate II in Hospitality, students must complete two years of training and assessment and be deemed Competent by their assessor in all units studied.

**Workplace Learning** To complete the certificate the College operates a training restaurant which provides chefs and waitstaff knowledge and skills in a range of dining experiences. Students in Year 10 & 11 run the kitchen while Year 12 students learn the skills and knowledge required to work “front of house”. Students also have opportunity to attend a day out dining and learning about the industry to transfer understanding in their own learning environment. The College also operates their espresso coffee trailer which is run outside of school hours and is an expectation of the course to gain real industry experience. Money raised goes back into paying for training equipment.

**Hospitality and the VCE Program** This VET course is classified as a Group B VCE Study. Students who successfully complete both years of the course are eligible for:

- 4 VCE units – two at unit 1 & 2 level and two at unit 3 & 4 level.
- Students may elect to do the VET Hospitality exam for the second year of the course and may use the study score to contribute to their ATAR score.

## This Program May Lead To

- **Employment:** This program provides background knowledge and skills associated with employment in the hospitality industry. For example, kitchen hand, waiting, bar work, apprentice chef, barista.
- **Tertiary Studies:** It provides a foundation of theory and practice for further study at a diploma or degree

# Certificate II in Engineering Studies

## Overview

*This two year course aims to provide the skills, knowledge and attitudes to perform entry level roles across the four main areas of engineering-fabrication, electrical/electronics, production and mechanical. It also works to enhance prospects of employment and enable informed choices related to future careers.*

## Examples of some Modules in the Course

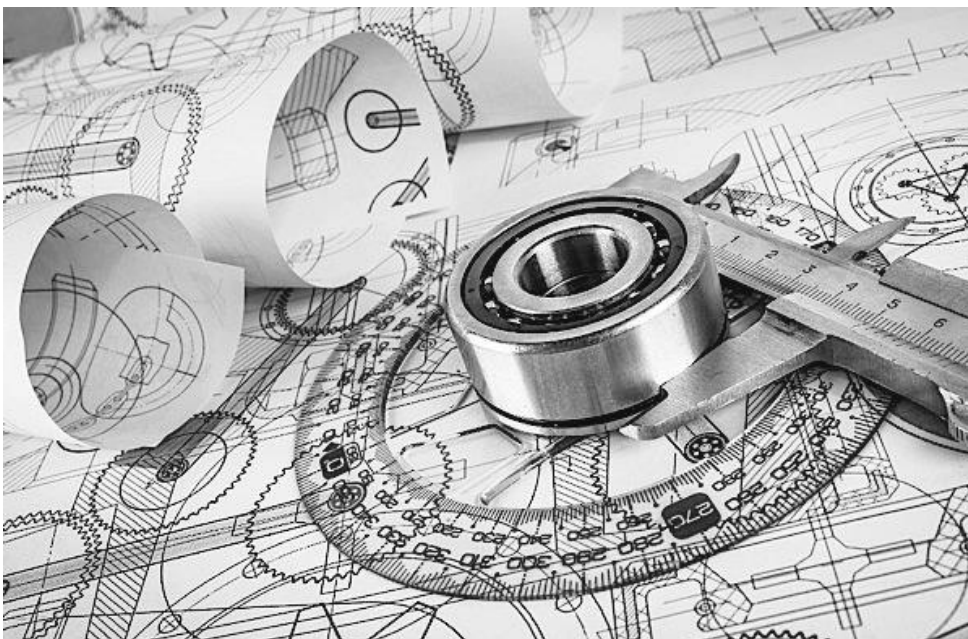
- Occupational health and safety
- Report on a range of sectors in the manufacturing, engineering and related industries
- Basic machining operations
- Basic fabrication techniques
- Hand and power tools
- Engineering sketches and drawings
- Basic computational principles

At least **80%** attendance is required to fulfil the competency requirements of the course.

Students will be required to complete written work and observations as well as set projects.

## Workplace Learning

At least 12 days on the job training should be taken in this course, depending on the student's background. Work placements are usually organized for the last week of each term.



# Certificate II Outdoor Recreation

Students undertaking this qualification will explore the outdoor recreation environment. They will develop the skills and knowledge to assist with a range of outdoor activities including but not limited to; abseiling, rock-climbing, mountain bike riding, bushwalking, white water rafting and skiing / snowboarding. The Certificate II in Outdoor Recreation is a one-year course and this qualification allows students to access a vocational qualification and provide future job opportunities within the outdoor recreation field.

## Units of Competency

- Participate in workplace health and safety
- Assist in conducting recreation sessions
- Minimise environmental impact
- Provide equipment for activities
- Maintain equipment for activities
- Provide first aid
- Respond to emergency situations
- Maintain sport, fitness and recreation industry knowledge
- Ride bicycles on roads and pathways, easy conditions
- Bushwalk in tracked environments
- Navigate in tracked environments





# School Based Apprenticeship & Traineeship (SBAT)

*If you want to complete your VCE, VCE VM or VPC and also start a career, this is the ideal situation.*

Part time apprenticeships mean flexible training, experience and a nationally recognised qualification and are available in the following fields.

- Arts and media
- Automotive trades
- Building and construction
- Education
- Engineering
- Financial services
- Health and community services
- Information technology and telecommunications
- Metals and engineering
- Multimedia
- Retail
- Rural and horticulture
- Sport and recreation
- Tourism and hospitality

Training can be on-the-job, off-the-job, or a combination of both. Off-the-job training is provided by TAFE colleges, business colleges or other approved training organisations.

Traditionally, apprenticeships took up to four years to complete and traineeships one and two years. SBAs are now 'competency based' which means you can complete your training faster if you reach the required skill level.

One of the many advantages of an SBA is that you earn a wage as you train. Your training wage will depend on the industry you are working in, the type of SBA and the level of schooling and training you have completed.

The best way to find an SBA is to search the advertised job vacancies and by contacting employers in industries where you would like to work. The key point is that you will need to find an employer who is willing to employ you on a part time basis that can be made fit in with your selected VCE/VCAL studies.

*\* The student must be prepared to catch up on any school work missed.*

# PART F

## Disability Inclusion and Wellbeing

# Disability Inclusion & Wellbeing

## The Disability Inclusion (DI) and Wellbeing Team

The DI and Wellbeing team consists of the following roles that work to support our inclusive practices and wellbeing supports for all students.

**Principal**—Oversight of all policy and subsequent processes and practices across the school.

**Assistant Principal**—Guidance for the DI and Wellbeing team and leads connection with parents and department.

**Leading Teachers**—Leads implementation of processes and practices for teaching and learning and DI.

**Wellbeing Coordinator**—Leads implementation of processes and practices for wellbeing, counselling and chaplaincy.

**Year Level Leaders**—Leads wellbeing supports through connections with students, parents and the team.

## SHARE Principals for Inclusive education

The following principles provide guidance for all members of the school community on the main features of inclusive education.

**Student Centered.** Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education

**Human Rights focus.** Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

**Acknowledges strengths.** Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

**Respects Legal obligations.** Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disability. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

**Evidence Based.** Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

## Tiers of Support

Students are identified and supported through a tier based approach that best supports them. Students may move across the Tiers depending on need.

**Tier 1**—Provides a preventative framework and requires the learner, Parent / Carer, Classroom teacher or Year Level Leader to be in regular communication. This may include input from school level Health and Wellbeing supports.

**Tier 2**—Identifies that some additional support is needed and engages additional Health and Wellbeing members to provide more complex supports. An Individual education Plan (IEP) is developed and SSGs are held per to assess the students' individual needs and progress.

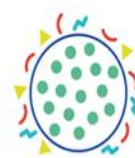
**Tier 3**—External supports are sought, broadening the team to include relevant professional support staff including members from the Department, and local and Government programmes.

## Disability Inclusion Profiles (DIPs)

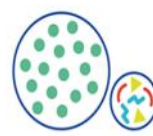
Disability Inclusion Profiles enable individual funding to assist students with disabilities or additional needs. Students are identified through the frequency and level of adjustments they require to function at school.



Inclusion



Exclusion



Segregation



Integration

# Student Support & Wellbeing

Corryong College's mental health and wellbeing support incorporates universal school wide wellbeing programs, early intervention and cohort tailored supports for students who have specific needs or vulnerabilities in addition to intensive targeted interventions for individuals or small groups of students through both internal and external mental health supports.

Members of our wellbeing team will work closely with students, their families/carers and external support services to provide a care team approach to improved mental health and wellbeing, support for families and working with the family unit to facilitate in increased school attendance and engagement.

## **The Wellbeing Team**

Our caring and approachable wellbeing team comprises Christine McKimmie (Acting Principal), Warren Sinclair (Vice Principal & Student & Engagement), Katrina Karlson (Counsellor & Wellbeing Coordinator), Margaret Walker (Teacher & Disability and Inclusion Co-Ordinator) Christian Boscolo (Chaplain), and a visiting Adolescent Mental Health Nurse.

## **The Wellbeing Space**

The wellbeing area provides easy, centralised access to our wellbeing team. The Counsellor & Wellbeing Coordinators office and an additional cosy wellbeing space provides a safe and inviting environment where students can come and seek help and parents/carers are also invited within the privacy of these spaces to chat with a member of our wellbeing team.

## **Student Wellbeing Services**

Our Wellbeing Team are experienced in a range of areas and caring and passionate in supporting students to navigate their way through social and emotional challenges they may face.

These challenges may include:

- Social difficulties
- Emotional challenges
- Behavioural difficulties
- Learning needs
- Family challenges, including family break-up
- Grief and loss
- School refusal
- Risk-taking behaviours
- Mental health
- Child safety concerns

## **Services Available Through the Student Wellbeing Team**

- Individual and small group counselling for students
- Triage counselling
- Family support
- Positive mental health promotion and liaison with school-wide programs relevant to student wellbeing
- Student Support Group support with parents and young people regarding any learning, behavioural, social or emotional concerns they have.
- Referral to external support services and specialist assessment/treatment services

## **Referral to the Wellbeing Team**

Secondary School Students can self-refer to the Wellbeing Team by visiting the Wellbeing Office.

Principals, teachers and support staff can arrange for a referral to the Student Wellbeing Team if they have concerns about a student's wellbeing.

Parents/carer/s can also request an appointment for their child with the Student Wellbeing Team by contacting the school office and asking to speak to our Counsellor & Wellbeing Coordinator Katrina Karlson.

Primary school students are required to have signed consent from parent/s/carer/s prior to accessing counselling services. Consent forms are available from the Counsellor & Wellbeing Coordinator or accessible to staff via the 'Wellbeing Resources' Microsoft Teams folder to print off. Parent/s/Carer/s are welcome and encouraged to meet and talk with one of our wellbeing team members to foster positive relationships and seek any additional support or guidance and our team can also provide links and contact to external services.

## **Wellbeing Partnerships**

The wellbeing team work with external supports that focus on providing group-based and individual support and the provision of specialised services. Some of these include Gateway Health, Albury Wodonga Health, UMFC, CHIPS program, Junction Adolescent Support and Junction Counselling services and many more.

## **Wellbeing Programs**

The Wellbeing Team and staff facilitate and/or support a range of proactive, preventative and early intervention programs across the school. Examples of some of the health, wellbeing and inclusion programs include: Breakfast Club, Lunch Clubs, SAMS Club to raise awareness and support for sexual and gender diversity and inclusiveness in the school community, Restorative support through mediation for students in conflict with each other, Health & Wellbeing Days to promote mental health and wellbeing, Wear it Blue Day promoting anti bullying, R U OK? Day to raise awareness of engaging in regular and meaningful conversations with others...and many more.

# Wellbeing Dog—Frankie

Corryong College have partnered with Dogs Connect and are fortunate to have a Wellbeing Dog named “Frankie” at our school.

## RATIONALE

Dogs in Education can assist students with attendance, behaviour, social connection and emotional regulations. They can help engage students in many curriculum areas by supporting children in feeling less self-conscious than they may feel around teachers and peers.

## VISION

Together we empower all to learn and achieve with a sense of belonging and pride in self, school and community. We will integrate our Wellbeing Dog into our school community so it can assist with trauma, anxiety, communication, awareness, leadership, behaviour, emotional regulation, resilience, sensory processing, stress management and emotional literacy.

## BELIEFS

At Corryong College our vales drive us to:

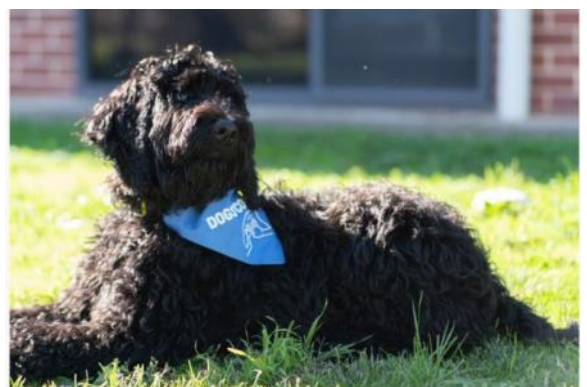
- Have a duty to develop and model practices where teaching and learning can be linked to the love, care and connection of our school wellbeing dog.
- Draw on the skills and knowledge of the school wellbeing dog, Dogs Connect staff and the wider community and enter into practices that are mutually beneficial to all community members.
- Implement effective decision-making practices in collaboration with School Council, Dogs Connect staff, school staff and where appropriate the wider community.

## AIM

We aim for the responsible implementation of a structured program through which a school wellbeing dog will be used to assist the school community in experiencing connectedness, developing links to learning throughout the school community, and helping to develop students who are socially adept, respectful and appreciation of diversity.



Students enjoying a pat with Frankie



Frankie



**BE RESPECTFUL, BE RESPONSIBLE, BE A LEARNER**