

COBRAM SECONDARY COLLEGE

EVERY STUDENT MATTERS, EVERY STAFF MEMBER CARES, EVERY OPPORTUNITY TAKEN, EVERY STUDENT SUCCEEDS



2022 SUBJECT HANDBOOK

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WELCOME

1. Kimberley Tempest, Principal



Cobram Secondary College is focused on developing caring and locally connected students who believe in and take pride in belonging to our community. Being local, we know our students, run small classes, and provide an extensive VCE and VCAL program.

Our students are provided with a broad based curriculum in Years 7 and 8 to allow them to explore a wide range of opportunities to help inform about future pathways. By Years 9 and 10, students complete a core curriculum, but begin to direct their choices through an extensive elective program. Students in Year 10 have the option to commence their VCAL certificate or explore fast tracking a VCE subject. In Years 11 and 12, students select subjects that support their post schooling pathways into university, TAFE or employment.

Our students learn locally, but Cobram Secondary College provides them with the necessary skills to live globally. They are explicitly taught the fundamental skills of literacy and numeracy to support their academic development. Our students are the community leaders of tomorrow, with a broad range of access to leadership programs. They also have a range of opportunities to develop their creativity through participation in the Arts, Technology and STeM programs. We aim to provide rich range of sporting, academic, cultural & leadership options to ensure our students embrace our motto of #EveryOpportunityTaken.

We look forward to sharing in the partnership of education with students and families.

2. Key Staff

Role	
Principal	Kimberley Tempest
Assistant Principal	Dianne Ferguson
Leading Teacher – Teaching and Learning	Penny Jones
Learning Specialist – School Operations	Matt Hendry
Learning Specialist – Teaching and Learning	John Thompson
Careers Advisor	Maria Hart

3. Curriculum Structure

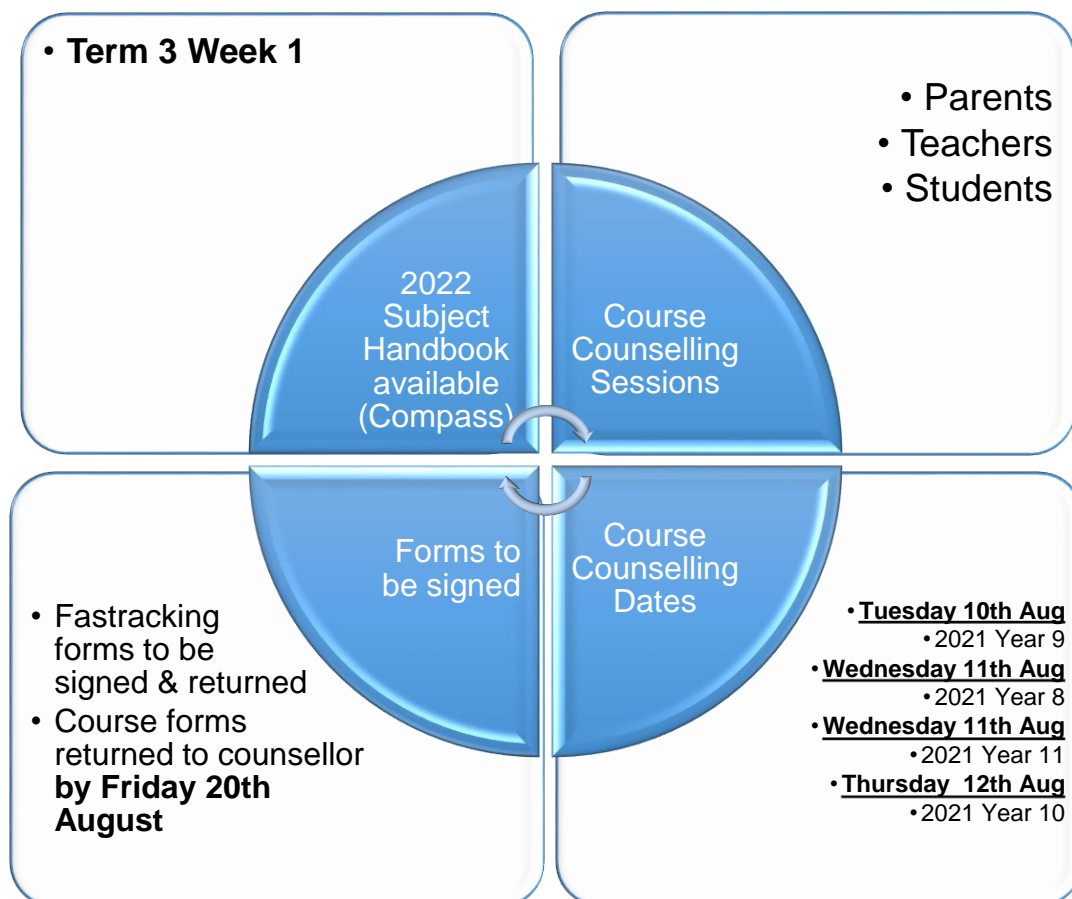
The structure of Curriculum at Cobram Secondary College is designed to deliver a guaranteed and viable learning program that provides clear pathways through the years.

The key features are outlined below:

- One week (5 day) timetable
- 19 minute Illuminate group at the beginning of each morning, followed by six 46 minutes periods
- In Years 7 and 8, students are exposed to a wide range of subjects
 - They experience learning across many areas and evaluate their interests in these areas.
- In Years 9 & 10, students continue to develop their future career pathways.
 - They complete full year studies in English and Mathematics and semester long studies in Science.
 - They also choose from electives that continue to prepare them for success in Year 11 and 12
 - They are required to complete one semester of Careers and Work to develop pathways knowledge and work readiness skills.
 - At Year 10, they can choose to begin the VCAL pathway
 - In Years 9 & 10 many subjects run on a two year rotation
- In Years 11 and 12, students may choose between the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL)
 - They have access to TAFE courses
 - They have the option of completing a School Based Apprenticeship
 - VCAL students are expected to complete 1 day per week work placement or paid employment

4. Subject Selection Process

In Term 3, students from 2021 Year 8 to Year 11 will engage in the subject selection process.



5. Illuminate

In 2022, all students in Year 7-12 will be involved in a home group program for 19 minutes each morning. The group will meet in the same room, with the same teacher each morning.

The Year 7-11 students will have a focus on reading comprehension informed by our work through the University of Melbourne Network of Schools (UMNOS) initiative. The program will see the students engage in independent reading, conferencing with staff as well as the explicit teaching of reading comprehension skills.

The Year 12 students will use this time to focus on study skills, organisation, exam preparation and gaining an understanding of the VCAA systems and protocols.

6. Instrumental Music

All students of Years 7 - 12 have the opportunity to learn a musical instrument within the instrumental music program. Tuition is offered in the areas of brass, woodwind, percussion, vocals and guitar.

Students in the program have the opportunity to perform at several events throughout the year in the Junior Concert Band, Senior Concert Band, Jazz Ensemble, Vocal Ensemble and other musical ensembles.

Students receive one lesson per week and attend at least one band rehearsal. It is an excellent opportunity for students to work and relate with students from other year levels as well as their own.

Fees:

All Year Levels: \$50.00 per semester

Instrumental Fees are invoiced separately from College student fees. The fees must be paid to have ongoing instrumental lessons. They are reviewed on an annual basis by College Council Finance Committee.

YEAR 7 SUBJECTS 2022

In Years 7, students are exposed to a wide range of subjects. They experience learning across many areas and evaluate their interests in these areas.

Compulsory Yearly Subject		Semester Subject <i>(Completed on rotation with 2 per semester, 3 periods per week)</i>
7 English	5 periods	7 Digital Technology
7 Mathematics	5 periods	7 Woodwork
7 Science	4 periods	7 Music
7 Health/HPE	4 periods	7 Art
7 Humanities	4 periods	
7 Learn to Learn	2 periods	

YEAR 8 SUBJECTS 2022

In Years 8, students are exposed to a wide range of subjects. They experience learning across many areas and evaluate their interests in these areas

Compulsory Yearly Subject		Semester Subject <i>(Completed on rotation with 2 per semester, 3 periods per week)</i>
8 English	5 periods	8 Photography
8 Mathematics	5 periods	8 Metalwork
8 Science	4 periods	8 Visual Communication & Design
8 Health/HPE	4 periods	8 Food Technology
8 Humanities	4 periods	
8 Learn to Learn	2 periods	

YEAR 9 & 10 SUBJECTS 2022

In Year 9 & 10, students are beginning to plan their future pathway. They complete core subjects in English, Mathematics & Science. Students also choose elective subjects that will prepare them for the Senior School pathway. Each semester, students must complete 6 subjects. At Year 10, students will map out their intended studies for Years 10-12.

Compulsory Year 9 Year Subject	Compulsory Year 9 Semester Subject
English 5 periods	Science (any science) 5 periods
Mathematics 5 periods	** Health – Any two Health units must be completed over the two years
Careers and Work ** Once during two years	

Compulsory Year 10 Year Subject	Compulsory Year 10 Semester Subject
English 5 periods	Science (any science) 5 periods
Mathematics 5 periods	** Health – Any two Health units must be completed over the two years
Careers and Work ** Once during two years	

- ADVANCE will this year be open to Year 9 and Year 10 students and it is a whole year subject
- Students wishing to complete ADVANCE must be approved via the correct process
- Students should plan their subject selection in consultation with VCE Subject Pathway advice provided in this handbook to ensure appropriate knowledge & skill development
- Students may not repeat a subject
- Students wishing to 'fast track' Unit 1 & Unit 2 VCE studies must have been approved by the current teacher of that study, the current Illuminate teacher and the course counsellor.
- Students may enter VCAL at Year 10 upon approval

Please note:

- Subject choices cannot be guaranteed and there is potential that some subjects may exceed the maximum number of students after subject selection
- We aim to provide a breadth of subjects and to allow students to choose clear pathways, but the number and type of subjects that run are dictated by student numbers, staffing profile and timetabling
- Students may end up completing a study in the second semester, even if they choose to do it in the first semester or the other way around

2022 Year 9 to Year 12 Blocks

A1	A2	B1	B2	C1	C2	D1	D2	E1	E2	F1	F2
HH033	HH034	ENG013	ENG014	ENG013	ENG014	MA113	MA114	PE033	PE034	CH033	CH034
BM033	BM034	MA073	MA074	BI033	BI034	FY033	FY034	LS033	LS034	MA073	MA074
				HI033	HI034	PY033	PY034	MC033	MC034	DT033	DT034
				SA033	SA034	VC033	VC033				
MA111	MA112	DT011 W	DT022 W	EN011	EN022	PE011	PE022	CH011	CH022	BI011	BI022
PY011	PY022	IE011	IE022	FY011	FY022	BMO11	BM022	DT011M	DT022M	LS011	LS022
EN011	EN022	HH011	HH022	SA011	SA022	VC011	VC022	MA071	MA072	EN011	ENO22
		AG011	AG022	MA071	MA072	PH011	PH022	MC011	MC022		
VPDS1	VPDS2	VWRS1	VWRS2	VLIT1	VLIT2					VNUM1	VNUM2
VPDS1	VPDS2	VWRS1	VWRS2	VLIT1	VLIT2					VNUM1	VNUM2
CAFE	COOK	COOK	CAFE	MTOC	MTHP	WTSC	WTCCOS	MTHP	MTOC	COOK	CAFE
OWTFU	CAW	ORE	ALTSPORT	ALTSPORT	ORE	GLOBALH	HTEENS	ALTSPORT	ORE	HTEENS	GLOBALH
AGRI	GENSCI1	CAD	POP	LAWAO	BB	WAW	CAW	ADVANCE	ADVANCE	CAW	ROR
PHOTO	2DART	MINDBB	FORSCI	MEE	OURCW	MUSICPIC	MUSICSDC	GENSCI1	SCIOL	DIGDES	COMDES
10 MATH	10 MATH	2DART	PHOTO	10 MATH	10 MATH	9 MATH	9 MATH	10 MATH	10 MATH	9 MATH	9 MATH
9 ENG	9 ENG	9 MATH	9 MATH	9 ENG	9 ENG	10 ENG	10 ENG	9 ENG	9 ENG	10 ENG	10 ENG
WCCOS	WTSC	10 ENG	10 ENG								

Year	Subject (Unit 1/2)	Subject Unit (3/4)
2022	PE011	PE033
2023	OES11	PE033
2024	PE011	OES33

- VCE History also runs on cycle – in 2022 Unit 3/4 History will run, in 2023 Unit 1/2 History

2022 Year 9 to Year 12 subject codes and names

Unit 3/4 subjects		Unit 1/2 subjects	
HH033/034	Health and Human Development	HH011/022	Health and Human Development
MA113/114	Mathematical Methods	MA111/112	Mathematical Methods
MA073/074	Further Mathematics	MA071/072	General Mathematics
ENG013/014	English	ENG011/022	English
IE033/034	Industry and Enterprise	IE011/022	Industry and Enterprise
FY033/034	Food Studies	FY011/022	Food Studies
SA033/034	Studio Arts	SA011/022	Studio Arts
BM033/034	Business Management	BM011/022	Business Management
PE033/034	Physical Education	PE011/022	Physical Education
VC033/034	Visual Communication Design	VC011/022	Visual Communication Design
PH033/034	Physics	PH011/022	Physics
PY033/034	Psychology	PY011/022	Psychology
MC033/034	Music Performance	MC011/022	Music Performance
CH033/034	Chemistry	CH011/022	Chemistry
LS033/034	Legal Studies	LS011/022	Legal Studies
DT033/034	Product Design and Technology	DT011/022M/W	Product Design and Technology (M=Metal, W=Wood)
BI033/034	Biology	BI011/022	Biology
HI033/034	History (Revolutions)	HI031/032	History (20 th Century)
OES33/34	Outdoor Education and Environment	OES11/22	Outdoor Education & Environment
AG033/034	Agricultural Studies	AG011/022	Agricultural Studies
Year 9&10 subjects		Year 9&10 subjects	
CAFE	Café Culture	BB	Business Basics (formerly SYWBIB)
COOK	Cook for your Life	WAW	World at War (History)
MTOC	Metal Technology Outdoor & Camping	ADVANCE	Advance
MTHP	Metal Technology Handyman Package	ROR	Rise of Rights (History)
WTSC	Wood Technology Storage and Cabinets	AGRI	Agriculture
WTCCOS	Wood Technology Chairs, Clocks & Outdoor Stuff	GENSCI1	General Science 1
POP	Passport of Plastic (Geography)	MEE	Matter, Energy, Everything (formerly Intro to Physics)
CAW	Careers and Work (formerly 9/10 I&E)	OURCW	Our Chemical World (formerly Intro to Chemistry)
OWTFU	Our World That Feeds us (formerly Warriors for Our World)	SCIOL	Science of Life (formerly Intro to Biology)
CAD	Creating the Australian Dream (History)	MUSICPIC	Music Performance, Interpretation and Composition
LAWAO	Law and Order (Civics & Citizenship)	MUSICSDC	Music: Song Writing and Digital Composition Recording
PHOTO	Photography	ALTSPORT	Alternative Sports
2DART	2D Art	ORE	Outdoor Recreation & Environment
DIGDES	Digital Design (Viscom)	GLOBALH	Global Health
FORSCI	Forensic Science	HTEENS	Healthy Teens
MINDBB	Mind, Brain, Behaviour (formerly Intro to Psychology)	COMDES	Communication Design (Viscom)

SUBJECT PATHWAYS – YEAR 9 TO YEAR 12

We have many subject pathway offerings to support students to develop knowledge and skills in their areas of interest.

We strongly encourage that families consider these in supporting student subject selection choices. If students are wanting to follow a subject through to Year 12, it is important that they try these during their Year 9 & 10 options. This will give them a taste of the requirements to be successful in their chosen area. It will also allow them to develop essential knowledge and skills to support their achievement in their senior years.

It is important to consider pre-requisite subjects for university degrees. Indications are available on the VTAC website, but universities are not required to confirm the prerequisites for each subject until a student's Year 10 year.

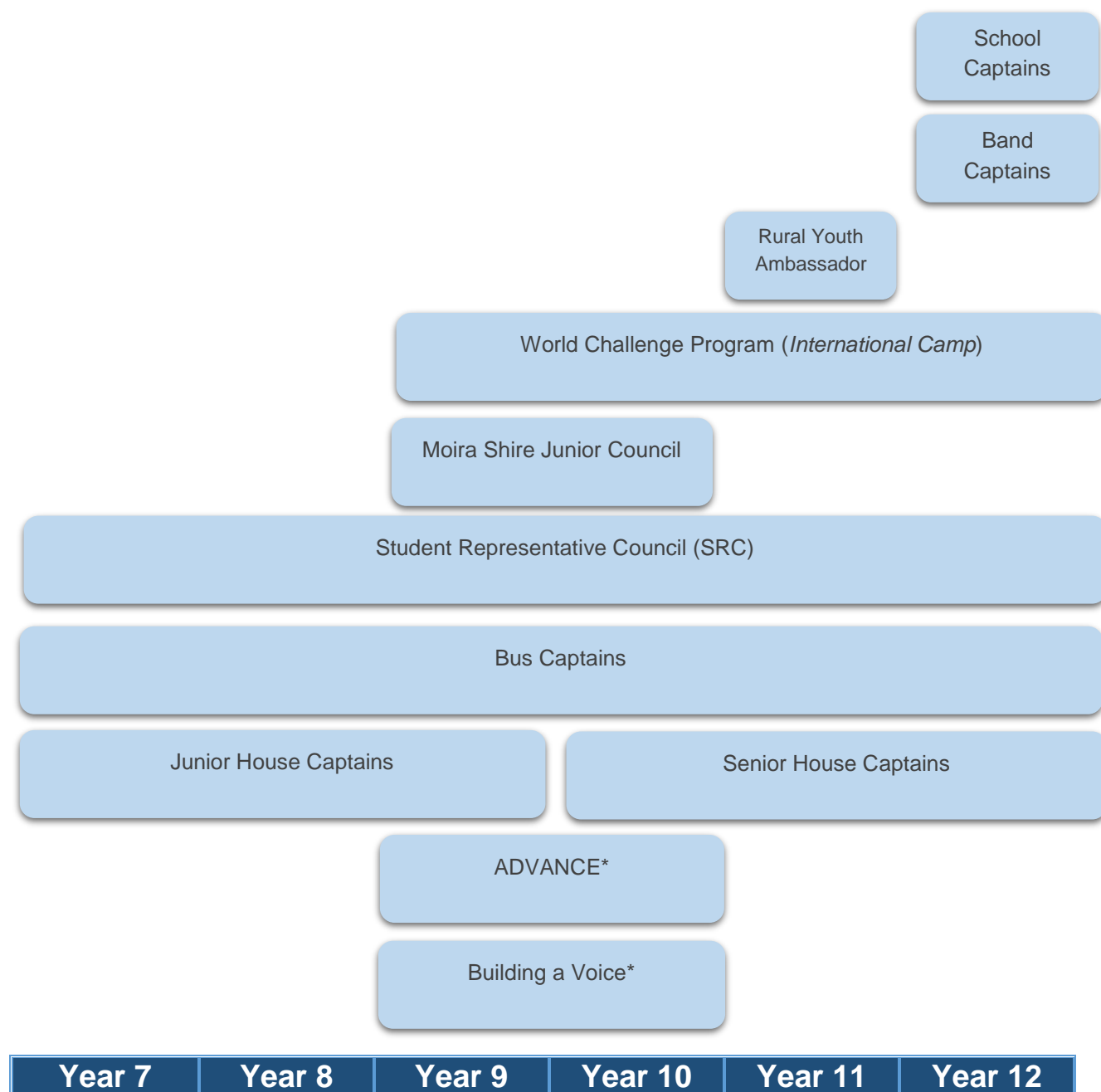
Teachers can help you identify these during your subject counselling sessions, though it is recommended that you start to familiarise yourself through looking at <http://www.vtac.edu.au/publications>.



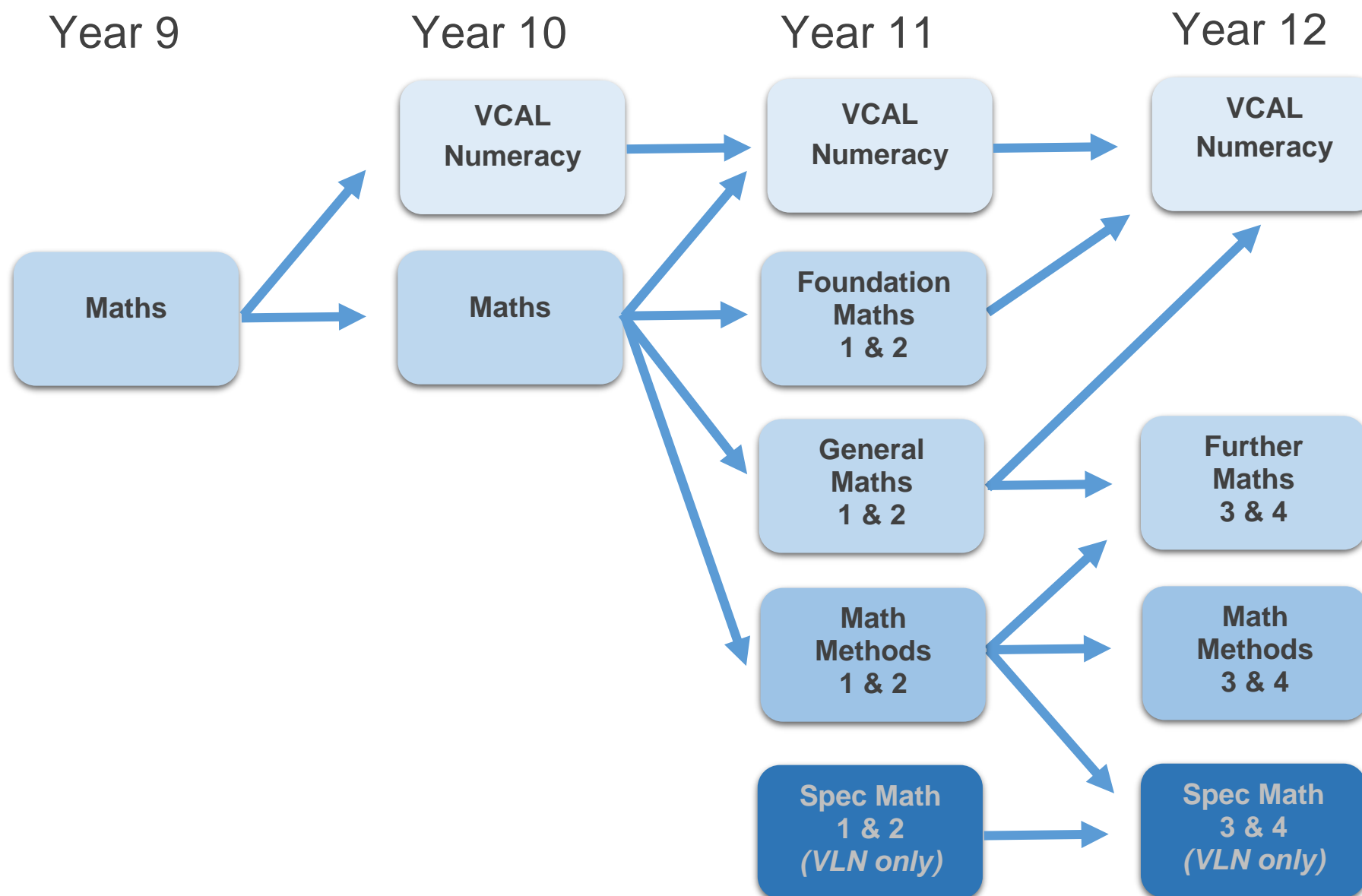
LEADERSHIP PATHWAYS

At Cobram Secondary College, we understand that essential 21st Century skills include the development of leadership capacity within our students. We know that leaders do not always lead from the front, but a range of leadership styles are essential within a range of organisations and communities.

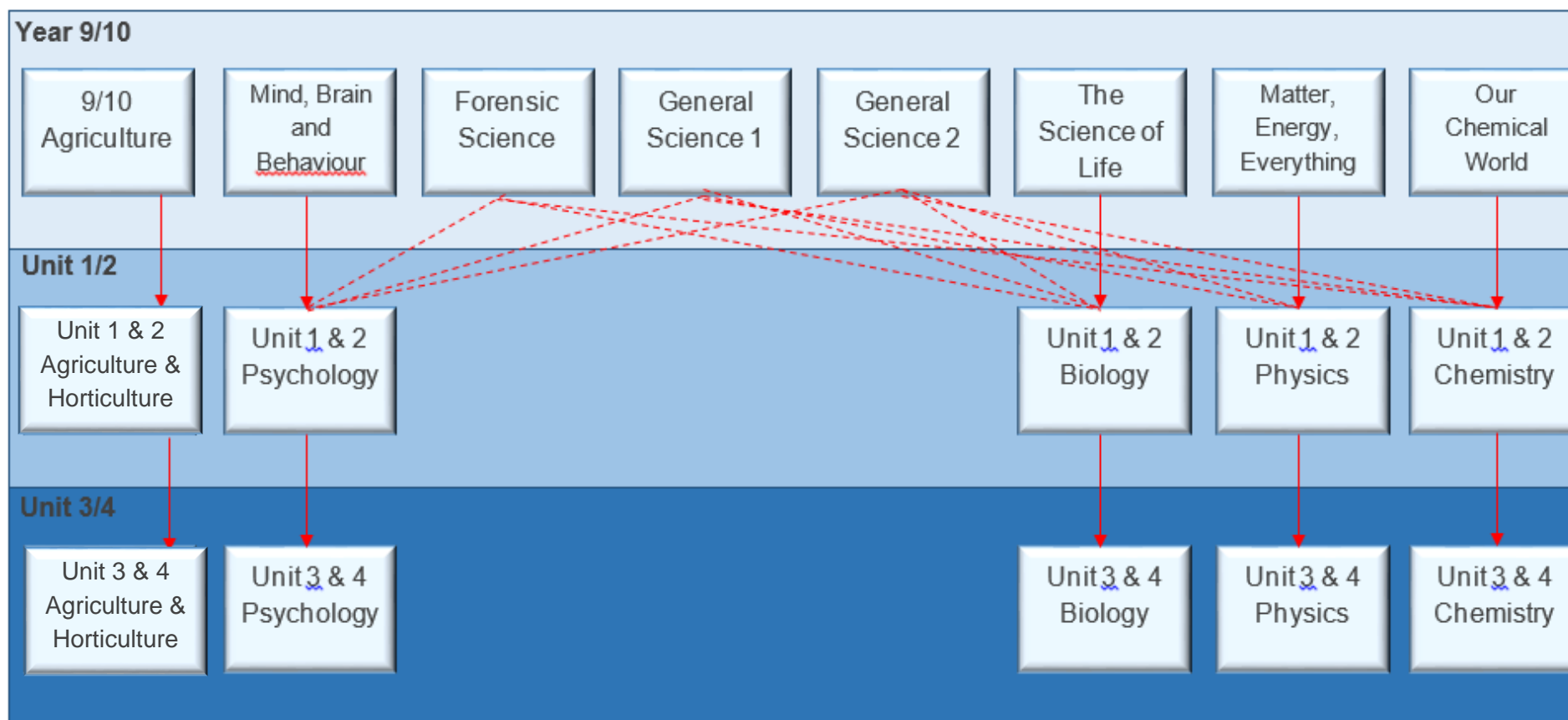
Integral to our education program is the teaching of leadership through explicit programs* and the provision of a range of opportunities to practice and develop these skills.



MATHEMATICS SUBJECT PATHWAYS

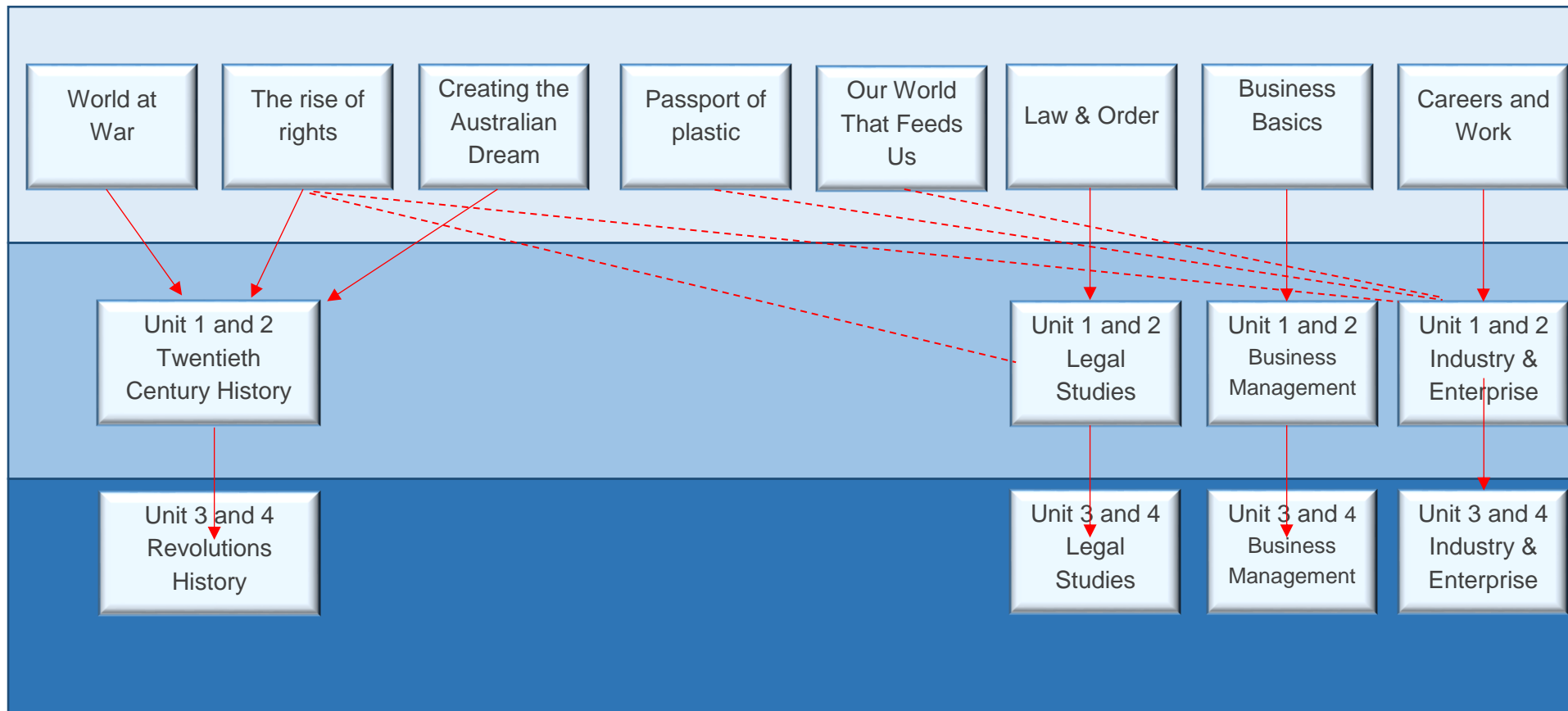


SCIENCE SUBJECT PATHWAYS

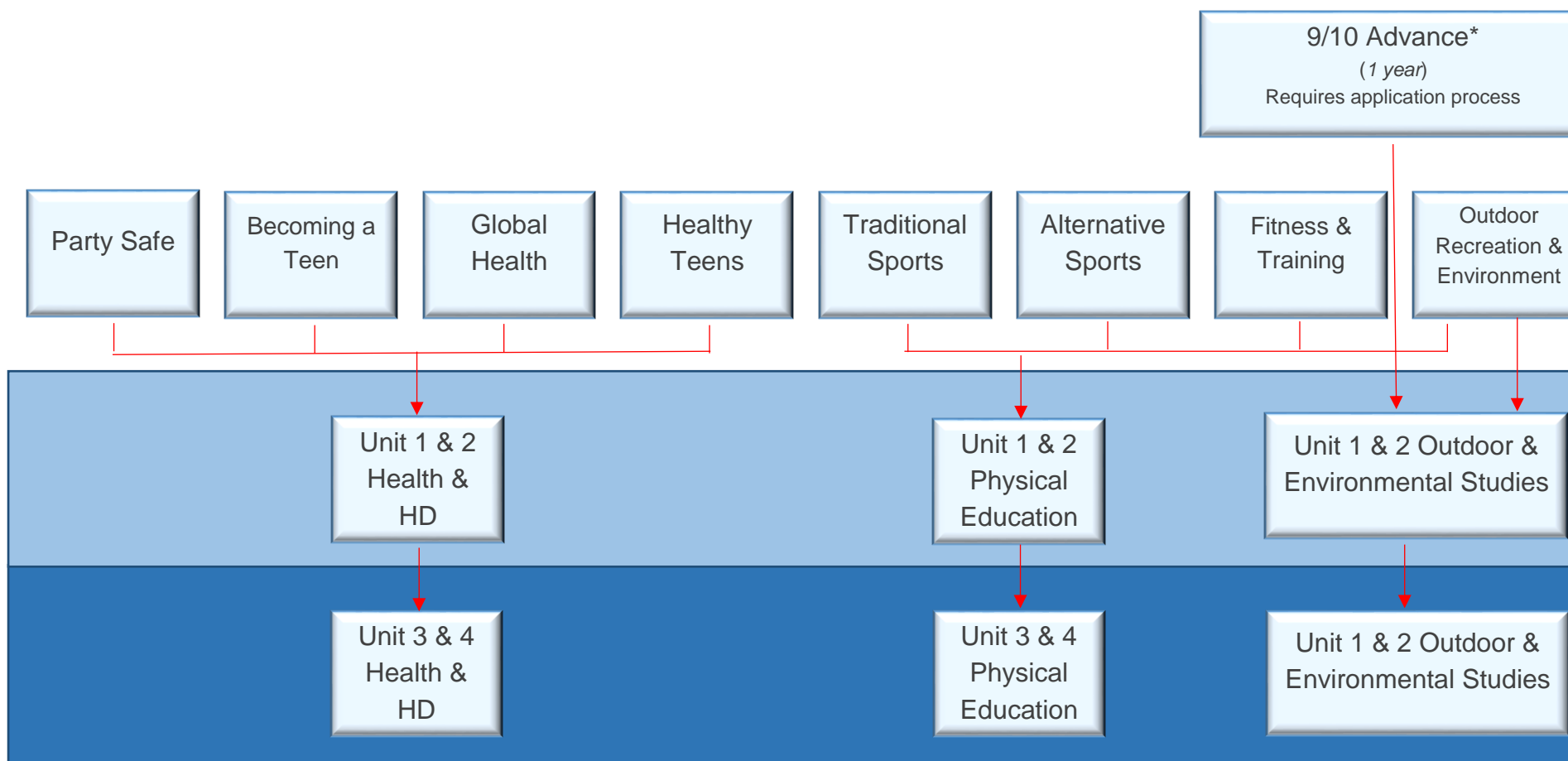


HUMANITIES SUBJECT PATHWAYS

9/10 Advance*
(1 year)
Requires application process

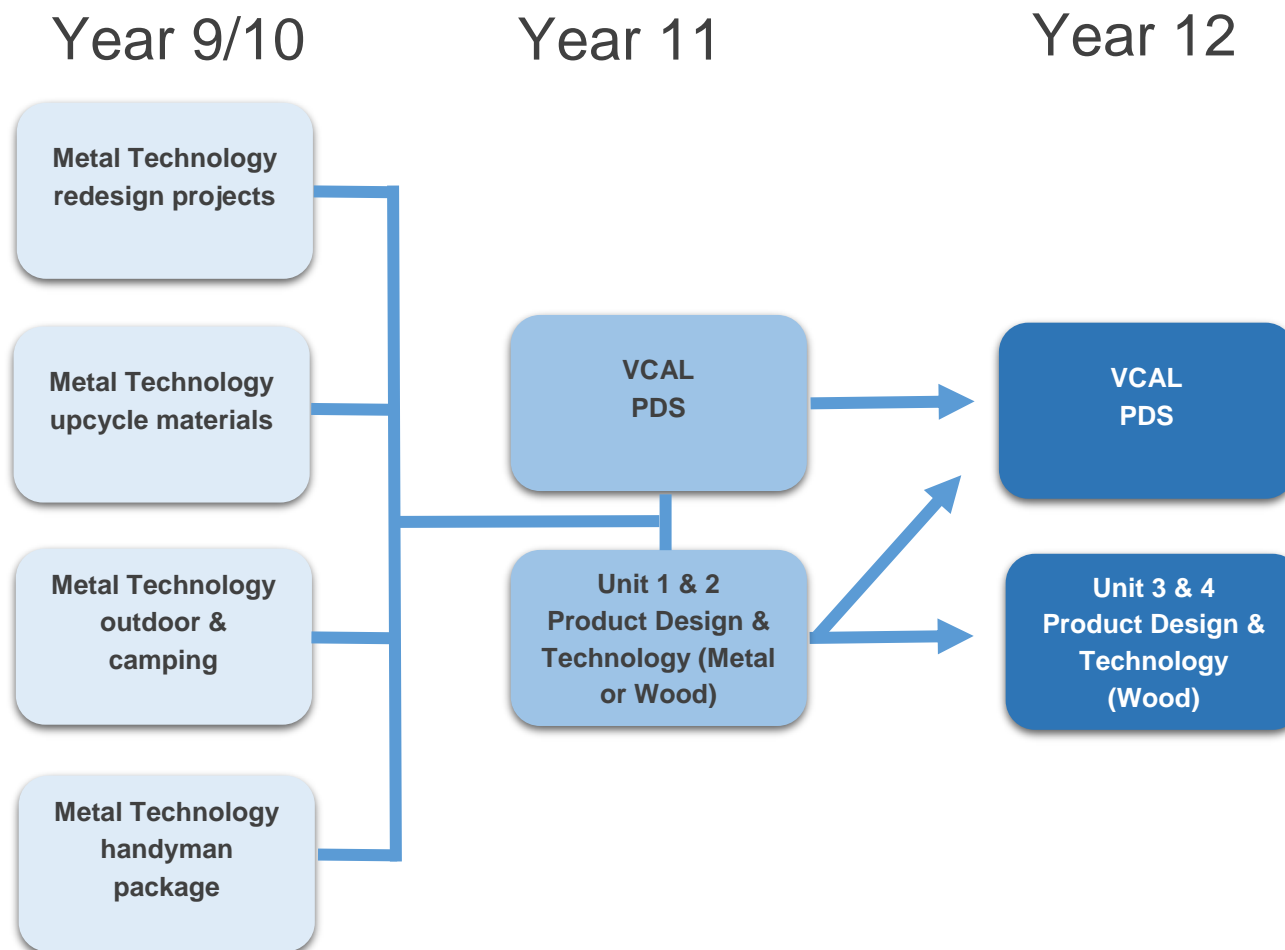


HEALTH & PHYSICAL EDUCATION SUBJECT PATHWAYS

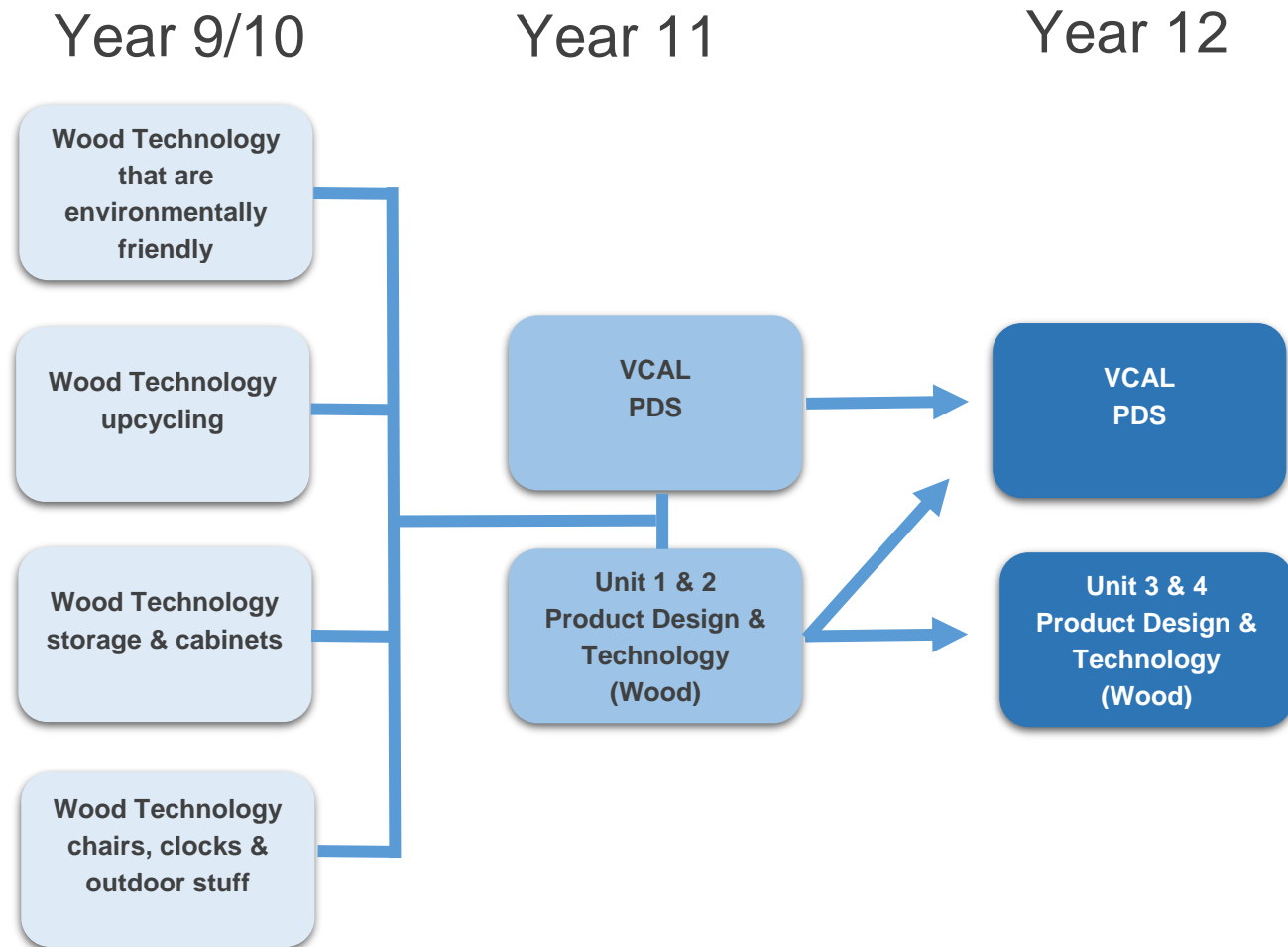


NOTE: Unit 1/2 Outdoor & Environmental Studies to be offered in 2023 – Unit 3/4 Outdoor and Environmental Studies to be offered in 2024. Physical Education and Outdoor and Environmental Studies will run on a rotational basis. 2022 Year 10 students wanting to complete VCE Physical Education will need to fast-track Unit 1/2 Physical Education in 2022 and/or fast-track Unit 3/4 Physical Education in 2023

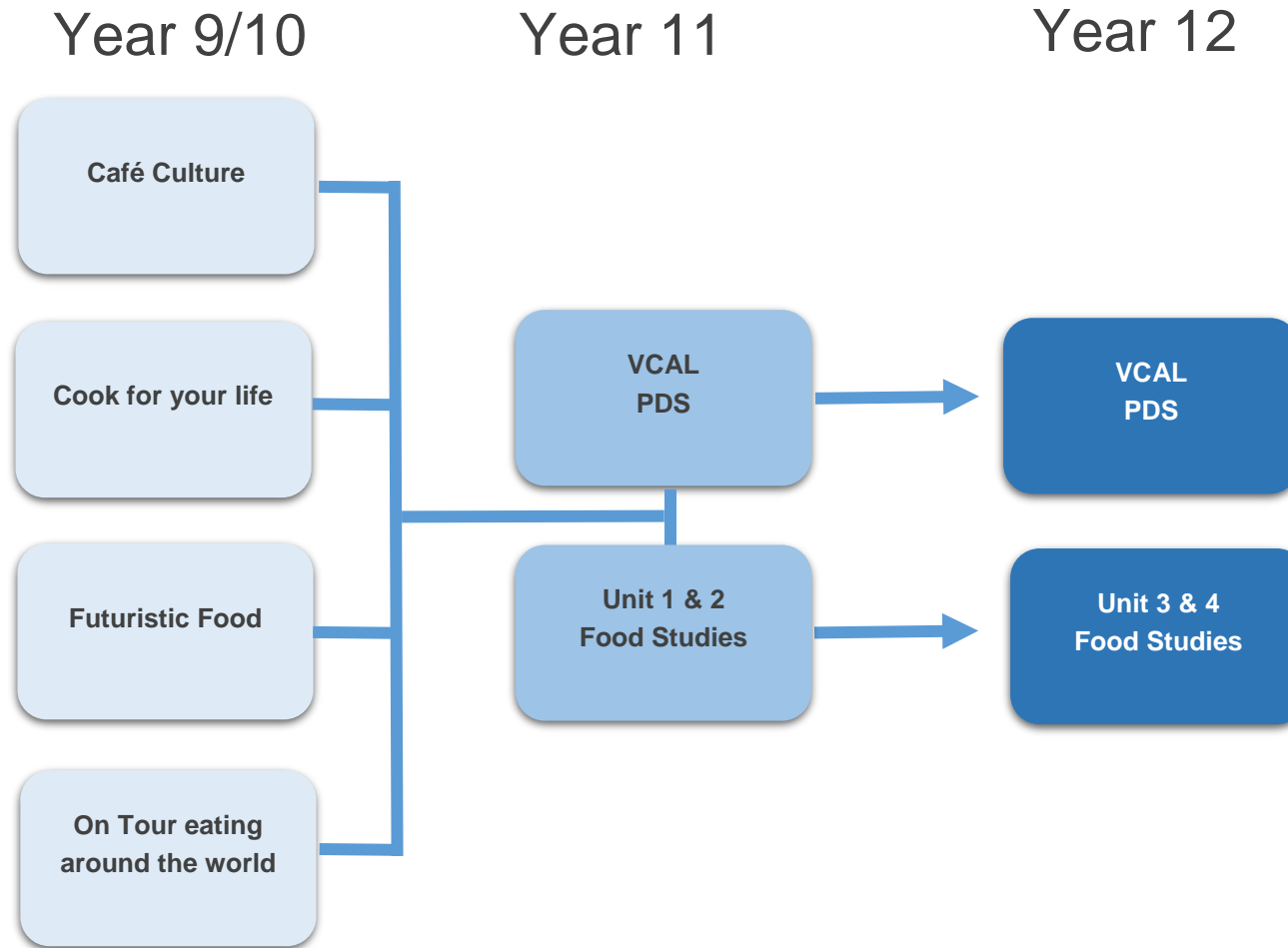
METAL TECHNOLOGY SUBJECT PATHWAYS



WOOD TECHNOLOGY SUBJECT PATHWAYS



FOOD TECHNOLOGY SUBJECT PATHWAYS

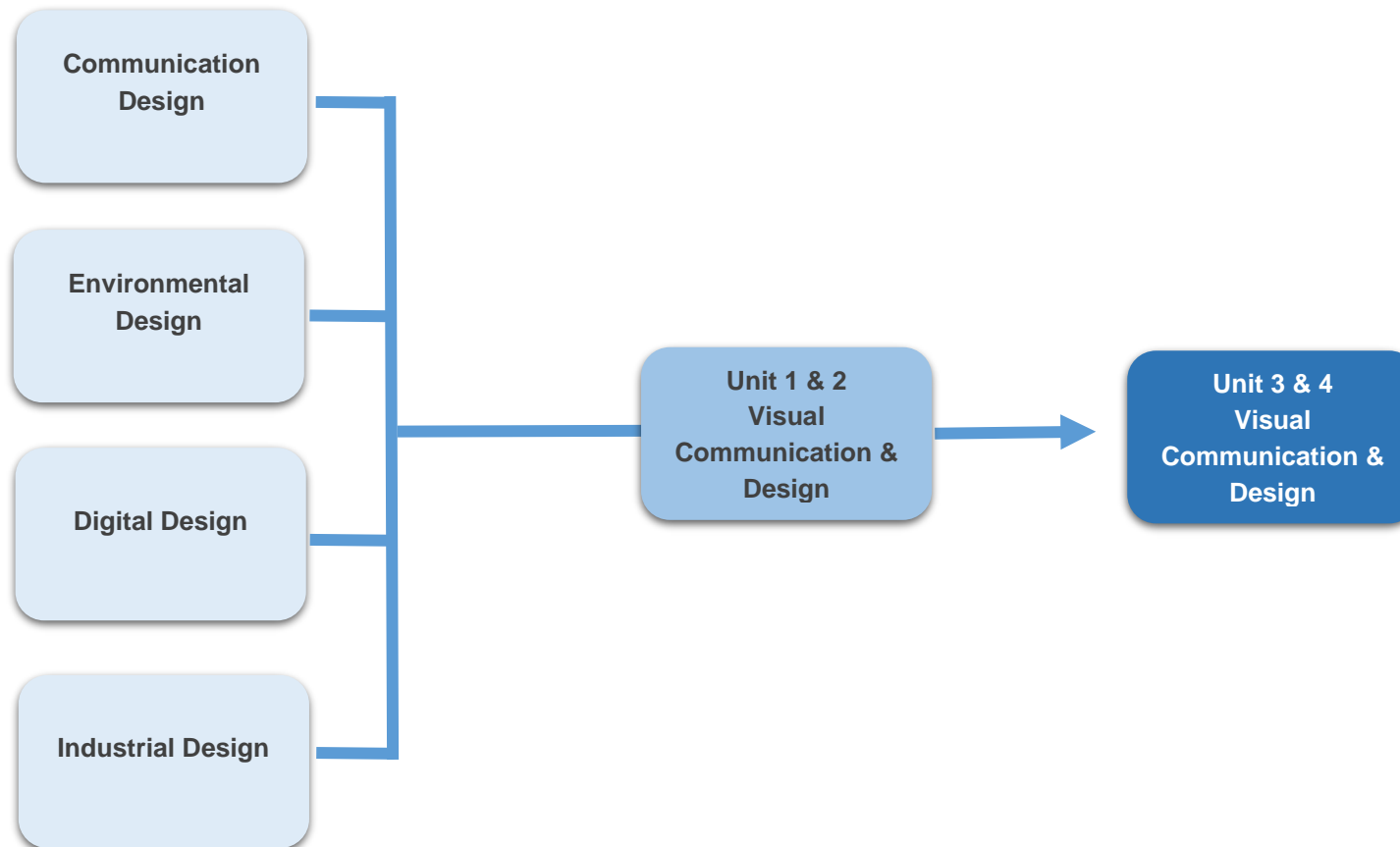


VISUAL COMMUNICATIONS PATHWAYS

Year 9/10

Year 11

Year 12

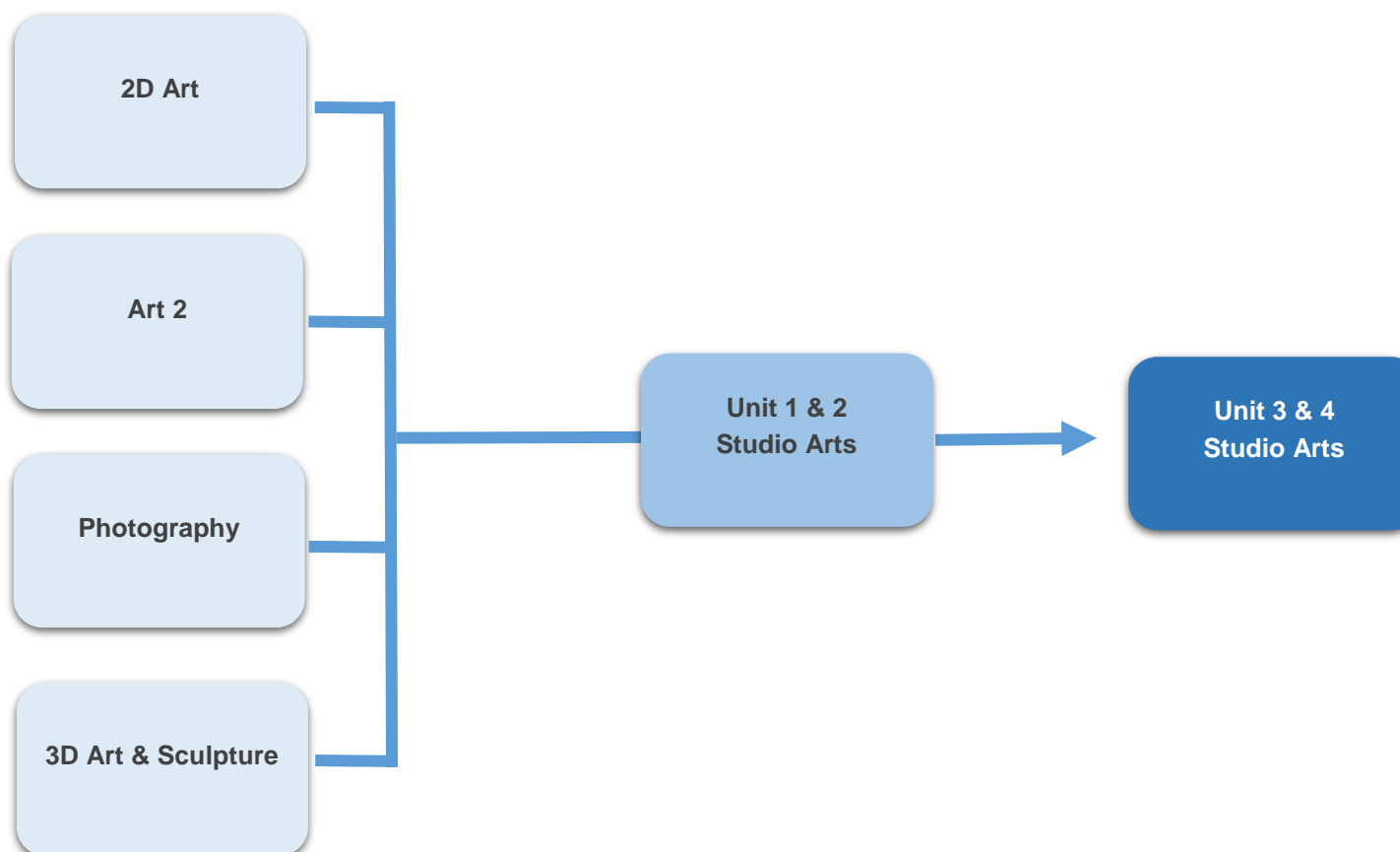


ART PATHWAYS

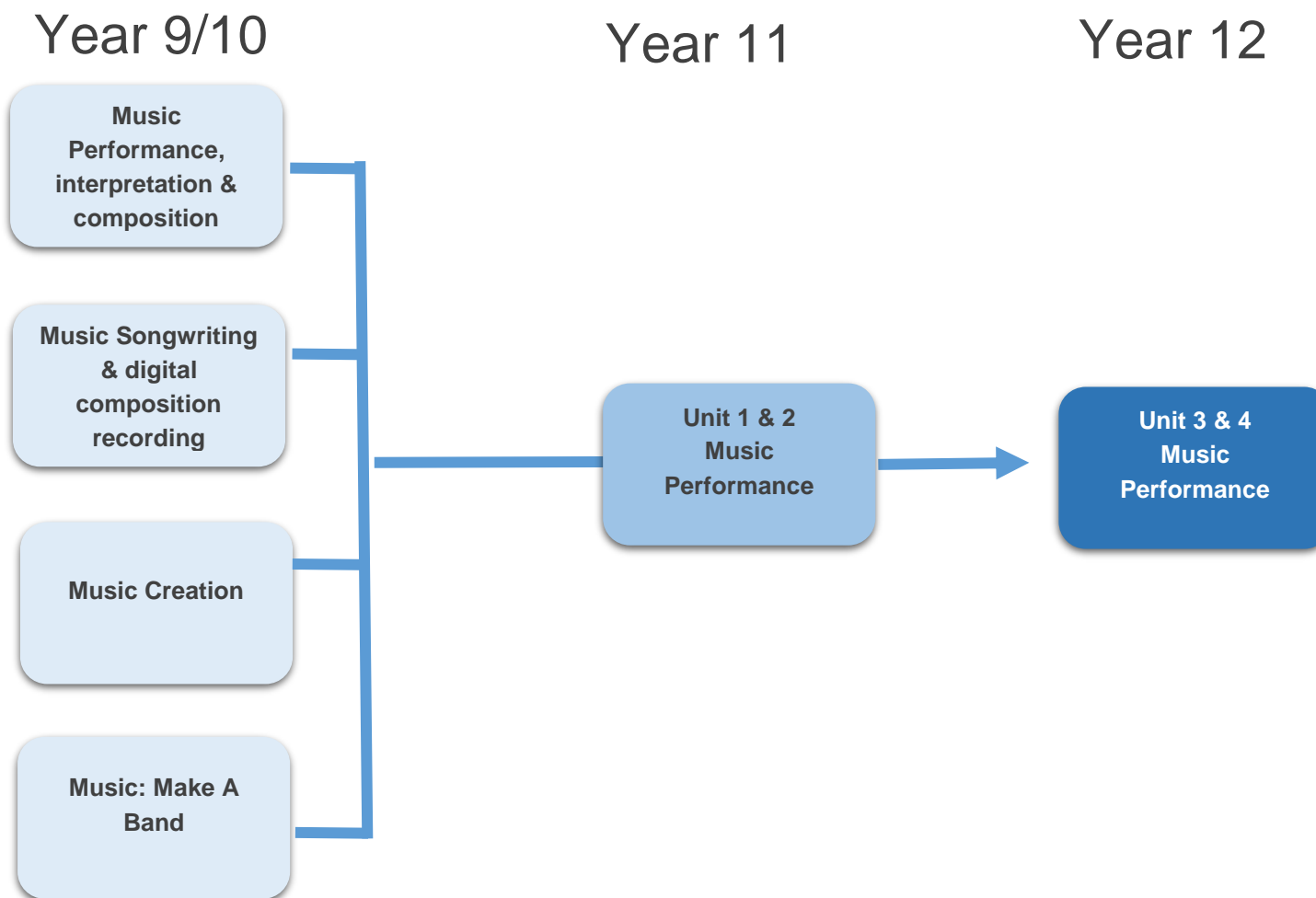
Year 9/10

Year 11

Year 12



MUSIC PATHWAYS



HUMANITIES

Subject Name:	INDUSTRY & ENTERPRISE for CAREERS <i>Compulsory for one semester over Year 9 OR 10</i>
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> ways to contribute to the workforce how to develop work related skills ways to be an effective part of the workforce
We grow by: (SKILLS)	<ul style="list-style-type: none"> developing work related skills including how people begin to define a career path communicating effectively with people in the work place completing a practical work placement
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> completing case studies and tools for the workplace including a resume and interview skills 35 hours of work placement & associated workplace report summative assessment through tests, structure questions and written assessments

Subject Name:	9/10 ADVANCE (Full Year Subject)
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> personal development and improvement collaboration and teamwork ways of thinking and decision making strategies project management skills how to engage in volunteerism in the local and wider community building and sustaining community partnerships (CFA)
We grow by: (SKILLS)	<ul style="list-style-type: none"> exploring and developing our personal character strengths developing effective communication and collaboration skills taking on a range of leadership roles through class activities and experiences learning how to give and receive effective feedback from others managing self-directed goals and timelines engaging with the local community in a range of volunteering activities setting and evaluating goals through completing the Duke of Edinburgh's Award learning new employability and life skills with the CFA learning through partnership opportunities with Rubicon Outdoor Centre
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> completion of Bronze Duke of Edinburgh's Award CFA Bushfire Firefighter practical and theory assessments self-reflections and journal entries research investigations & projects

Subject Name:	WORLD AT WAR
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • causes of World War One & World War Two • stories of men & women; away and at home • significant places of battles such as Gallipoli & Kokoda • nature of warfare such as trenches & jungles • changing international relationships and the making of the modern world
We grow by: (SKILLS)	<ul style="list-style-type: none"> • considering differing perspectives of events • completing Historical inquiries • analysing sources
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • historical Inquiry • analysis of sources & perspectives • structured questions

Subject Name:	THE RISE OF RIGHTS
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • causes that led to the Industrial Revolution • impact of the Industrial Revolution on workers and their conditions • rise of new political ideologies • development of Universal Declaration of Human Rights • impact of rights on Indigenous Australians • improved rights of Indigenous Australians
We grow by: (SKILLS)	<ul style="list-style-type: none"> • analysing the causes and effects of events and developments and explain their significance • explaining the context for people's actions in the past • evaluating the significance of events and analyse the developments from a range of perspectives
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • extended Response • analysis of sources & perspectives • structured questions • historical enquiry

Subject Name:	CREATING THE AUSTRALIAN DREAM
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the journey from war to Baby Boomers • the changing roles in Australia at home and the world • the impact of key events such as the Vietnam War • the rise of music, protest and the media
We grow by: (SKILLS)	<ul style="list-style-type: none"> • identifying continuity and change in society • explaining the context for people's actions in the past • evaluating the significance of events and analyse the developments from a range of perspectives
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • extended Response • analysis of sources & perspectives • historical Inquiry

Subject Name:	LAW AND ORDER
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> the Australian state, federal and local government and our political landscape in Australia the Court hierarchy and principles of the Australian legal system focusing on criminal law comparing and contrasting the features of democratic Australia and our closest neighbour, Indonesia
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> developing skills in independent research of different areas of our political system building skills in analysing different perspectives and views present in criminal law
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> formative assessment through research tasks and structured analysis of case studies summative assessment through written tests and an end of semester exam

Subject Name:	OUR WORLD THAT FEEDS US (FORMERLY 'WARRIORS FOR OUR WORLD')
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> the geographical regions of the world how the actions of man have impacted our regions and food security what it means for your jobs and dining room table? changing our future
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> collecting and recording relevant geographical data and information selecting, organising and representing data and information in different forms analysing and evaluating data, maps and other geographical information predicting changes in the characteristics of places over time and identify the possible implications of change for the future
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> case studies inquiries analysing sources & creating reports fieldwork

Subject Name:	PASSPORT OF PLASTIC
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • how people connect to different places • ways in which people are connected to places in the world • how people's travel and shopping impact the world
We grow by: (SKILLS)	<ul style="list-style-type: none"> • collecting and recording relevant geographical data and information • selecting, organising and representing data and information in different forms • analysing and evaluating data, maps and other geographical information • predicting changes in the characteristics of places over time and identify the possible implications of change for the future
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • case studies • inquiries • analysing sources & creating reports • virtual fieldwork

Subject Name:	BUSINESS BASICS
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • Australia as a trading nation and its place within Asia and the world • the indicators of economic performance and how Australia's economy is performing • the links between economic performance and living standards • how to manage financial risks and rewards • innovation and how businesses seek to maintain competitive advantage
We grow by: (SKILLS)	<ul style="list-style-type: none"> • planning and running a business • collecting and recording relevant economic data and information • selecting, organising and representing data and information in different forms • analysing and evaluating data, maps and other economic information • predicting changes in the characteristics of performance over time and identify the possible implications of change for the future
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • case studies • running and evaluating a business • analysing sources & creating reports

ENGLISH

Subject Name:	BUILDING A VOICE
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • how to be effective communicators in different environments • the ethics of public speaking and the techniques for managing communication anxiety • the structure and features of oral language
We grow by: (SKILLS)	<ul style="list-style-type: none"> • developing our interpersonal skills • developing the skills for critical listening of spoken information • developing oral presentation skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • journal of reflection • presenting orally to an audience • analysing an oral presentation

Subject Name:	CONTEMPORARY MEDIA
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • The wide world of texts that are provided through media platforms • The rise and impact of fake media on contemporary society • How advertising is created to make a positive impression in the mind of consumers
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Developing their ability to identify the difference between social media, film, print and new media texts • Using strategies to recognize and identify fake news, in the hope to be more well-rounded members of society • Learning techniques of film making, journalism and advertisement design.
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Media Text identification Task • Fake News Research Activity • Media exploration portfolio

Subject Name:	ENGLISH THROUGH FILM
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • The history of films • The impact of camera angles and sound effects • A variety of narratives, genres and characters
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Developing our ability to identify cinematic techniques and their impact on the film • Developing analysis skills as an audience and critic • Understanding the impact of films on target audiences
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Journal of reflection • Quiz on film knowledge and skills • Film investigation

HEALTH AND PHYSICAL EDUCATION

Subject Name: 9/10 TRADITIONAL SPORTS	
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> Skills, tactics and rules for a variety of popular sports and games including; AFL, cricket, netball, basketball and soccer The role the musculoskeletal, cardiorespiratory and energy systems play in movement and physical activity
We grow by: (SKILLS)	<ul style="list-style-type: none"> Participation in practical PE lessons for sports listed above consisting of skill development, tactical development, game understanding and game play (approximately 60% of lessons will be practicals) Understand the role that the musculoskeletal, cardiorespiratory and energy systems play in movement and physical activity and apply knowledge to practical activities completed (approximately 40% of lessons will be classroom based theory)
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> Formative assessment through completion of structured questions Summative assessment through the completion of written tests Practical assessment through teacher and peer observations

Subject Name: 9/10 ALTERNATIVE SPORTS	
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> Skills, tactics and rules for a variety of sports and games including; minor games, badminton, baseball/softball, European handball and volleyball How skills are acquired, biomechanical principles of movement in sport and classifying and treating common sporting injuries
We grow by: (SKILLS)	<ul style="list-style-type: none"> Participation in practical PE lessons for sports listed above consisting of skill development, tactical development, game understanding and game play (approximately 60% of lessons will be practicals) Plan the appropriate type of practice for performers at various stages of learning, apply biomechanical principles of movement to sports and physical activity, classify and prescribe treatment plans for common sporting injuries (approximately 40% of lessons will be classroom based theory)
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> Formative assessment through completion of structured questions Summative assessment through the completion of written tests Practical assessment through teacher and peer observations

Subject Name: 9/10 FITNESS AND TRAINING	
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • How to develop and maintain personal fitness through planning and participating in sessions including fitness testing, resistance training, HIIT training and circuit training • The components of fitness, the different fitness training methods, fitness training principles, sports nutrition and recovery strategies
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Participation in practical PE lessons for fitness training methods listed above consisting of a combination of student led and teacher led activities (approximately 60% of lessons will be practicals) • Identify the key fitness components required for any given activity, plan training sessions with the appropriate training types for identified fitness components, apply and understand fitness training principles in order to maximise fitness gains, understand the role sports nutrition and the application of recovery techniques play in improving performance (approximately 40% of lessons will be classroom based theory)
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Formative assessment through completion of structured questions • Summative assessment through the completion of written tests • Practical assessment through teacher and peer observations

Subject Name: 9/10 OUTDOOR RECREATION & ENVIRONMENT	
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • The interplay between outdoor environments and humans • Environmental sustainability and the importance of environmental health • Ecological, historical, economic and social factors affecting outdoor environments
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments • plan for and reflect upon a range of practical sustainable outdoor experiences and analyse relevant information collected
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Formative assessment through completion of structured questions • Summative assessment through the completion of written tests • Practical assessment through teacher and peer observations

Subject Name: 9/10 PARTY SAFE	
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • Drugs and Alcohol in regards to the effects of various substances and the impacts that they can have on the individual and the community. This also includes tips for safe partying and identifying potential risks. • Basic first aid procedures and tips for responding to certain situations. • Various contraceptive methods and the how they go about preventing pregnancy. • STI's and the impacts that they can have in the individuals' health. • Pregnancy – stages of pregnancy and the development that occurs from conception to birth to both the mother and baby.

We grow by: (SKILLS)	<ul style="list-style-type: none"> • Identify key strategies to be safe at parties and develop an understanding of the impacts poor choices can have. • Develop an understanding of the recovery position as well as an understanding of how to react in various situations. • Identify different methods used for contraception and explain the impacts each can have on people and the effectiveness of each strategy. • Develop an understanding of the different STI's and the impacts that they can have on the individual. • Identify the different stages of pregnancy and the different developments that occur.
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Formative assessment through completion of structured questions • Summative assessment through the completion of written tests

Subject Name:	9/10 BECOMING A TEEN
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • The changes that occur during puberty. • The various types of bullying (including online safety), the impact this has on the individual and community and strategies for dealing with bullying. • Developing sexuality, identity and building healthy and respectful relationships. • Outdoor safety, including road safety and safety whilst camping in the outdoors.
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Explain the changes that will occur during puberty. • Researching the impacts of bullying on the victim, bystander and bully, as well as devising strategies for dealing with various forms of bullying. • Participate in a range of scenarios to demonstrate ability to form healthy and respectful relationships. • Evaluating case studies to identify safety risks in various outdoor situations and develop risk minimisation strategies for each situation.
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Formative assessment through completion of structured questions • Summative assessment through the completion of written tests

Subject Name:	9/10 GLOBAL HEALTH
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • The different tools to measure health, including the dimensions of health and wellbeing and various health indicators • The variations in health among population groups in Australia, including Indigenous Australia, males, those living in rural and remote areas and those of low socioeconomic status • Global health issues and the responses undertaken by various groups to improve health around the world

We grow by: (SKILLS)	<ul style="list-style-type: none"> • Explain how health can be measured for individuals and population groups and explain the interrelationships between the dimensions of health and wellbeing. • Explain reasons for the variations in health between population groups in Australia. • Explain reasons for the variations in health between countries around the world, analyse the effect of various groups in improving global health and devise strategies for social action in order to improve global health.
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Formative assessment through completion of structured questions • Summative assessment through the completion of written tests

Subject Name:	9/10 HEALTHY TEENS
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • How to plan meals and menus according to the Australian Dietary Guidelines • The consequences of nutritional imbalance in teenagers in the short and long term • How to access and evaluate health information and resources related to food and nutrition
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Developing meal and menu plans that adhere to the Australian Dietary Guidelines • Identify how and why nutritional imbalance occurs and evaluate the short and long term health risks • Access and evaluate reliable health information and resources related to food and nutrition
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • Formative assessment through completion of structured questions • Summative assessment through the completion of written tests

SCIENCE

Subject Name:	GENERAL SCIENCE 1
WE learn about: (KNOWLEDGE)	General Science 1 will focus on sustainability; <ul style="list-style-type: none"> • management of natural resources, such as mining, forestry and water • energy efficiency; house design, water and electricity consumption • climate change; human impacts on global systems, natural disasters

We grow by: (SKILLS)	<ul style="list-style-type: none"> analysing secondary sources of data undertaking practical investigations constructing models communicating scientific ideas for a target audience
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> practical reports and investigations test (short answer and multiple choice) research assignments design projects

Subject Name:	GENERAL SCIENCE 2
WE learn about: (KNOWLEDGE)	<p>General Science 2 will focus on the products we consume and the science involved;</p> <ul style="list-style-type: none"> food; food groups, food digestion, nutrition, function of microbes cleaning products; soaps, detergents, emulsifiers, acids and bases plastics and petrochemicals; fuels, biodegradability, renewable fuels and plastics
We grow by: (SKILLS)	<ul style="list-style-type: none"> analysing secondary sources of data undertaking practical investigations constructing models communicating scientific ideas for a target audience critical evaluation of data and media reports
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> practical reports and investigations test (short answer and multiple choice) research assignments

Subject Name:	FORENSIC SCIENCE
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> the underlying principles in physics, chemistry and biology in forensic science the principles of crime scene protocols, including the gathering and analysis of physical and trace evidence developing inferences based on observations
We grow by: (SKILLS)	<ul style="list-style-type: none"> completing laboratory techniques in evidence analysis analysing and processing primary and secondary data drawing conclusions based on evidence communicating ideas and information for a target audience
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> practical tasks test (multiple choice and short answer) forensic investigations – analysis of evidence case studies enquiry projects
Subject Name:	THE SCIENCE OF LIFE
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> cells as the unit of life and the processes that enable cells to live the principles of genetics and inheritance disease in humans, including the causes of disease and the immune response human evolution and the differences between <i>Homo sapiens</i> and their ancestors
We grow by: (SKILLS)	<ul style="list-style-type: none"> developing research skills with a focus on the reliability of information working together as a team

	<ul style="list-style-type: none"> • developing practical skills • developing the ability to apply knowledge to answer questions about real-world situations
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • formative assessment through the completion of structured questions and practical activities • summative assessment through the completion of written tests and multimedia presentations

Subject Name:	OUR CHEMICAL WORLD
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the structure of the atom and its relevance to trends in the periodic table • different types of chemical reactions and how we change the speed of chemical reactions • measuring the energy released in chemical reactions, particularly from foods and fuels • organic chemistry and its influence on the world around us
We grow by: (SKILLS)	<ul style="list-style-type: none"> • conducting investigations to collect and record data • communicating and explaining scientific ideas • developing aims and questions, formulating hypotheses and making predictions • reporting scientifically through lab reports and research presentations
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • practical investigations and reports • test (multiple choice and short answer) • research investigations

Subject Name:	AGRICULTURE
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • agriculture and its importance to the local and national economy • animal production, with a focus on the farming of beef cattle and meat quality • plant production, with a focus on the farming of market gardening and vegetable growing • innovation and technology in agriculture
We grow by: (SKILLS)	<ul style="list-style-type: none"> • developing research skills with a focus on the reliability of information • working together as a team • developing practical skills • developing the ability to apply knowledge to answer questions about real-world situations
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • formative assessment through the completion of structured questions and practical activities • summative assessment through the completion of written tests and multimedia presentations

Subject Name:	MATTER, ENERGY, EVERYTHING
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the construction, operation and used of electric circuits, including the use of magnets in motors and generators • energy transfer with a focus on heat and insulation mechanisms • the wave nature and behaviour of light • measuring the motion of objects and analysing forces that cause change in motion

We grow by: (SKILLS)	<ul style="list-style-type: none"> • conducting investigations to collect and record data • communicating and explaining scientific ideas • developing aims and questions, formulating hypotheses and making predictions • reporting scientifically through lab reports and research presentations
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • practical investigations and reports • test (multiple choice and short answer) • research investigations

Subject Name:	MIND, BRAIN AND BEHAVIOUR (FORMERLY 'INTRODUCTION TO PSYCHOLOGY')
WE learn about: (KNOWLEDGE)	<p>Psychology is the study of the brain and behaviour. In this elective, you will learn about the broad role Psychology plays in our Australian society. You will explore the following areas of Psychology:</p> <ul style="list-style-type: none"> • health and wellbeing (clinical and positive psychology) • law and order (forensic psychology) • learning and motivation (behavioural and sports psychology)
We grow by: (SKILLS)	<p>This subject will develop your Key Science Skills in preparation for VCE Science Subjects:</p> <ul style="list-style-type: none"> • the ability to effectively collect and analyse scientific data • the ability to critically evaluate research and how to interpret the results • the ability to actively reflect on our society in the ways psychological understanding is used as well as our role within that society
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • a report of a practical activity involving the collection of primary data • a research investigation involving the collection of secondary data • analysis of data/results including generalisations/conclusions • problem solving involving psychological concepts, skills and/or issues • a test comprising multiple choice and/or short answer and/or extended response

TECHNOLOGY

Subject Name:	CAFÉ CULTURE
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • occupational health and safety • use and function of equipment • ingredients role in food production • café trends • food styles, production, processes, costing, and marketing
We grow by: (SKILLS)	<ul style="list-style-type: none"> • applying knowledge through productions to create a range of products • identifying types of food served in cafes and how they are made • evaluating food products and recipes
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • occupational health and safety testing • demonstrating kitchen basics skills and knowledge (OH&S, following a recipe, techniques & food production) • design brief

Subject Name:	COOK FOR YOUR LIFE
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • occupational health and safety • food poisoning • Australian Guide to Healthy Eating • measuring and portion guides • nutrition • influences on food choices
We grow by: (SKILLS)	<ul style="list-style-type: none"> • applying knowledge through production to make healthy and nutritious food choices • creating a range of health food products • evaluating food products and recipes
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • occupational health and safety testing • demonstrating kitchen basics skills and knowledge (OH&S, following a recipe, techniques & food production) • design brief

Subject Name:	FUTURISTIC FOOD
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • occupational health and safety • kitchen equipment: past, present and future • influences on Australian foods • modifying a recipe • food technology and equipment changes • food groups • how to use, follow and create a design brief
We grow by: (SKILLS)	<ul style="list-style-type: none"> • applying knowledge through production to create a range of products • understanding technology in a kitchen, how it has changed and how it has impacted the way we cook and eat • evaluating food products and recipes
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • occupational health and safety testing • demonstrating kitchen basics skills and knowledge (OH&S, following a recipe, techniques & food production)

Subject Name:	ON TOUR – EATING AROUND THE WORLD
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • occupational health and safety • equipment and ingredients used in cooking • food through history – the Australian cuisine • food from different cultures • food miles
We grow by: (SKILLS)	<ul style="list-style-type: none"> • practically applying knowledge through production to create food from around the world • using a range of different equipment and techniques in cooking • evaluating food products and recipes
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • occupational health and safety testing • demonstrating kitchen basics skills and knowledge (OH&S, following a recipe& food presentation) • design brief

Subject Name:	WOOD TECHNOLOGY - UPCYCLING
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • redesigning of existing products • safety in the workshop • how to safely use hand tools, portable power tools and static equipment • construction methods • recycling, reuse and the environment • assessment methods
We grow by: (SKILLS)	<ul style="list-style-type: none"> • improving our designing and manufacturing skills • completing the OnGuard safe program • the safe use of hand tools, portable power tools and static equipment • manufacturing a quality product • learning how to improve our product and manufacturing skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • completing the OnGuard safety program • safely manufacturing a product • providing feedback on how we can improve • completion of a folio of work • assessment through the completion of written information

Subject Name:	WOOD TECHNOLOGY THAT'S ENVIRONMENTALLY FRIENDLY
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • environmentally sustainable products and processes • safety in the workshop • how to safely use hand tools, portable power tools and static equipment • construction methods
We grow by: (SKILLS)	<ul style="list-style-type: none"> • reusing and value adding to existing products • improving our designing and manufacturing skills • completing the OnGuard safe program • the safe use of hand tools, portable power tools and static equipment • manufacturing a quality product • learning how to improve our product and manufacturing skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • completing OnGuard safety program • safe manufacture of a product • providing feedback on how we can improve • completion of a folio of work

Subject Name:	WOOD TECHNOLOGY – STORAGE AND CABINETS
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • design and construction techniques of cabinetmakers • redesigning of existing products • safety in the workshop • how to safely use hand tools, portable power tools and static equipment • construction methods • assessment methods
We grow by: (SKILLS)	<ul style="list-style-type: none"> • working closely with a client and manufacturing a product that meets their needs • improving our designing and manufacturing skills • completing the OnGuard safe program • the safe use of hand tools, portable power tools and static equipment • manufacturing a quality product • learning how to improve our product and manufacturing skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • completing OnGuard safety program • safe manufacture of a product • providing feedback on how we can improve • completion of a folio of work

Subject Name:	WOOD TECHNOLOGY – CHAIRS, CLOCKS & OUTDOOR STUFF
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • design and construction techniques that are required to safely manufacture an item of outdoor furniture or a clock • redesigning of existing products • safety in the workshop • how to safely use hand tools, portable power tools and static equipment • construction methods • assessment methods
We grow by: (SKILLS)	<ul style="list-style-type: none"> • learning how to operate complex machinery in a safe manner as well as improving our construction techniques • improving our designing and manufacturing skills • completing the OnGuard safety program • the safe use of hand tools, portable power tools and static equipment • manufacturing a quality product • learning how to improve our product and manufacturing skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • completing OnGuard safety program • safe manufacture of a product • providing feedback on how we can improve • completion of a folio of work

Subject Name: METAL TECHNOLOGY – REDESIGN PROJECTS	
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • workshop OH&S • workshop basics • the design process
We grow by: (<i>SKILLS</i>)	the practical application of: <ul style="list-style-type: none"> • workshop health & safety knowledge • workshop basic knowledge (metal) • the design process knowledge • learning to redesign a product 3-8 weeks • complete a redesigned project. eg. foam box, redesigned into an esky etc, plough disc's into a fire pit • weld, rivet, & solder metal to required spec's for client's needs
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • OnGuard Safety Training & tracking of practical application • basic knowledge booklet & project application • the design application of projects

Subject Name: METAL TECHNOLOGY – UPCYCLE MATERIALS	
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • workshop OH&S • workshop basics • the design process
We grow by: (<i>SKILLS</i>)	The practical application of: <ul style="list-style-type: none"> • workshop health & safety knowledge • workshop basic knowledge (metal) • the design process knowledge • learning to up-cycle a product 3-8 weeks • complete a small do-it yourself project. eg. dog box, bike trailer, etc, • weld, rivet, & solder metal to required spec's for client's needs
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • OnGuard Safety Training & tracking of practical application • basic knowledge booklet & project application on redesigning existing products into new reusable projects • the design application

Subject Name: METAL TECHNOLOGY – OUTDOOR & CAMPING	
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • workshop OH&S • safe use of workshop basics tools & equipment • the design process – client requirements
We grow by: (<i>SKILLS</i>)	The practical application of: <ul style="list-style-type: none"> • workshop health & safety knowledge • workshop basic knowledge (metal) • mig welding, small fold out bbq plate, camp fire tripod, camp shovel, camp seat, motorbike stand, slot-it-in cooker, drinks stand • learning to shape, form, bend & weld metal to required spec's
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • OnGuard Safety Training & tracking of practical application • basic knowledge booklet & project application • the design application of projects

Subject Name:	METAL TECHNOLOGY – HANDYMAN PACKAGE
WE learn about: <i>(KNOWLEDGE)</i>	<ul style="list-style-type: none"> • workshop OH&S • workshop basics • the design process
We grow by: <i>(SKILLS)</i>	<p>The practical application of:</p> <ul style="list-style-type: none"> • workshop health & safety knowledge • workshop basic knowledge (metal) • toolbox (large & small), dustpan, carry-all toolbox, intro to mig welding, mower ramps, intro to lathes, golf putter • learning to shape, form, bend & weld metal to required spec's •
We succeed by: <i>(ASSESSMENTS)</i>	<ul style="list-style-type: none"> • OnGuard Safety Training & tracking of practical application • basic knowledge booklet & project application • the design application of projects

VISUAL & PERFORMING ARTS

Subject Name:	COMMUNICATION DESIGN
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> engage in stages of the design process to create 2D and 3D visual communications appropriate to a given brief use manual and digital methods to visualise ideas and create final presentations create a presentation that fulfils the requirements of a brief
We grow by: (SKILLS)	<ul style="list-style-type: none"> learning how to research designers from the past and use the aesthetics you find to create a theme for your work generating, refining and presenting work from the field of communication design
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> poster and logo design packaging net folio of work end of semester exam

Subject Name:	ENVIRONMENTAL DESIGN
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> make an architectural model driven by a brief technical drawing through architecture presenting environmental designs in context
We grow by: (SKILLS)	<ul style="list-style-type: none"> demonstrate an understanding of the use of design elements and principles as they apply to form and environmental structures. demonstrating manual and digital technical drawings
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> model making technical drawing folio of work end of semester exam

Subject Name:	DIGITAL DESIGN
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> creating designs for a digital platform making designs from raster and vector Based programs using a range of design styles create a presentation that fulfils the requirements of a brief
We grow by: (SKILLS)	<ul style="list-style-type: none"> using a digital platform to design and create work for a given brief develop skills in Adobe Photoshop and Illustrator transforming manual works into digital designs developing photographic skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> digital journal digital illustrations folio research task end of semester exam

Subject Name:	INDUSTRIAL DESIGN
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • design products that solve problems and benefit society • interpreting 3D information and translate it to 2D information • use manual and digital methods to create 2D and 3D product designs • presenting product designs for a given brief
We grow by: (SKILLS)	<ul style="list-style-type: none"> • developing technical drawing system to visualise product design • generating, refining and presenting work from the field of industrial design • developing creative, critical and reflective thinking, using visual design thinking skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • developing a Brief • design illustrations • folio of work • end of semester exam

Subject Name:	MUSIC PERFORMANCE, INTERPRETATION & COMPOSITION
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • individual and ensemble practical music making skills on an instrument or instruments (eg. keyboard, guitar, ukulele, voice, own instrument, etc) – learning how to interpret and perform musical repertoire • composition and creative work by learning to create original musical works for various instruments • music theory and aural knowledge that is directly related to the development of performance skills
We grow by: (SKILLS)	<ul style="list-style-type: none"> • development of music performance and presentation skills (individual and ensemble) • development of creativity skills • development of productive collaborative practices • understanding of the mechanics of music – theoretical and aural
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • practical instrumental skills assessment • ensemble performance assessment • a major composition project • end of semester written and aural exam

Subject Name:	MUSIC: MAKE A BAND
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • how musicians play together in band/ensembles • how to learn music as part of a small band/ensemble • music theory and aural knowledge that is directly related to the development of performance skills
We grow by: (SKILLS)	<ul style="list-style-type: none"> • playing music as part of a band/ensemble within the class • development of teamwork and empathy skills • development of productive collaborative practices • understanding how music works
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • practical instrumental skills • ensemble performance assessment • end of semester written and aural exam

Subject Name:	MUSIC SONGWRITING & DIGITAL COMPOSITION RECORDING 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • songwriting and contemporary music styles, created and performed for an instrument or instruments (eg. keyboard, guitar, ukulele, voice, own instrument, etc.) • recording and MIDI technology to record and create music using digital means • music theory, aural skills and knowledge that is directly related to the development of music technology skills
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • development of music technology and recording skills (individual and/or group contexts) • development of creativity skills • development of teamwork and empathy skills • understanding how music works at a theoretical and aural level
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • songwriting • recording/MIDI skills assessments • a major recording/music technology project • end of semester exam

Subject Name:	MUSIC CREATION
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • How music is created, what makes it work, what makes some music sound better/more effective than others • How to create our own music using instruments and technology tools • music theory, skills and knowledge that is directly related to the development of original music
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • development of musical understanding and performance skills • development of instrumental skills • development of creativity skills • understanding how music works
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • understanding music created by others • creating our own music • presenting our music • end of semester written and aural exam

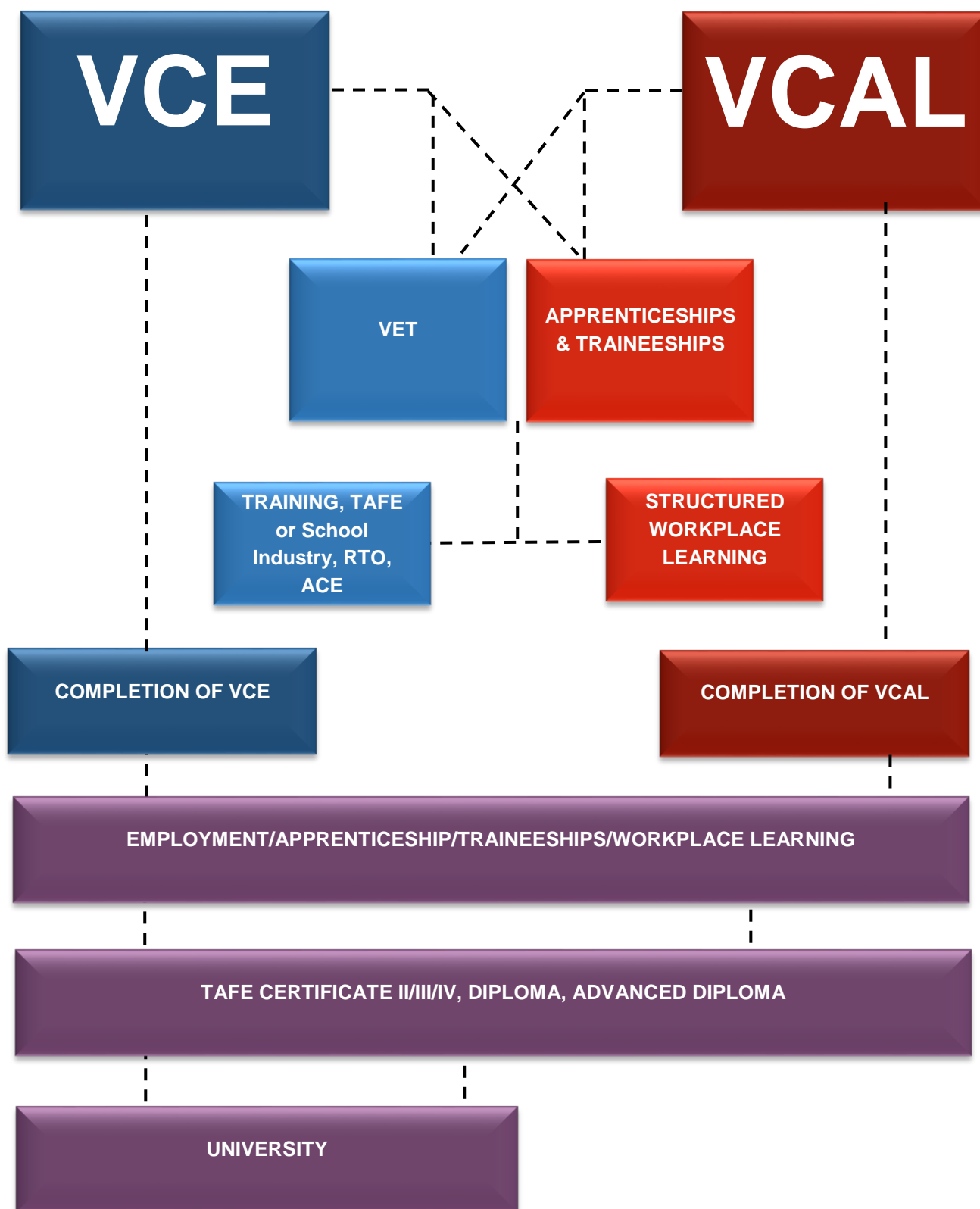
Subject Name:	3D ART & SCULPTURE
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • exploring and expressing ideas through sculpture • 3D art forms, materials, techniques and processes • sculpture artists and artworks from different cultures, times and places • presenting art to an audience
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • developing skills using a variety of materials, techniques and processes to create 3D art forms • developing skills to respond, interpret, analyse and evaluate 3D artworks and exhibitions
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • art journal • structured questions • a folio of completed artworks • end of semester exam

Subject Name:	2D ART
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • exploring and expressing ideas through painting, drawing and printmaking • materials, techniques and processes for working with paint, mixed media and printmaking • painting and printmaking artists, art movements and artworks • presenting art to an audience
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • developing skills using a variety of techniques and processes in painting, drawing, printmaking and mixed media • developing skills to respond, interpret, analyse and evaluate paintings, wood cut and screen prints
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • art journal • structured questions • a folio of completed artworks • end of semester exam

Subject Name:	ART 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • explore an assortment of traditional and contemporary artists, their practices and aesthetic style, to enhance artistic awareness and aid in the development of student's own personal style • painting, drawing and printing making techniques and processes • presenting art to an audience
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • working with preferred materials, to enhance individual skills whilst exploring original themes, issues and ideas • research artists and artworks related to personal interests • analyse composition and interpret a range of historical artistic movements and genres • develop skills in art-related conceptual development, aesthetic composition and technical studio practices
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • art journal • structured questions • a folio of completed artworks • end of semester exam

Subject Name:	PHOTOGRAPHY
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • digital photography techniques and application • composition in photography • history of photography • photographic styles
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • planning, staging and taking photographs • using photo editing programs like Adobe Photoshop • using digital SLR cameras
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • folio preparation and presentation • history of photography assignment • blog / journal

SENIOR SCHOOL LEARNING PATHWAYS



VICTORIAN CERTIFICATE OF EDUCATION

What is the VCE?

The VCE is the certificate that most students receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at University or TAFE, and to employment.

When can I start my VCE?

The VCE is usually done in Year 11 and Year 12 but some students start their VCE in Year 10 with teacher and Assistant Principal approval. This decision is informed by the use of data and previous student performance to determine their ability to succeed.

What studies can I choose?

There are over 90 VCE studies and over 30 VCE/VET programs to choose from. The VCE/VET programs can also provide a nationally recognised industry qualification.

What can I choose from at my school?

Each school decides which VCE studies it will offer. You can read about the possible selection at Cobram Secondary College in this handbook.

If a VCE study that interests you is not available, it may be possible to do it outside of school at Distance Education of Victoria, Virtual Learning Network or the Victorian School of Languages.

What should I consider when choosing my studies?

When making your choice, you should consider studies that:

- Interest you
- You are good at
- Lead to a job that interests you
- Prepare you for further training or tertiary courses

How is the VCE organised?

A VCE study is made up of units. A unit is one semester in length. Units 1 & 2 can be taken as single units, that is, just the Unit 1 or the Unit 2. However, Units 3 and 4 must be taken as a sequence in one academic year. A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE. Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 & 4 in Year 11, remember that these are more difficult than Units 1 & 2.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

What is VCAL?

VCAL is an alternative to the VCE, and an applied learning option for Years 10, 11 and 12 students. The VCAL gives you:

- Practical work-related experience
- Employability skills
- Literacy and numeracy skills
- Personal skills important for life and work

Students who complete VCAL intend in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school.

Once you have completed your VCAL, you will have the knowledge and skills that are useful preparation for a trade or industry certificate.

The VCAL flexibility offers you a study program that suits your interests and learning needs. You choose accredited modules and units for each of the following compulsory strands:

- Literacy and Numeracy skills
- Industry specific skills
- Work related skills
- Personal Development skills

Are there any entry requirements?

All VCAL students will undertake a compulsory meeting with their parent/care giver with members of the VCAL team before enrolling in the course

What do I get after successfully completing the VCAL?

You will receive a VCAL certificate for your level attempted. The levels differ on the degree of independent management of the learning by the student. You will also get a Statement of Results from the VCAA, listing all completed VCAL, VCE and VCE/VET units that you were enrolled in. You will also receive a Statement of Attainment from the RTO for VET or Further Education training that you have completed.

UNIT 1 & 2 SUBJECTS 2022

At Year 11 students will select their chosen subjects based on the three year plan developed at the beginning of Year 10. The majority of students will complete 6 units of study. Students are encouraged to work with the Careers Coordinator and their course counsellor to plan their pathway making informed decisions regarding required subjects for future studies or career.

To complete your VCE you must:

- Over the two years achieve a satisfactory in a minimum of 16 units
- Achieve a satisfactory in three units of English, two of these must be units 3 and 4 English
- Achieve a satisfactory in a minimum of three unit 3/4 sequences other than English

When selecting Unit 1 and 2 subjects:

- You must ensure that you have selected Unit 1 and 2 English
- You must select six units (including English) each semester
- You must check that you have investigated pre requisite subjects for your chosen pathway
- For students who have fast tracked a unit 1 and 2 subject you will be required to complete a fast track recommendation form if wishing to complete unit 3 and 4
- For students wishing to undertake a VET subject you will be required to apply
- For students wishing to undertake VCAL you will be required to complete specified subjects as outlined on the VCAL information page

Please note:

- Subject descriptors in the handbook are designed to provide a general overview of knowledge, skills and assessments. Detailed descriptions can be found in the VCAA Study Design for each subject. These can be found at: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>
- Subject selections cannot be guaranteed and there is potential for subjects to be offered but not run if inadequate numbers of students select the subject
- We aim to provide a breadth of subjects and to allow students to choose clear pathways but the number and type of subjects that run are dictated by student numbers, staffing profile and timetabling

ENGLISH

Subject Name:	ENGLISH UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none">• how meaning is created in texts• how texts that attempt to influence an audience are constructed• comparing texts to provide a deeper understanding of ideas, issues and themes• how argument and persuasive language can be used to influence an audience
We grow by: (SKILLS)	<ul style="list-style-type: none">• developing both analytical and creative responses to texts• analysing the presentation of argument and the use of language to position the intended audience• comparing texts through discussing important similarities and differences• developing critical analysis skills of the use of language and presentation of argument in texts
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none">• a written analytical text response• a creative response with an explanation• an analysis of argument and persuasive language in a text and a persuasive oral presentation• a written comparative essay• a written analysis of texts presenting a point of view• an oral persuasive point of view

HUMANITIES

Subject Name:	BUSINESS MANAGEMENT UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • how businesses plan and set goals • the external business environment, macro and operating influences of businesses • the internal business environment, what businesses have control over and support services • the legal and financial considerations of establishing businesses • how business use marketing • human resources and staffing businesses
We grow by: (SKILLS)	<ul style="list-style-type: none"> • developing skills in analysing business practises from examples and case studies • applying business knowledge to develop simulated businesses
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • completing case studies analysing the external business environment, identifying macro and operating influences • summative assessment through the completion of set questions and written tasks

Subject Name:	HISTORY UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the impact of the treaties of World War One and how they resulted in the development of different ideologies • the development of Nazism in post war Germany and its impact on daily lives • the causes, ideologies and consequences of the Cold War • the rise of popular movements, particularly the US Civil Rights
We grow by: (SKILLS)	<ul style="list-style-type: none"> • creating and using questions to complete historical inquiries • analysing causes and consequences and how they represent continuity and change • comparing perspectives of the time periods and historians' perspectives • constructing arguments using primary and secondary sources
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • formative assessment through the completion of extended responses, analysis of primary and secondary sources and historians' interpretations • summative assessment through the completion of an historical inquiry, an analysis of primary resources, an analysis of historical interpretations and an essay

Subject Name:	INDUSTRY & ENTERPRISE UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • ways to contribute to the workforce • how to develop work related skills • ways to be an effective part of the workforce • characteristics of being an enterprising individual • how industry works towards being innovative • issues present in Australian industries
We grow by: (SKILLS)	<ul style="list-style-type: none"> • developing work related skills including how people begin to define a career path • communicating effectively with people in the work place • completing a practical work placement
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • completing case studies and tools for the workplace including a resume and interview skills • summative analysis of issues in industries and a research project on globalisation • completion of 35 hours work placement per unit

Subject Name:	LEGAL STUDIES UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the main sources and types of law, and the effectiveness of laws • the purposes and key concepts of criminal law, and legal reasoning for criminal culpability of an accused • the purposes and key concepts of civil law, and legal reasoning for liability of a party in civil law • key concepts in the determination of a criminal case, and the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches • key concepts in the resolution of a civil dispute, and the principles of justice in relation to the resolution of civil disputes and remedies • the ways in which rights are protected in Australia, the approach of another country and the impact of an Australian case on the rights of individuals and the legal system
We grow by: (SKILLS)	<ul style="list-style-type: none"> • researching and analysing relevant information in relation to laws and the legal system • synthesising and applying legal information to actual and/or hypothetical scenarios • applying legal reasoning and principles • analysing the extent to which the principles of justice could be or were achieved • describing and analysing the protection of rights
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • structured questions • classroom presentation • folio of exercises • report

HEALTH AND PHYSICAL EDUCATION

Subject Name:	HEALTH & HUMAN DEVELOPMENT UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> the health status of Australia's youth and the sociocultural factors that influence youth behaviours and perspectives the major nutrients, the food selection models and marketing strategies and tactics that influence healthy eating among youth aspects of youth health and wellbeing that require focus and the government and community programs that promote health and wellbeing the various stages of the human lifespan and the developmental transitions from youth to adulthood, including the considerations in becoming a parent and the role of parents in determining optimal health among children key aspects of Australia's health system, the range of services available in the community and the rights and responsibilities when accessing these services
We grow by: (SKILLS)	<ul style="list-style-type: none"> developing independent research skills with particular focus on the reliability of information analysing and evaluating information to draw informed conclusions developing our written responses
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> formative assessment through completion of structured questions and case studies summative assessment through the completion of written tests, research tasks and written exams

Subject Name:	PHYSICAL EDUCATION UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> the musculoskeletal system of the human body and how the muscles and bones work together to produce movement the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity
We grow by: (SKILLS)	<ul style="list-style-type: none"> building our understanding of content taught by participating in and reflecting on a series of structured physical activity sessions applying content learnt to a variety of sports and physical activities
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> formative assessment through completion of structured questions summative assessment through the completion of written tests practical assessment where appropriate

MATHEMATICS

Subject Name:	GENERAL MATHEMATICS UNIT 1 & 2
WE learn about: <i>(KNOWLEDGE)</i>	<ul style="list-style-type: none"> • matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems • mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy • representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation • the representation and manipulation of linear relations and equations, and their applications in a range of contexts
We grow by: <i>(SKILLS)</i>	<ul style="list-style-type: none"> • applying techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology • demonstrating relevant mental and by-hand approaches to estimation and computation • demonstrating the use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology (CAS calculator) for learning mathematics and for working mathematically
We succeed by: <i>(ASSESSMENTS)</i>	<ul style="list-style-type: none"> • structured questions • tests and application tasks related to the areas of study • extended investigations using mathematical skills and reasoning • two semester exams (one multiple choice, one short answer)

Subject Name:	MATH METHODS UNIT 1 & 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> defining and recognising the features and properties of linear, quadratic, power and polynomial functions, transformations that have occurred to certain graphs, factorise quadratics, interpret average and instantaneous rates of change and circular functions the key features and properties of circular functions, exponential and logarithmic functions key mathematical content and formulas used to solve a range of mathematical problems exact and approximate solutions for a range of mathematical problems, the selection of an function of technology in a variety of mathematical contexts
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> applying techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology demonstrating relevant mental and by-hand approaches to estimation and computation demonstrating the use of numerical, graphical, geometric, symbolic and statistical functionality of technology as applicable distinguishing between exact and approximate presentations of mathematical results produced by technology, and interpreting these results to a specified degree of accuracy, using technology to carry out numerical, graphical and symbolic computation as applicable, produce results, using technology, which identify examples or counter-examples for propositions
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> assignments which could include Modelling Tasks, Problem Solving Tasks, Mathematical Investigations tests summary or review notes

SCIENCE

Subject Name:	BIOLOGY UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> investigating and explaining how cellular structures and systems function to sustain life how various adaptations enhance survival of an individual organism, investigating the relationships between organisms that form a living community and their habitat designing and undertaking an investigation related to the survival of an organism or species comparing the advantages and disadvantages of sexual reproduction applying an understanding of genetics and identifying the implications of genetic screening investigating and communicating a response related to an issue in genetics
We grow by: (SKILLS)	<ul style="list-style-type: none"> analysing and evaluating data, methods and scientific models. communicating and explaining scientific ideas planning and undertaking investigations drawing evidence-based conclusions
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> annotations of a practical work folio of activities formative tests comprising multiple choice and short answer a report of a student designed investigation

Subject Name:	CHEMISTRY UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> investigating the chemical properties of a range of materials and using knowledge of elements and atomic structure exploring and explaining the relationships between properties, structure and bonding forces within and between particles the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis
We grow by: (SKILLS)	<ul style="list-style-type: none"> conducting investigations to collect and record data communicating and explaining scientific ideas developing aims and questions, formulating hypotheses and making predictions
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> summative assessment through the completion of written tests practical reports and written research reports formative assessment through practical activities, modelling activities and structured questions

Subject Name:	PHYSICS UNIT 1 & 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • applying thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describing the environmental impact of human activities with reference to thermal effects and climate science concepts • investigating and applying a basic DC circuit model to simple battery-operated devices and household electrical systems, applying mathematical models to analysing circuits, and describing the safe and effective use of electricity by individuals and the community • explaining the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms • investigating, analysing and mathematically modelling the motion of particles and bodies • designing and undertaking an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and drawing conclusions based on evidence from collected data
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • planning and undertaking investigations that develop aims and questions, comply with safety guidelines, formulate hypotheses, make predictions and draw evidence-based conclusions • analysing and evaluating data, methods and scientific models • communicating and explaining scientific ideas
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • tests and data analyses • summary reports of practical activities • extended practical investigations • reports of selected physical phenomena

Subject Name:	PSYCHOLOGY UNIT 1 & 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> the function and structures of the human brain changing over the lifespan to allow us to function as we mature the influences on a person's psychological development that may lead to typical or atypical development investigating a question related to brain function and/or psychological development comparing the sensations and perceptions of vision and taste, and analysing factors that lead to illusions identifying factors that influence individuals to behave in specific ways including prejudice, discrimination, helping behaviours and the effects of media designing and undertaking a practical investigations
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> developing aims, questions and making predictions planning and undertaking investigations that comply with safety and ethical guidelines to draw evidence-based conclusions that communicate and explain scientific ideas
We succeed by: (<i>ASSESSMENTS</i>)	<p>To be selected from:</p> <ul style="list-style-type: none"> a report of an investigation and media analysis a report of a practical activity involving the collection of primary data a research investigation involving the collection of secondary data brain structure modelling activity a logbook of practical activities analysis of data/results including generalisations/conclusions media analysis/response problem solving involving psychological concepts, skills and/or issues tests comprising multiple choice and/or short answer and/or extended response

Subject Name:	Unit 1 & 2 Agricultural and Horticultural Studies
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • Australia's agricultural and horticultural industries, and the opportunities and practicalities of working in the sector • Socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture • Food and fibre production systems and cycles, with a focus on soil management and selection of suitable plant and animal varieties • Tools for and methods of testing and measuring quality and improvement in agricultural and horticultural practices
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Identification of key agricultural and horticultural industries in Australia and developing an understanding of the relationships of these industries with a range of environmental and socio-cultural factors • Describing and applying best-practice principles in agricultural and horticultural production
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • practical task/s relating to factors influencing the location and establishment of food and fibre industries, and the collection and application of data in an agricultural or horticultural setting. <p>Additionally, suitable tasks for assessment may be selected from the following:</p> <ul style="list-style-type: none"> • a short written report: media analysis, research inquiry, annotated infographic/concept map or feasibility study of agricultural or horticultural practice/s • an oral presentation • a case study analysis • a video or podcast.

TECHNOLOGY

Subject Name:	FOOD STUDIES UNIT 1 & 2
WE learn about: <i>(KNOWLEDGE)</i>	<ul style="list-style-type: none"> identifying and explaining major factors in the development of a globalised food supply describing patterns of change in Australia's food industries and cultures and Australia's major food industries analysing relationships between food suppliers and consumers, discussing measures in place to ensure a safe food supply comparing and evaluating similar foods prepared in different settings, explaining the influences on effective food provision and preparation in the home
We grow by: <i>(SKILLS)</i>	<ul style="list-style-type: none"> demonstrating adaptations of selected food from earlier cuisines through practical activities using foods indigenous to Australia and those introduced through migration in the preparation of food products describing Australia's major food industries, analysing relationships between food suppliers and consumers and discussing measures in place to ensure a safe food supply comparing and evaluating similar foods prepared in different settings, explaining the influences on effective food provision and preparation in the home
We succeed by: <i>(ASSESSMENTS)</i>	<ul style="list-style-type: none"> a range of practical activities, with records assessment in a range of formats including but limited to a short written report, an annotated visual report, an oral presentation or a video designing and develop a practical food solution in response to an opportunity or a need in the food industry or school community and to an opportunity or a need in a domestic or small scale setting

Subject Name:	PRODUCT DESIGN & TECHNOLOGY (WOOD) UNIT 1 & 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer • completing working drawings and present a preferred design option • a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations • comparing a product with the original design and evaluating it against the needs and requirements outlined in a design brief • the role and application of the product design process to achieve a product within a collaborative environment • construction methods • the role of scheduled production plans for collaborative work • production techniques for the use of materials, tools, equipment and machines, including risk management, to make a product safely
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • designing and planning the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues • selecting and applying materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product • generating and selecting ideas using creative and critical design thinking techniques • providing critical and constructive feedback and justifying preferred option selection • using appropriate methods of recording production processes and discuss modifications to production plans • evaluating their use of materials, tools, equipment, machines and techniques • using criteria to evaluate the final product/s
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • a design folio • a completed construction project and records of production and modifications

Subject Name:	PRODUCT DESIGN & TECHNOLOGY (METAL) UNIT 1 & 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer completing working drawings and present a preferred design option a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations comparing a product with the original design and evaluating it against the needs and requirements outlined in a design brief the role and application of the product design process to achieve a product within a collaborative environment construction methods the role of scheduled production plans for collaborative work production techniques for the use of materials, tools, equipment and machines, including risk management, to make a product safely
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> designing and planning the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues selecting and applying materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product generating and selecting ideas using creative and critical design thinking techniques providing critical and constructive feedback and justifying preferred option selection using appropriate methods of recording production processes and discussing modifications to production plans evaluating their use of materials, tools, equipment, machines and techniques using criteria to evaluate the final product/s
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> a design folio a completed construction project and records of production and modifications

- Students may only select one of Product Design & Technology (Wood) or Product Design & Technology Metal

VISUAL & PERFORMING ARTS

Subject Name:	MUSIC PERFORMANCE UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • preparing and performing a program of solo and group works and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions • demonstrating and discussing techniques relevant to the performance of selected works • identifying, recreating, notating and transcribing short excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded works
We grow by: (SKILLS)	<ul style="list-style-type: none"> • development of performance skills including accuracy, expression, interpretation, presentation and musical communication • development of technical capacity on an instrument or voice • development of aural and theoretical capacity as relevant to development as a performing musician
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • performance assessment (solo and group) • technical work presentation and discussion • written and aural exam

Subject Name:	STUDIO ART UNIT 1 & 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the stages of studio practice and how to explore, develop, refine, resolve and present artworks • materials and techniques in the production of artworks • the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks • creating artworks through an individual studio process based on visual research and inquiry • analysing historical and contemporary artworks
We grow by: (SKILLS)	<ul style="list-style-type: none"> • identifying sources of inspiration and artistic influences and outlining individual ideas, art forms and aesthetic qualities, translating these into visual language • producing finished artworks and progressively recording the development of studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art forms • discussing the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques • developing an individual exploration proposal to form the basis of a studio process, and from this producing and documenting a variety of potential directions • comparing a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • an outline of a proposed investigation of studio practice • a selection of exploratory work and a visual diary • short-answer responses and an extended response • presentation of at least one finished artwork

Subject Name:	VISUAL COMMUNICATION DESIGN UNIT 1 & 2
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • using visual language to communicate messages, ideas and concepts • the importance of presentation drawings to clearly communicate their final visual communications • the four stages of the design process: research, generation of ideas, develop of concepts and refinement of visual communications
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • applying design thinking skills as well as drawing skills to make messages, ideas and concepts, both visible and tangible • practicing the ability to draw observations and using visualisation drawing methods to explore ideas and concepts
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • drawing as a means of communication • design elements and design principles • visual communications in context • technical drawing in context • type and imagery • applying the design process

UNIT 3 & 4 SUBJECTS 2022

At Year 12, students will select their chosen subjects based on the three year plan developed at the beginning of Year 10. The majority of students will complete 5 units of study. Students are encouraged to work with the Careers Coordinator and their course counsellor to plan their pathway including establishing if any subjects are required for their future studies or career.

To complete your VCE you must:

- Over the two years achieve a satisfactory in a minimum of 16 units
- Achieve a satisfactory in three units of English, two of these must be units 3 and 4 English
- Achieve a satisfactory in a minimum of three, unit 3/4 sequences other than English

When selecting Unit three and four subjects:

- You must ensure that you have selected unit 3 and 4 English
- You must select five units (including English) each semester
- You must check that you have investigated pre-requisite subjects for your chosen pathway

Please note:

- Subject descriptors in the handbook are designed to provide a general overview of knowledge, skills and assessments. Detailed descriptions can be found in the VCAA Study Design for each subject. These can be found at: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>
- Subject selections cannot be guaranteed and there is potential for subjects to be offered, but not run, if inadequate numbers of students select the subject.
- We aim to provide a breadth of subjects and to allow students to choose clear pathways but the number and type of subjects offered is dependent on students enrolment numbers and staffing

ENGLISH

Subject Name:	ENGLISH UNIT 3 & 4
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none">• analysing and interpreting texts• the use of argument and language in texts that debate an issue• similar and different connections between two set texts• how texts are constructed to influence the target audience
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none">• writing analytical and creative responses to texts• analysing argument and language in persuasive texts• interpreting and analysing the connections between two set texts• constructing a sustained and reasoned point of view on current issues
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none">• an analytical essay on the selected text• a creative response to the selected text with an explanation• an analysis and comparison of argument in three set texts on a current issue• a written comparative essay on two set texts• a persuasive oral presentation on an issue currently debated in the media

HUMANITIES

Subject Name:	BUSINESS MANAGEMENT UNIT 3 & 4
WE learn about: <i>(KNOWLEDGE)</i>	<ul style="list-style-type: none"> the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills the theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future
We grow by: <i>(SKILLS)</i>	<ul style="list-style-type: none"> defining, describing and applying relevant business terms and concepts researching and analysing case studies and contemporary examples of concepts and theories interpreting, evaluating and discussing concepts and ideas applying & examining key knowledge and principles comparing, evaluating & proposing strategies and concepts
We succeed by: <i>(ASSESSMENTS)</i>	<ul style="list-style-type: none"> case studies structured questions an essay a report a media analysis

Subject Name:	HISTORY (REVOLUTIONS) UNIT 3 & 4
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> the causes of revolutions and the significant individuals, groups and ideologies determining the extent existing social tensions and ideological conflict contribute to the outbreak of revolution the consequences of the revolution and how the new regime consolidated its power how the revolution affected the experiences of those who lived through it and the extent ideals were achieved
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> creating and using questions to complete historical inquiries analysing causes and consequences and how they represent continuity and change comparing perspectives of the time periods and historians perspectives constructing arguments using primary and secondary sources
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> formative assessment through the completion of extended responses, analysis of primary and secondary sources and historians interpretations summative assessment through the completion of an historical inquiry, an analysis of primary resources, an analysis of historical interpretations and an essay

Subject Name:	LEGAL STUDIES UNIT 3 & 4
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> the rights of the accused and of victims in the criminal justice system, the means used to determine criminal cases and the ability of the criminal justice system to achieve the principles of justice the factors to consider when initiating a civil claim, the institutions and methods used to resolve civil disputes and the ability of the civil justice system to achieve the principles of justice the significance of High Court cases involving the interpretation of the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making the ability of parliament and courts to make law, the ability of these law-makers to respond to the need for law reform, and how individuals, the media and law reform bodies can influence a change in the law
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> discussing, interpreting and analysing legal principles and information synthesising and applying legal principles to actual scenarios applying legal reasoning and principles discussing and evaluating law making processes analysing, discussing and evaluating the protection of rights
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> structured questions classroom presentation folio of exercises report

Subject Name:	INDUSTRY & ENTERPRISE UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • enterprise culture in a community and/or work setting, how the development of work-related skills by individuals contributes to an enterprise culture • the role and importance of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries • pressures and opportunities creating a need for change in Australian industry, recent responses to change in an Australian industry, and the development of work-related skills • innovation in a selected Australian industry, the extent to which innovation is occurring in one or more workplaces within that industry and the relationship between innovation and an enterprise culture
We grow by: (SKILLS)	<ul style="list-style-type: none"> • describing and discussing enterprise culture in a community and/or work setting • explaining and evaluating how the development of work related skills by individuals contributes to an enterprise culture • discussing and evaluating the role and importance of the management of quality, workplace flexibility, technology, and training and workplace learning in developing an enterprise culture in work settings in one or more industries • describing and analyse pressures and opportunities in creating a need for change in Australian industry • discuss how the development of work related skills assists an industry in responding to change • discussing the extent to which innovation is occurring in Australian industry • evaluating the extent to which innovation is occurring in one or more workplaces within an industry • discuss the relationship between innovation and an enterprise culture
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • undertaking 35 hours work placement • workplace report • structured questions • case study

HEALTH AND PHYSICAL EDUCATION

Subject Name:	HEALTH & HUMAN DEVELOPMENT UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> the complex, dynamic and global nature of health and wellbeing, health status in Australia and the variations in health status that exist the changes to public health approaches, improvements in population health over time and health promotion strategies aimed to improve Australia's health status the similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing the relationship between the Sustainable Development Goals, their role in the promotion of health and human development and a range of global aid programs
We grow by: (SKILLS)	<ul style="list-style-type: none"> developing independent research skills with particular focus on the reliability of information analysing and evaluating information to draw informed conclusions. developing detailed written responses
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> formative assessment through completion of structured questions and case studies summative assessment through the completion of written tests and written exams

Subject Name:	PHYSICAL EDUCATION UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> collecting and analysing information from a variety of physical activities to develop and refine movement from a coaching perspective, through the application of biomechanical and skill acquisition principles analysing how the major body and energy systems work together to enable movement to occur and explain factors causing fatigue analysing data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity participating in a variety of different training methods, and design and evaluate training programs to enhance specific training needs
We grow by: (SKILLS)	<ul style="list-style-type: none"> applying our key knowledge to a range of different sporting situations participating in practical activities to gather data that can be used for analysis developing our written responses
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> formative assessment through completion of structured questions summative assessment through the completion of written tests and written exams

MATHEMATICS

Subject Name:	FURTHER MATHEMATICS UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • data analysis – including the representing, analysing and comparing normal and skewed data distributions and investigating relationships between two numerical variables, including correlation and modelling linear associations including time series data • recursion and finance – including the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities • matrices - their properties and use to model practical situations and solve a range of related problems involving state and transitional situations, restocking and culling • networks and decision mathematics - their properties and use to model practical situations and solve a range of related problems involving travel, scheduling of activities, flow theorem and the work of Euler, Hamilton and Dijkstra
We grow by: (SKILLS)	<ul style="list-style-type: none"> • applying techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology • demonstrating relevant mental and by-hand approaches to estimation and computation • demonstrating the use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology (CAS calculator) for learning mathematics and for working mathematically
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • structured questions • application tasks related to the areas of study • modelling and problem-solving tasks related to the areas of study

Subject Name:	MATH METHODS UNIT 3 & 4
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • the key features and properties of a function or relation and its graph and of families of functions and relations and their graphs, the effect of transformations on the graphs of a function or relation, properties of derivatives and antiderivative, finding areas under graphs, probability distribution • key mathematical content and formulas used to solve a range of mathematical problems • exact and approximate solutions for a range of mathematical problems, the selection of an function of technology in a variety of mathematical contexts
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • applying techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology • demonstrating relevant mental and by-hand approaches to estimation and computation • demonstrating the use of numerical, graphical, geometric, symbolic and statistical functionality of technology as applicable • distinguishing between exact and approximate presentations of mathematical results produced by technology, and interpreting these results to a specified degree of accuracy • using technology to carry out numerical, graphical and symbolic computation as applicable, produce results, using technology, which identify examples or counter-examples for propositions
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • application task • modelling or problem-solving task • tests • summary or review notes

SCIENCE

Subject Name:	PHYSICS UNIT 3 & 4
WE learn about: <i>(KNOWLEDGE)</i>	<ul style="list-style-type: none"> ● analysing gravitational, electric and magnetic fields, and using these to explain the operation of motors and particle accelerators and the orbits of satellites ● analysing and evaluating an electricity generation and distribution system ● investigating motion and related energy transformations experimentally, analysing motion using Newton's laws of motion in one and two dimensions, and explaining the motion of objects moving at very large speeds using Einstein's theory of special relativity ● applying wave concepts to analyse, interpret and explain the behaviour of light ● providing evidence for the nature of light and matter, and analysing the data from experiments that supports this evidence ● designing and undertaking a practical investigation related to waves or fields or motion, and presenting methodologies, findings and conclusions in a scientific poster
We grow by: <i>(SKILLS)</i>	<ul style="list-style-type: none"> ● planning and undertaking investigations that develop aims and questions, complying with safety guidelines, formulating hypotheses, making predictions and drawing evidence-based conclusions ● analysing and evaluating data, methods and scientific models ● communicating and explaining scientific ideas
We succeed by: <i>(ASSESSMENTS)</i>	<ul style="list-style-type: none"> ● tests and data analyses ● summary reports of practical activities ● extended practical investigations

Subject Name:	CHEMISTRY UNIT 3 & 4
WE learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • comparing fuels quantitatively, applying knowledge of the electrochemical series to design, constructing and testing galvanic cells and evaluating energy resources • applying rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explaining how electrolysis is involved in the production of chemicals and in the recharging of batteries • comparing the general structures and reactions of the major organic families of compounds, deducing structures of organic compounds using instrumental analysis data, and designing reaction pathways for the synthesis of organic molecules • distinguishing between the chemical structures of key food molecules, analysing the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculating the energy content of food using calorimetry • designing and undertaking a practical investigation, presenting methodologies, findings and conclusions in a scientific poster
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • conducting investigations to collect and record data • communicating and explaining scientific ideas • developing aims and questions, formulate hypotheses and make predictions
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • laboratory reports on set experiments • summary reports of practical activities from a student logbook • data analysis questions • extended practical investigations

Subject Name:	BIOLOGY UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> the dynamic nature of the cell in terms of key cellular processes and analysing factors that affect the rate of biochemical reactions how cells communicate with each other, outlining human responses to invading pathogens and the immune response evidence for evolutionary change, explaining how relatedness between species is determined and discussing the consequences of biological change in human evolution how tools and techniques can be used to manipulate DNA and investigating biotechnological applications designing and undertaking an investigation related to cellular processes or biological change and continuity over time
We grow by: (SKILLS)	<ul style="list-style-type: none"> analysing and evaluating data, methods and scientific models communicating and explaining scientific ideas planning and undertaking investigations drawing evidence-based conclusions
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> annotations of a practical work folio of activities formative tests comprising multiple choice and short answer a report of a student designed investigation

Subject Name:	PSYCHOLOGY UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> how the human nervous system enables a person to interact with the external world and analysing the different ways in which stress can affect functioning how new information can be learnt and stored in memory, and investigating explanations for a person's inability to remember information consciousness and compare theories about the purpose and nature of sleep, along with the effects of sleep disruption on a person's functioning concepts of mental health and mental illness, exploring the development and management of specific phobia, and strategies that contribute to mental wellbeing designing and undertaking a practical investigation relating to topics covered in Units 3 and 4
We grow by: (SKILLS)	<ul style="list-style-type: none"> developing aims, questions and making predictions planning and undertaking investigations that comply with safety and ethical guidelines to draw evidence-based conclusions that communicate and explain scientific ideas
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> practical work book a visual presentation tests comprising multiple choice, short answer and extended responses flow chart

TECHNOLOGY

Subject Name:	FOOD STUDIES UNIT 3 & 4
WE learn about: <i>(KNOWLEDGE)</i>	<ul style="list-style-type: none"> the processes of eating and digesting food and absorption of macronutrients the causes and effects of food allergies, food intolerances and food contamination factors affecting food access and choice and influences that shape an individual's food values, beliefs and behaviours a range of food systems issues, responding to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet
We grow by: <i>(SKILLS)</i>	<ul style="list-style-type: none"> applying the principles of nutrition and food science in the creation of food products applying practical skills to create a range of healthy meals for children and families developing and creating a food repertoire that reflects personal food values and goals creating food products that meet the Australian Dietary Guidelines
We succeed by: <i>(ASSESSMENTS)</i>	<ul style="list-style-type: none"> a range of practical activities and records related to the functional properties of components of food and sustainable and/or ethical food choices a written report range of practical activities assessment in a range of formats including but limited to a short written report, an annotated visual report, an oral presentation or a video

Subject Name:	PRODUCT DESIGN & TECHNOLOGY (WOOD) UNIT 3 & 4
We learn about: (<i>KNOWLEDGE</i>)	<ul style="list-style-type: none"> • investigating and defining a design problem, and discussing how the design process leads to product design development • explaining and analysing influences on the design, development and manufacture of products within industrial settings • documenting the product design process used to meet the needs of an end-user/s, and commence production of the designed product • comparing, analysing and evaluating similar commercial products, taking into account a range of factors and using appropriate techniques • applying a range of production skills and processes safely to make the product • managing time and resources effectively and efficiently • evaluating the finished product through testing and feedback against existing criteria, create end-user/s' instructions or care labels and recommend improvements to future products
We grow by: (<i>SKILLS</i>)	<ul style="list-style-type: none"> • describing the stages of each step of the product design process • developing a design brief and identifying aspects that require research • outlining research to explore and developing creative design ideas to meet the requirements of the design brief • developing evaluation criteria based on the design brief • evaluating the quality of a commercial product compared to other similar products • applying risk management throughout production • using tools, equipment and machines, and materials competently and safely • producing a set of instructions or care labels for an end-user/s • determining and recommending improvements to the product
We succeed by: (<i>ASSESSMENTS</i>)	<ul style="list-style-type: none"> • developing evaluation criteria based on the design brief • completion of a folio

VISUAL & PERFORMING ARTS

Subject Name:	MUSIC PERFORMANCE UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • preparing and performing a program of solo and group works and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions • demonstrating and discussing techniques relevant to the performance of selected works • identifying, recreating, notating and transcribing short excerpts of music and discuss the interpretation of expressive elements of music in pre-recorded works
We grow by: (SKILLS)	<ul style="list-style-type: none"> • development of performance skills including accuracy, expression, interpretation, presentation and musical communication • development of technical capacity on an instrument or voice • development of aural and theoretical capacity as relevant to development as a performing musician
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • technical work presentation and discussion • written and aural assessment • performance exam (Solo or Group)

Subject Name:	VISUAL COMMUNICATION DESIGN UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists • design thinking strategies creative, critical and reflective
We grow by: (SKILLS)	<ul style="list-style-type: none"> • practical investigation and analysis of existing visual communications, gaining insight into how the selection of methods, media and materials, and the application of design elements and design principles can create effective visual communications for specific audiences and purposes • investigating and experimenting with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • analysis and practice in context • design industry practice • developing a brief and generating ideas • development, refinement and evaluation • final presentations

Subject Name:	STUDIO ART UNIT 3 & 4
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • the implementation of an individual studio process leading to the production of a range of potential directions • progressively refining ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal • professional studio practices in relation to particular art forms • investigating the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks • planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3 • aspects of artists' involvement in the art industry, focusing on a least two different exhibitions with reference to specific artworks
We grow by: (SKILLS)	<ul style="list-style-type: none"> • preparing an exploration proposal and plan that formulates the content and parameters of an individual studio process • presenting an individual studio process recorded in written and visual form, producing a range of potential directions, and reflecting on concepts and ideas • examining the practice of artists, referencing the different historical and cultural context • presenting at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate ideas expressed in the exploration proposal
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • written exploration proposal and work plan • visual and written documentation of studio process including experimental and explorative work and potential directions • structured questions • production and presentation of artworks • written evaluation • structured questions

VCAL SUBJECTS 2022

The Victorian Certificate Applied Learning (VCAL) is a hands-on option for senior students. It has three levels of accreditation – Foundation, Intermediate and Senior. Students start and complete their VCAL at the level that matches their needs and abilities.

VCAL gives students that opportunities to build on personal skills that are important for life and work. Like the VCE it is a recognized qualification. In VCAL units there are no formal examinations, however students are required to demonstrate a satisfactory level of work tasks, projects, reports, presentations, and submit folios of work. This is a continuous assessment process where student skills and attitudes are developed.

As an alternative to VCE students at Years 10,11 & 12 may complete the Victorian Certificate of Applied Learning. The levels differ on the degree of independent management of the learning by the student.

- **Students undertaking VCAL units must do so for the whole year**
- **Students must select at least one subject from each of the following VCAL strands**
- **Interview with VCAL Coordinator is part of the VCAL enrolment process**

VCAL Strand	Subjects
Literacy Skills	Literacy English Foundation English (Foundation or Intermediate only)
Numeracy Skills	Numeracy General Math Further Maths Foundation Maths
Industry Specific Skills	VET/TAFE certificate Industry & Enterprise Business Management Product Design & Technology Studio Arts Visual Communication & Design Agriculture and Horticultural Studies
Work Related Skills	Work Related Skills VET certificate Industry and Studies Unit 1 Product Design & Technology Studio Art Agriculture and Horticultural Studies
Personal Development Skills	Personal Development Skills

VCAL

Subject Name:	VCAL LITERACY
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> literacy as it applies to 'real life' in the context of family and social life; workplace and institutional settings; education and training contexts and community and civic life literacy including reading, writing and oral communication skills and encompasses literacy for self- expression; literacy for practical purposes; literacy for knowledge and literacy for public debate
We grow by: (SKILLS)	<ul style="list-style-type: none"> understanding that effective literacy skills development occurs within social contexts providing a 'real life' approach to literacy development
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> competency based learning where students will be observed to demonstrate competence on more than one occasion in a variety of different contexts based on formative assessment

Subject Name:	VCAL NUMERACY Unit 1
We learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> numerical skills and process financial literacy numeracy of planning and organising measurement representation and design
We grow by: (SKILLS)	<ul style="list-style-type: none"> using everyday informal language of shape, size, colour and other commonly used attributes to identify and recognise shapes in the context of their common usage and application using familiar simple measurements of length, mass, capacity and temperature to compare or measure materials or objects in personal situations identifying and using familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations using simple everyday language of location to give and follow informal oral directions using simple everyday tables and graphs to interpret public information which is of personal relevance or interest using simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> formative assessment through completion of structured questions and practical application

Subject Name:	VCAL NUMERACY Unit 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> designing a numeracy-based project in a given industry
We grow by: (SKILLS)	<ul style="list-style-type: none"> Applying numeracy-based skills in an industry-based context Use appropriate software tools and devices Communicate the results
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> summative assessment through the completion of written and verbal communication of their projects

Subject Name:	VCAL PERSONAL DEVELOPMENT SKILLS 1
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature content linked to one of the following curriculum contexts: Personal development; Health and wellbeing; Education and Family
We grow by: (SKILLS)	<ul style="list-style-type: none"> demonstrating we can plan and organise a simple activity and that we have knowledge specific to a simple activity demonstrating we have problem solving skills and that we can work as part of a team
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> competency based learning where students will be observed to demonstrate competence on more than one occasion in a variety of different contexts based on formative assessment

Subject Name:	VCAL PERSONAL DEVELOPMENT SKILLS 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> knowledge, skills and attributes through participation in experiences of a practical nature within voluntary community service projects Planning, organising and working in teams to develop skills in community engagement, social awareness, civic responsibility and active citizenship
We grow by: (SKILLS)	<ul style="list-style-type: none"> identifying the rights and responsibilities of individuals in a community and being able to plan and organise a simple activity within our community. being able to communicate effectively to resolve problems related to a social issue and being able to demonstrate teamwork skills
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> competency based learning where students will be observed to demonstrate competence on more than one occasion in a variety of different contexts based on formative assessment

Subject Name:	VCAL WORK RELATED SKILLS 1
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • Identify OHS roles and responsibilities of the relevant personnel in a selected work environment • Identify and apply OHS procedures in a selected workplace • Work in a team to plan and undertake an OHS activity
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Identify OHS roles and procedures • Prepare an application for an employment opportunity • Research employment opportunities in a selected workplace and learn about conditions of employment
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • competency based learning where students will be observed to demonstrate competence on more than one occasion in a variety of different contexts based on formative assessment

Subject Name:	VCAL WORK RELATED SKILLS 2
WE learn about: (KNOWLEDGE)	<ul style="list-style-type: none"> • Work in a team to plan and organise a simple work-related activity • Identify and demonstrate employability skills required for a simple work-related activity • Identify workplace issues relevant to a simple work-related activity • Work in a team to complete a simple work-related activity
We grow by: (SKILLS)	<ul style="list-style-type: none"> • Review the process and outcome of a simple work-related activity. • Prepare, plan and deliver a presentation on a completed simple work-related activity
We succeed by: (ASSESSMENTS)	<ul style="list-style-type: none"> • competency based learning where students will be observed to demonstrate competence on more than one occasion in a variety of different contexts based on formative assessment

VETDSS - Vocational Education & Training Delivered to Secondary Students (2022)

Students at Year 10-12 may choose the option of completing a VET course either online or through the TEC in Shepparton. The courses run for two years and students attend their course each Wednesday of the school terms. For more information please contact Assistant Principal Dianne Ferguson or Careers Coordinator Maria Hart. The courses offered are listed below or go to <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students-vetdss> for more details.



Animal Studies – online	Agriculture
Automotive Studies	Building & Construction
Community Services	Design Fundamentals
Early Childhood Education & Care	Electrical
Education Support	Equine Studies - online
Engineering - Trades	Hairdressing/Salon Assistant
Health Services/Allied Health	Information, Digital Media & Technology
Hospitality – Kitchen Operations	Makeup/Beauty
Plumbing	Sport & Recreation

Please note:

- TAFE referrals are limited and are assessed on an individual basis, however preference is given to current Year 10 students and those who have undertaken work experience and completed their Career Action Plan. Students must submit a TAFE application form/expression of interest form with their subject selection form to be eligible for TAFE referral.