



LalorNorth
Secondary College

SENIOR SCHOOL

Guide to Course Selection

2023

YEARS 10, 11 & 12

This handbook contains information for the following:

- ❖ Victorian Certificate of Education (VCE)
- ❖ Vocational Major (Previously known as VCAL)
- ❖ Vocational Education and Training (VET)

The information contained in this handbook is correct at the time of publishing in July 2022 and may be subject to further changes.

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Welcome to Senior School

The Senior School Handbook has been designed to inform students, parents and guardians of the range, content and intended outcomes of the studies on offer to students in Year 10, 11 and 12 for 2022.

At Lalor North Secondary College our senior curriculum begins in Year 10. We invite our students to select a personalised learning plan with subjects that they enjoy and will provide challenge and engagement as they prepare for their future.

Selecting subjects for the senior years is important and should be a collaborative process between the student, the family and the school. Subject selection should be approached carefully and thoughtfully. Subject counselling, along with advice and assistance are available from our Careers Advisor and Transition Officer as well as year level leaders and subject teachers. We encourage students to seek advice and support.

When choosing subjects students need to:

- Focus on a personalised plan
- Select studies that reflect your tertiary/vocational aspirations
- Select studies that you enjoy and that interest you. Consider subjects that you feel motivated in and that reflect your learning strengths
- Plan for your personal best – keep the journey about you and do not be swayed by subjects that your friends or family may want you to do
- Select prerequisite subjects where necessary. These may be for courses you want to do in Years 11 & 12 or at tertiary level. Map out your pathway over the two or three remaining years of schooling.

The senior school academic program at Lalor North Secondary College is designed to:

- Provide a challenging environment and promote high expectations for highly able learners
- Ensure each student is given the best possible preparation and opportunity to move into their tertiary pathway of choice, or to any other appropriate pathway, and to have every possible chance of succeeding in that pathway.

This handbook has been organised into 7 sections to make it easier to access:

1. Year 10 Curriculum
2. Year 10 Acceleration Program
3. Pathways
4. VCE Course
5. VCE-VC Major and Victorian Pathway Certificate Course
6. VET Courses
7. VCE Subject Descriptions

SECTION 1: YEAR 10 PROGRAM

Year 10 Curriculum

In 2023 Year 10 students will study the Victorian Curriculum F – 10 through the core subjects of English, Mathematics, Science, Humanities and Health and Physical Education. They will be able to study selected technology, visual and performing arts subjects through the elective program. Year 10 students will select four elective units from two Year 10 elective blocks where they will have an opportunity to select taster classes for VET music and various VCE subjects. They will also share a further elective block with Year 9 students. Opportunities to accelerate into a VCE or VET subject are also available and discussed later in this booklet.

Career Education is expanded at the Year 10 level with students prepared for one week of work experience. They will undertake a careers program that will assist them in identifying suitable career

options. Students will investigate future careers in the lead up to their Year 11 program and subject selection.

CORE CURRICULUM PROGRAM

ENGLISH (Semester 1)

Area Study 1 - Reading and exploring texts

In this area of study 1, students engage in reading and viewing texts with a focus on personal connections with the story. For this, students need to discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Students will aim to enhance their vocabulary, text structures and language features by creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

For this outcome, students will read and explore one set text. This text must be of a different text type from that selected for study in Unit 2. The text selected should reflect the interests of the students and be worthy of close study.

Area Study 2: Crafting Texts

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

The mentor texts can include short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography and can be entire texts or extracts.

English (Semester 2)

Area Study 1 – Reading and exploring texts

In this area of study, students will be exposed to a different text type where they will study a Shakespearean Play. Students will evaluate the ways in which this text type can be manipulated in innovative ways by different authors, through both written and visual texts. They will explore the views and values of the play, while simultaneously analysing imagery and characterisation in order to form their own interpretations of the text. Students will explain how the choice of language features and vocabulary contribute to the author's individual style and use evidence to justify their interpretation and evaluation of the text. Students will also be exposed to the film adaptation of the play to further engage with the text and build on their ability to compare the methods of storytelling. For this outcome, students will engage in a text response analysis to show their understanding of the text and draw parallels from the text to the real world.

Area Study 2 - Exploring argument

Students develop literacy skills through reading, writing, listening and speaking. Students will study contemporary and classic literary and media texts thereby developing the skills of comprehension, interpretation and evaluation. They will read texts with a focus on analysing how writers use themes, language and structure to create meaning and work on their own structuring skills in analytical essays. Students will also engage with issues and ideas of increasing complexity while looking at how writers use written and persuasive language to persuade and develop their own capacity to use language for a variety of purposes and in different contexts.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL is offered to students who are learning English as an additional language. In Year 10 EAL is offered as a parallel class to English – same areas of study, with some modification of tasks and assessment.

HEALTH AND PHYSICAL EDUCATION

The Year 10 Health and Physical Education course has both a theoretical and practical component. Within Health, students will ‘refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.’ Students will also learn to devise personalised plans for maintaining health and active habits in life. They will be required to propose strategies for successful participation in physical activity and the development of preventative health practices that optimise community health and wellbeing. The focus of studying will be on alcohol and other drugs, food and nutrition, mental health and wellbeing, relationships and sexuality.

The Physical Education course aims to apply more specialised movement skills in different movement environments. More complex movement strategies are taught while students will have the opportunity to refine their own movement performances. There will also be an opportunity for students to ‘consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities’ through SEPEP. The focus in Physical Education in year 10 is on fitness, handball, netball, badminton, speedball, volleyball, soccer, rugby and various SEPEP units.

HUMANITIES

History - Semester 1

Students study WW1 through an Australian perspective, including reasons for going to war, battles fought in and the effects of WW1 on Australia and their international relationships. Students also study the Holocaust and its significance.

History - Semester 2

Students study the struggle of indigenous peoples for rights and freedom, including the influence of the US civil rights movement in Australia. They study significant events such as the right to vote federally, Mabo and reconciliation, including the apology to the stolen generation. Assessment tasks will include an essay and document analysis.

MATHEMATICS

The Year 10 Mathematics course at Lalor North Secondary College caters for three levels based on Mathematical achievement in Year 9:

- (i) Mathematical Methods which continues to VCE Mathematical Methods.
- (ii) General Mathematics, which continues to VCE General Mathematics.
- (iii) Foundation Mathematics, which continues to VCE Foundation Mathematics.

The content of each is different but in line with the Victorian Curriculum, which focuses on three areas of study: Number and Algebra, Measurement and Geometry and Statistics and Probability. The content is explored and developed using the proficiency strands of understanding, fluency, problem solving and reasoning.

At the end of Year 9, all students need to discuss their selection with both their Mathematics teacher and Course Counsellor.

Mathematical Methods

In Semester 1, students will cover the following topics:

- Surds & Indices
- Coordinate Geometry – Midpoint and distance between 2 coordinates
- Trigonometry Part 1 – Sine, Cosine, Tangent Ratios

In Semester 2, students will continue with a combination of the following topics:

- Trigonometry – Part 2 – Sine and Cosine Rule, Area of triangles
- Simultaneous equations
- Quadratic equations
- Non-Linear relations

General Mathematics

In Semester 1, students will cover the following topics:

- Consumer Mathematics
- Linear graphs
- Statistics
- Probability

In Semester 2, students will continue with a combination of the following topics:

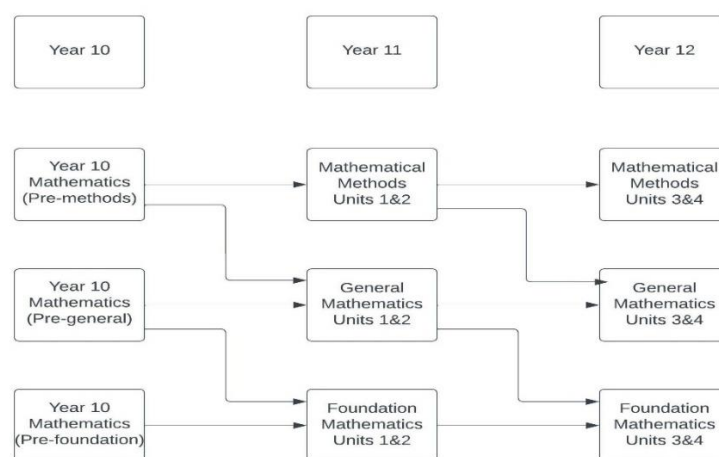
- Trigonometry
- Linear equations
- Shape and Measurement
- Geometric reasoning

Foundation Mathematics

Mathematical content is in line with the Victorian Curriculum which focuses on three areas of study

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The content is explored and developed using the proficiency strands of understanding, fluency, problem solving and reasoning.



SCIENCE

Year 10 students will spend Semester 1 covering the following:

- Chemical Sciences: Periodic Table Patterns
- Biological Sciences: DNA and Genetics

In Semester 2, students will cover:

- Physical Sciences: Motion
- Biological Sciences: Sciences Natural Selection and Evolution

ELECTIVE PROGRAM

ARTS - PERFORMING ARTS

Music: Rock band/DJing (Years 9 & 10)

Do you want to sing, learn an instrument, learn songs, play in a rock band to an audience, be a DJ, record a CD in our studio or create music with computers? Then this elective is for you! In this elective you can choose to learn acoustic or electric guitar, ukulele, singing, drums, bass guitar and keyboards. You can also learn DJ/Turntabling skills with the Music Faculty's digital turntables and create music by mixing songs, 'scratching' sounds, creating beats and singing or rapping over the top of them.

You are encouraged to practice your instrument several times a week at home so you can learn songs. You can also create beats and rap over the top of them using MIXCRAFT and other cutting-edge music programs on IPADS. With these programs students consolidate the fundamentals of music composition/theory/arranging. You also get full access to the Music room and studio before school, lunchtimes and after school if you so wish. When combined with the other music electives this elective gives you a great foundation for senior VCE/VET Music.

Music: X-Factor: Performance skills and recording a CD (Years 9 & 10)

Have you always wanted to sing like your favourite artists or show off your amazing musical skills as a singer, drummer, guitar player or other instrument? Do you also want to record your voice or your band with your friends in our school's recording studio? Then this elective is for you. Whether you're a beginner or advanced in this music elective you practice an instrument (voice, drums, guitar, bass guitar, keyboards or saxophone) and songs and get ready for live performances to a school audience. Your chosen songs can then be recorded in our school's studio for a CD. You also get full access to the Music room and studio before school, lunchtimes and after school if you so wish. When combined with the other music electives this elective gives you a great foundation for senior VCE/VET Music.

Music: Rock Band and Audio Basics

In this elective you form a rock band and learn songs and then you learn how to record and mix your songs on audio equipment. You also learn how to set up microphones and speakers as part of a vocal PA system.

With your rock band you also play once at the end of the semester to an audience as well as choose an instrument to learn: acoustic or electric guitar, singing, drums, bass guitar or keyboards. When combined with the other music electives this elective gives you a great foundation for senior VCE/VET Music.

Music: Music Performance and Live Sound Production

Do you want to sing, learn an instrument, learn songs, play in a rock band to an audience, organise a music event and become a rock star? Then 'Music Performance' is for you! In this elective you can choose to learn acoustic or electric guitar, singing, drums, bass guitar, keyboards or saxophone and you also learn how to create and re-mix songs on Mixcraft and other audio programs. You also learn how to set up microphones and speakers as part of a vocal PA system.

You are encouraged to practice your instrument several times a week at home or school so you can learn songs. You also get full access to the Music room and studio before school, lunchtimes and after school if you so wish. Music theory/arranging/ composition is covered using cutting edge music software. When combined with the other music electives this elective gives you a great foundation for senior VCE/VET Music.

ARTS - VISUAL ARTS

Architecture

In Architectural Model making students examine the work of professional architects and architectural periods and styles. They design houses using floorplans and site plans, planimetric 3D drawings and one- and two-point perspective drawings of the house interior and exterior.

Architectural Model Making

In Architectural Model making students examine the work of professional architects then design environmental structures such as houses and playgrounds and public buildings. They make 3 Dimensional models from foam board, paper, cardboard and wood to present their ideas and designs.

Art

In Art students examine the work of artists from a range of cultures, historical and contemporary contexts. They produce artwork in a variety of genres and themes including portraits, landscapes and still life and explore a variety of materials and techniques including painting, drawing and printmaking.

Computer Graphics (Years 9 & 10)

In Computer Graphics students are introduced to industry standard computer programs Adobe Photoshop and Illustrator and examine the work of professional graphic designers. They learn skills through simple, fun exercises and create digital designs for travel and music posters, logos, billboards, advertisements and self-portraits and use online tutorials to create imaginative characters.

Interior Design (Years 9 & 10)

In Interior Design students plan and develop designs for a café interior and a student lounge area. They make final presentations in isometric and perspective drawing and apply a variety of materials and rendering techniques including computer graphics programs.

Photography

In Photography students examine the photographs of professional artists from a range of cultures, historical and contemporary contexts. They produce photographs in a variety of genres and themes including portraits, landscapes and still life and use Adobe Photoshop to manipulate and enhance their work.

ENGLISH

Creative Writing

Do you enjoy writing stories or poems but often don't know how to express your ideas or have trouble finishing anything? Then this is the unit for you. To gain ideas and inspiration students study samples of published writing to see how authors create meaning through different uses of language features and structures. Students will then create their own pieces of writing in the form of short stories and poetry in a range of genres. Students will work on self and peer editing and will produce a folio of their own professionally finished work. Students will then study how previous stories influence modern-day writing, and write a story based on research into myths.

Literature

Welcome to the world of literature - a world that reveals just how beautiful the written word can be. This unit develops students' writing skills through in-depth analysis of literary texts such as short stories, poems and novels. Students will explore text structures and language features and their effects through the use of imagery, sentence variation, metaphor, and word choice. Students will then apply these features to their own writing in analytical and creative pieces of work.

HEALTH AND PHYSICAL EDUCATION

Advanced Health

This unit is designed to prepare students for VCE Health and Human Development. Advanced Health will introduce the physical, social, emotional and intellectual dimensions of health and development. Students will examine the health status of Australians statistically with measurements such as life expectancy and the impact of certain illnesses/ diseases including obesity, cancer, cardiovascular disease, diabetes and depression. Students will analyse the influence of lifestyle and behaviour choices on their health particularly in relation to nutrition. The Australian Health Care System will be reviewed which involves research on preventative approaches to Healthcare. The issue of global health will be researched which compares industrialised and underdeveloped countries.

Advanced Physical Education

This unit is designed to prepare students for VCE physical education. Advanced PE introduces students to body systems including skeletal, muscular, cardiovascular & respiratory systems, energy systems, training methods and principles, fitness components and acute response to exercise. This unit has a practical and theoretical component. Full PE uniform must be worn.

Outdoor Education (Years 9 & 10)

This unit is designed to educate students about outdoor environments. It provides them valuable survival skills associated with camping, hiking and orienteering. Outdoor Education introduces students to a variety of adventure - based activities related to the 'Great Outdoors'. Activities will include swimming, snorkelling, bushwalking/ hiking, bike riding, navigational skills, wilderness first aid, outdoor cooking and team building sessions. **Sport is not played in this subject.** There is a theory component associated with this subject.

Personal Training (Years 9 & 10)

This unit is designed to improve student understanding of the human body by learning the skeletal and muscular systems. Students will also develop their understanding of fitness through participation in different types of training. They will learn how to perform pre and post testing, strategies to design a fitness training program and participate in the practical activities. Students will also study Hydration, nutrition, sports injuries & prevention of sports injuries through recovery strategies. This is a practical subject.

HUMANITIES / STEM (New Elective)

Entrepreneurship (Years 9 & 10)

In conjunction with the Whittlesea Tech School, students in this elective will learn how to develop their ideas into potential business models. Students will gain entrepreneurship skills such as:

- Identifying business opportunities
- Customer research
- Prototyping
- Testing ideas
- Learning how to develop a business model

While developing entrepreneur skills, students will also develop a growth mindset by using tools and activities that encourage students in learning from their failures. Students will exercise their critical thinking, creative thinking and collaboration skills in this elective.

LOTE

Italian

This class will run over the whole year, not for just one semester, as it is preparation for the possibility of taking the subject at VCE level.

The Italian language curriculum aims to continue to develop the knowledge, understanding and skills. Fluency in a second language is a valuable skill both in the workforce and in life. Italian is a subject with many benefits at VCE level. Lalor North Secondary College will be offering Italian at Year 10 in 2021. The Italian course is designed to extend the students' knowledge and develop their language skills in speaking, listening, reading and writing in the Italian language. The course at Year 10 is preparation for VCE Language (LOTE Italian).

The course will continue to develop skills and proficiency in communicating in Italian, the students will be encouraged to continue to understand and develop the relationship between language, culture and learning and to develop intercultural capabilities that will benefit them in future employment and endeavours.

SCIENCE

Consumer Science (Years 9 & 10)

Consumer Science is an area that looks at products around the household and how they affect individuals and the economy. Often consumer science will evaluate a product, testing it to see how well it works and how it can be improved.

In this unit you will be looking at a variety of household products (glue, soap, moisturisers and hair cream to name a few) and assessing them. You will be learning how to make these products and then testing them. When making these products make sure you not only test the individual product itself – how well it works – but also test it against the different brands that are out there. Will your product stand up to the competition?

Forensics (Years 9 & 10)

Students learn the science behind solving crimes. They will explore the structure of DNA and how it can tell a story of identity, how it can be collected from a crime scene, and the different testing used to identify victims and suspects. Students will investigate types of evidence used in criminal cases and the techniques of analysis employed by forensic scientists to aid police investigations, such as lifting fingerprints, ballistics and microscopy. There will be the opportunity for a class excursion to a university laboratory to complete testing in a professional environment.

Practicals: Hair/Fibre Analysis, Fingerprint investigation, DNA Manipulation Techniques. Assessment: Blood splatter lab report, Group Video assignment and assessment test.

Psychology: What is it? (Years 9 & 10)

Student will be introduced to the many ways psychology impacts on their everyday lives consciously and unconsciously: positively and negatively. Selected areas of study will provide an understanding of human behaviour and how the mind works, providing knowledge and skills applicable to school and life. The following areas of study will be explored:

- Psychology as a science.
- Conducting and reporting research investigations.
- Pseudo Psychology/Pop Psychology/Advertising.
- Clinical Neuropsychology.
- Educational and Developmental Psychology.
- Forensic Psychology.

TECHNOLOGY

Design Wood: Furniture Design (Years 9 & 10)

Furniture design is a course designed to lead students into VCE Product and Design Technology. Students will develop a range of skills related to the design, testing and production of a small piece of furniture. Students will be using ICT and CAD to develop their designs and research them. They will need to develop skills with construction techniques and the safe use of hand and basic power tools so they can complete the construction of their furniture piece.

Food: Café Foods

This semester of work covers learning and developing skills to produce delicious cakes, slices and biscuits as well as dishes on the menus of cafés. The range includes quick snacks/brunch ideas such as bruschetta, antipasto, schnitzels, presses with a variety of fillings as well as standards such as pastas, risottos, mini pies and quiches. Deserts will also feature.

Students will also be able to learn skills required in the restaurant/café industry such as serving food, setting tables, serviette folding as well as food laws, menu planning and coffee making.

Food: Glorious Food (Years 9 & 10)

Students study food looking at why we eat food, seeing how far our food has travelled (and the impact of eating imported foods) when to buy fruits and vegetables in season and choice of growing your own. Cooking methods, seasonal products, and meal planning will also be included.

Students will visit local markets and supermarkets to see the variety of fruit, vegetables, and shelf products the public is being offered, so they will learn how to choose the best and freshest fruit, vegetables and meat.

The students will look at connecting food with health, myths about food, food service and styling, and look at products they use such as energy drinks and their effect on health. The students will plan and produce a one course healthy meal which could become part of the weekly menu of the family.

Food: Master Chef Pro

Students will learn to cook foods for a busy lifestyle. They will develop skills and study methods of cooking tasty, no fuss meals which are interesting but healthy. They will investigate the use of healthy convenience ingredients, which allow for fast preparation of dishes, giving a professional finish. The second part of the semester will include a master chef type cook-off where students will plan and demonstrate dishes, and will be judged by peers, gaining a prize for the best group, with the skills in planning, demonstrating and styling of the dish. During the semester, we will look at building a recipe scrap book and look at cooking methods, planning meals for one, or groups and the use of food as a celebration.

Food: Patisserie (Years 9 & 10)

A sweet and simple unit of recipes which shows you how to make memorable sweet treats such as a limitless variety of biscuits, brownies, and biscotti, as well as a selection of café cakes, slices and muffins. The course includes learning the tricks of the trade such as chocolate waves, curls, rosettes and toffee decoration techniques to make your product spectacular.

SECTION 2: VCE / VCE(VM) / VPC PROGRAMS**Pathways at Lalor North Secondary College**

While Year 11 will be the beginning of your studies for either the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCM), or the Victorian Pathways Certificate (VPC), Year 10 will prepare you for this task. The various careers activities you have undertaken in your Humanities class, this book and the advice of your Course Adviser will make you aware of the different programs and requirements of each course. It will also provide information relating to the subjects offered, and the assessment criteria needed to gain either a VCE or Certificate. The information provided to you will help you to make decisions about courses of study, subjects, career paths and further education whether this be through TAFE or university.

It is recommended that you discuss your possible course selection with parents, subject teachers and level coordinators before making final decisions. You are encouraged to keep your options open

enough to avail yourself of courses and career alternatives. As is often the case, if you do not have a career in mind you are strongly recommended to choose subjects you are generally good at, interested in and enjoy doing.

The next two or three years in Senior School should be a very exciting and challenging time for you. The college has established a network of resources and we encourage you and your parents to use them. By working together and utilising these resources we can try to ensure that you get to cover all possible career and subject options, as well as course requirements.

The VCE pathway

VCE gives students an excellent foundation to undertake further education and training options that lead into a broad range of career possibilities. At Year 11 level, some students may be invited to study a Unit 3 / 4 sequence. This would enable eligible students to accelerate some of their Year 12 studies. Each acceleration case will be assessed on its merits, with due consideration given to a student's ability to cope with the demands of study at this level in the available subjects. Students must follow the procedures as outlined in the Acceleration Policy.

Victorian Certificate of Applied Learning (VCAL) Pathway: now known as the VCE Vocational Major and Foundation Pathways Certificate.

In Year 11 and 12 the VCE Vocational Major and the Foundation Pathways Certificate program have a vocational emphasis and are geared to prepare students for entry into various areas of employment, such as the automotive trades, building trades, engineering trades, childcare, hair and beauty services, business administration, IT and hospitality. The VCE Vocational Major and the Foundation Pathways Certificate are an applied learning approach to senior studies at Year 11 and 12 and in addition to offering an excellent pathway into employment, traineeships or apprenticeships, students may also choose to continue their education at TAFE when they complete secondary school. Both Certificates will require 2 years to complete.

The program is designed to include one day a week at a VET host school studying a Certificate course, one day per week undertaking a relevant structured work placement and three days a week studying a set range of units at the College. These pathways are well recognised programs with successful students receiving a Foundation Pathways or VCE Vocational Major Certificate as well as a certificate in a nationally recognised VET.

VET in Schools

VET in Schools refers to Vocational Education and Training (VET) courses undertaken as part of your senior secondary education (they can make up part of your VCE, VCE-VM or VCP). The programs aim to prepare you for further education, training and employment. They can also be a good way to explore different occupations while you are still in secondary school and test whether you are interested in pursuing a future in that industry.

Victorian Certificate of Education (VCE)

VCE is usually completed in Years 11 and 12, but can be started in Year 10. Across the State many Year 10 students undertake some VCE units. Within VCE, students can undertake vocational education and training (VET) through School-Based Apprenticeships or at a training organisation. The following section provides useful information about VCE.

Students should choose subjects that:

- interest them
- they are good at
- lead to a job they are interested in
- prepare them for further training or tertiary courses they are considering
- lead to a VET qualification within the VCE

VCE assessment and results

Students graduate with the VCE by satisfactorily completing at least 16 units. Three of these units must be from the English group, with at least one unit from the 3/4 sequence, plus three Units 3 and 4 sequences in studies other than English. A scored VET 3/4 that has an exam will contribute to the 16 units.

Each unit has outcomes which describe what students are expected to know and be able to do. For satisfactory completion, students need to demonstrate the outcomes outlined for each VCE study. There are two types of graded VCE assessment: school-based assessment and external exams. External exams (written, oral, performance or electronic) are set and marked by the Victorian Curriculum and Assessment Authority (VCAA).

Promotion to Year 12

A minimum of eight (8) 'Satisfactory' unit results must be obtained in order to proceed from Year 11 to Year 12. English must be included in the 8 units.

Requirements for the award of the VCE

The minimum requirement is satisfactory completion of sixteen (16) units which must include:

- Three (3) units from the English group, with a sequence at 3 and 4 level, and at least one (1) in Units 1 and 2.
- At least three (3) sequences of Units 3 and 4 other than English.

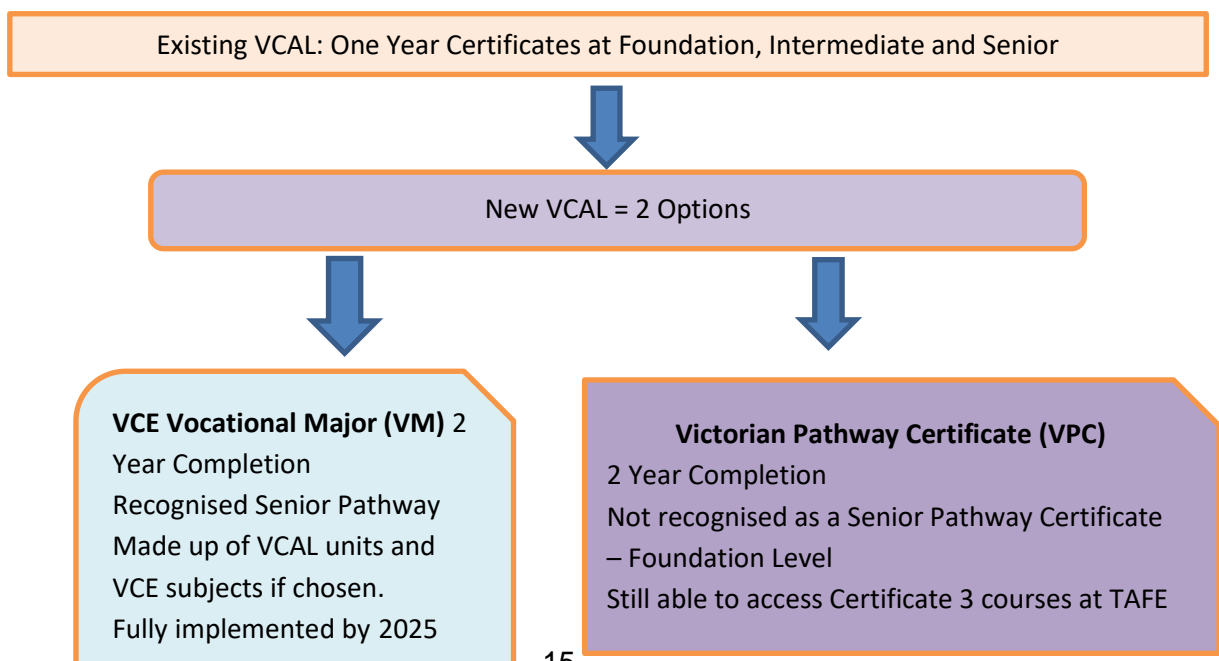
Study Scores

Your study score is a score, ranging from 0 to 50, which shows how you have performed in a study relative to all other students doing that same study. To receive a study score for a particular study you must satisfactorily complete both Unit 3 and Unit 4 of that study and awarded examination scores.

Satisfactory Completion (VCE)

Learning outcomes are specified for each Unit. They describe the knowledge and skills you should have demonstrated by the time you have completed a unit. Units 1 and 2 are typically undertaken in Year 11. As in Units 1 and 2, in order to "pass" Units 3 or 4 (usually Year 12) you must demonstrate achievement of all unit outcomes. These are reported to VCAA as an S or N. In order to achieve an S for a unit, you must achieve an S for all that unit's outcomes.

CHANGES TO VCAL 2023



Senior Secondary Certificate Reform (from VCAL to VCE Vocational Major)

Senior secondary education in Victoria is changing. From 2023 the new VCE Vocational Major will replace VCAL, so whatever a student's talent, they can now pursue it under one VCE.

Moving to an integrated senior secondary certificate will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life.

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

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

New VCE Vocational Major

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

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

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

Victorian Pathways Certificate to replace Foundation VCAL

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

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

It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment and will replace Foundation VCAL from 2023.

Where a VCE Vocational Major can take you

The VCE Vocational Major offers a pathway into:

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs)
- employment.

Remember that you already have many talents and you can now pursue them under the new VCE.

Getting the VCE Vocational Major

To get your VCE Vocational Major, you must successfully finish at least 16 units, including:

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

You must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a year 12 level. You can do other VCE studies or VET.

You will apply knowledge and skills in practical settings such as workplaces. You'll do community-based activities and projects that involve working in a team. You can also receive credit for on-the-job learning. Your teachers will assess your progress through a range of activities. You won't receive an ATAR. This is because there are no external assessments, apart from the General Achievement Test and in some scored VCE VET programs.

Most students will finish their VCE Vocational Major over 2 years.

When you've completed your course, you will receive a Victorian Certificate of Education with the additional words 'Vocational Major'.

The Victorian Pathways Certificate (VPC) will also be introduced in 2023 to replace Foundation VCAL. The VPC is designed to support students to transition either to the VCE Vocational Major or to entry level VET or employment. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.

Students undertaking these pathways will have access to an enriched curriculum as well as relevant workplace experiences based on their career goals that will develop their real-world knowledge, and technical and transferrable skills that will set them up for further education and employment.

School Based Apprenticeships & Traineeships (SBATs)

This program is open to all students 15 years of age or over who are permanent residents of Australia. The student enrolls in the Victorian Certificate of Education Vocational Major (VCE-VM) as well as being in paid employment and completes on and/or off the job training. The completion of VCE-VM studies and a School Based Apprenticeship and Traineeship Certificate II or III qualification will usually take two years. In recent years we have had students completing SBAT's in Fitness, Allied Health, Childcare, Beauty, Hairdressing, Automotive and Business.

Vocational Educational and Training (VET) Subjects

You can choose a VET subject as part of your VCE while students must have a VET subject if they are studying a VCE-VM or VPC course. This means that you will be undertaking training in a specific vocational area, for instance Hospitality or Building and Construction. As part of your training, you may complete a work placement that provides you with the opportunity to put your knowledge and skills into practice. This training will contribute towards a satisfactory completion of your VCE-VM or VPC and it will give you a nationally recognised vocational qualification. This will provide you with access to further training and may improve your chances of getting work when you leave school.

Advantages of a VET subject for students:

- Students will gain credit towards *their ATAR (Australian Tertiary Admission Rank)*
- Students have the opportunity of completing the VCE or VCE-VM and a fully accredited and industry recognised TAFE Certificate
- Students acquire competencies, which are required by industry and meet industry standards, as TAFE curriculum is industry driven
- Students will have an increased awareness of education and training pathways. Students who intend seeking employment after Year 12 will have the advantage of having completed a TAFE qualification, valued and recognised by employers

Two Styles of Program Delivery

Most VET subjects are completed over two years and they usually run on Wednesdays. This may occur in one of two ways.

1. Within the school

The College will offer the following programs in 2023:

Certificate II and III in Music Industry (Units 1 -4)

2. At another secondary college or TAFE

The College has entered into a cooperative arrangement with surrounding secondary colleges and TAFE providers for the delivery of some VET Subjects. With this arrangement students study for four days per week at the school, and up to one day per week at the designated TAFE campus or college to complete their VET modules.

For more information on VET subjects available external to Lalor North Secondary College, please refer to the 2023 VET Handbook which has all the available VET subjects in the Northern Melbourne VET Cluster. Please collect a hard copy of this booklet from the VET Coordinator or the electronic version on the LNSC website under the Careers tab .

VCE/VET Programs with a study score

For VCE students electing VET as a subject, the following VCE/VET programs have a study score available to students undertaking the relevant Units 3 & 4 sequence:

- Business
- Community Services
- Creative and Digital Media
- Dance
- Engineering
- Equine Studies
- Furnishing
- Health
- Hospitality and Kitchen Operations
- Information, Digital Media and Technology
- Integrated Technologies
- Laboratory Skills
- Music Industry (offered at Lalor North Secondary College)
- Sport & Recreation

VET Assessment Tasks

Unlike other VCE subjects that require students to satisfactorily complete outcomes, to pass with VET, students must achieve a certain level of competency in each of the required skill areas (or modules). Competency means that a student is able to demonstrate the range of skills and knowledge covered within each module.

VET Subject Costs

All VET subjects offered through the Northern Melbourne VET Cluster (NMVC) attract fees. Through the clustering arrangement these fees are kept to the minimum possible cost. Costs will vary according to the materials required by students to complete the subject including uniforms, trade materials, transport, books and equipment. It should be noted that the student's school will determine the fees. All fees associated with a VET subject must be paid on time.

VET Subjects at Lalor North Secondary College

VCE/VET Certificate II & III (Statements of Attainment) in Music Performance (Units 1 - 4)

If you have a talent for singing or playing an instrument or want to learn and are interested in performing to audiences this is the course for you. This qualification allows students to develop the skills and knowledge required for learning an instrument, learning songs and performing in bands or vocal groups to an audience.

Students undertake a wide range of activities related to music performance including rehearsing and developing repertoire (songs), musicianship (learning an instrument), accompaniment and group work, investigation of music genre, song writing, development of stagecraft and basic improvisation. Students can complete a VCAA exam at the end of the units 3 & 4 sequence (Year 12).

In Units 1 & 2, students:

- Develop skills to play in a band or a vocal group (including instrument skills) · Learn and perform different styles of music (genre)
- Compose simple songs or tunes/Song-writing

It is preferable if students can sing or play an instrument but you can still choose this subject at Year 11 as a beginner if you commit to seriously learning an instrument with weekly lessons and practice. Assessment is based on live performances with some written tasks.

In Units 3 & 4 students:

- Develop and practice technical skills on an instrument
- Prepare for performances (learning parts from recordings)
- Develop and maintain stagecraft skills
- Perform music as part of a group
- Basic Improvisation

Emphasis is on improving technical skills on an instrument (e.g. guitar, voice, bass, drums, etc.) and applying those skills in a group performance. Students form bands (e.g. rock/pop bands, vocalists with backing music), learn and practice songs and their individual parts, rehearse songs with other student musicians and eventually perform to an audience and record songs for a CD. Assessment is competency based but graded written course work and an end of year exam is available and strongly encouraged for students who want a study score. The Certificate III Music Performance qualification contributes to the VCE as a VCAA approved Unit 3 and 4 study.

VCE SUBJECT DESCRIPTIONS

BIOLOGY

Units 1&2

In Unit 1 students look at the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

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

In Unit 2 students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance the organism's survival. Students explore interdependences between species, focusing on how the distribution, density and size of a population is maintained. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Assessment Tasks: Experimental design and reports, tests, problem solving tasks, oral presentation, Annotated Scientific Poster and two examinations.

Units 3 & 4

In Unit 3 students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse

the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact on the cellular respiration pathway.

In Unit 4 students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Assessment Tasks: School Assessed Course work including Laboratory Reports on practical investigations and experiments completed throughout the year; Tests; Annotated Scientific Poster, Oral Presentations and VCAA examination at the end of the year.

BUSINESS MANAGEMENT

Unit 1 Planning a business

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

Unit 2: Establishing a business

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

CHEMISTRY

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

In this unit, students focus on the chemical properties of a range of materials from metals, non-metals, salts, polymers and nanomaterials. They explore the relationship between properties, structure and bonding forces within and between particles. Students are introduced to quantitative concepts in chemistry, including the mole concept, applying their knowledge of this to look at the composition of substances. They regularly undertake practical work to reinforce skills and theory.

Areas of study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Student-directed research investigation

Assessment: Tests and examinations, student-directed Research Investigation, practical work with reports and/or a scientific poster.

Unit 2: What makes water such a unique chemical?

In this unit, students focus on the most widely used solvent on earth - water. They explore the chemical and physical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the fundamentals of bonding forces and the physical and chemical properties of water. Students use these fundamental ideas to investigate solubility, concentration, pH and reactions in water, including precipitation, acid-base and redox. They are introduced to stoichiometry as well as analytical techniques and instrumental procedures, including colorimetry, UV-Visible spectroscopy, atomic absorption spectroscopy and high-performance liquid chromatography. Students regularly undertake practical work to reinforce skills and theory.

Areas of study

- How do substances interact with water?
- How are substances in water measured and analysed?
- Student-directed practical investigation

Assessment: Tests and examinations, student-directed Practical Investigation with a scientific poster, practical work with reports and/or a scientific poster.

Units 3 & 4: Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

These units build upon the knowledge acquired in Units 1 & 2 Chemistry, and students increasingly apply their understanding to real world situations.

Unit 3 Chemistry involves a comparison and evaluation of different energy resources. It includes the design and operation of galvanic, fuel and electrolytic cells. Analysis of reaction rates and extent of reaction, including Le Chatelier's principle, is used to predict and explain efficiency and yield of chemical processes.

Unit 4 Chemistry focuses on processing data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Assessment:

- Ongoing coursework, School Assessed Coursework:
- Unit 3: 16%
- Unit 4: 24%
- External end of year examination: 60%

ENGLISH & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

VCE English and EAL course details are basically identical, but for students in Australia less than 7 years, the course is modified and assessed as EAL with no disadvantage (prerequisites may vary according to course and institution). The study is made up of four units – 3 units are required for a pass and a 3-4 sequence is required to receive an ATAR.

Units 1 - 4

VCE English/EAL focuses on how English language is used to create meaning in written, spoken and multi-modal texts of a range of complexity. Literary texts selected for study are drawn from the past and present, representing different cultures to enable students to enhance their understanding, enjoyment and appreciation of the English language in its many forms. Other texts are selected for analysis and presentation of argument.

Structure:

The study is made of four units. Each unit deals with specific content contained in two areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Areas of Study:

- Reading and Creating texts develops students' ability to analyse and create texts, moving from interpretation to reflection and critical analysis.
- Reading and Comparing Texts develops students' ability to make meaningful connections between two texts and analyse how authors create meaning in different or similar ways. · Analysing and presenting argument develops skills in analysing and comparing the use of argument and language in texts that present a range of points of view on issues currently debated in media.

EAL students will also be assessed on a listening task demonstrating understanding of a spoken/audio text

Assessment: Assessment is ongoing, combining School Assessed Course work (SACs) 50% (written analysis, essays, oral presentation) and end of year VCE Examinations 50%

Units 3&4 exams are externally set and assessed.

FOOD STUDIES

In all Food Studies units the practical aspect is emphasised.

Unit 1: Food Origins

Unit 1 has two areas of study: Food around the World and Food in Australia.

This unit focuses on food from a historical and cultural perspective. Students look at the progression from hunter-gatherer to rural-based agriculture to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since then, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers

Unit 2 has two areas of study: Food Industries and Food in the Home. In this unit students investigate food systems in contemporary Australia, focusing on commercial food production industries. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial foods. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities

Assessment Tasks: Records of planning and production, production work and evaluations website presentations, short answer/open book tests, oral reports, practical tests, a video or podcast and short written report/s

Unit 3: Food in Food in daily life

This unit investigates the many roles and everyday influences of food.

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They investigate the food models such as the Australian guide to healthy eating and develop an understanding of nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology, apply specific techniques to the production of everyday food, to establish nutritious and sustainable meal patterns.

Area of Study 1 – The science of food

Outcome 1

On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of Study 2 – Food choice

Outcome 2

On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Assessment: The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assess Coursework for Unit 3 contributes 30 per cent.

Unit 4: Food issues, challenges and futures

Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply learning to contemporary food fads, trends and diets. They practice and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component provides students with opportunities to apply their responses to environmental ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of study 1- Environment and ethics

Outcome 1 On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Area of study 2- Navigating food information

Outcome 2

On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Assessment: On completion of this unit the students should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

School-based assessment: Satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Contribution to final assessment: School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

External Assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 40 per cent.

HEALTH AND HUMAN DEVELOPMENT

The VCE subject has a sequencing of Units 1-4. Units 1 and 2 are usually Year 11 and Units 3 and 4 usually Year 12. You can complete Units 3 and 4 even though you have not attempted Units 1 and 2.

Each outcome is described in terms of Key Knowledge and Key Skills.

Unit 1:

Understanding Health and Well-being has 3 areas of study.

Area of Study 1: Health Perspectives and Influences.

This topic includes definitions of health and wellbeing, measuring health status, and variations of health status in the population such as men, and women, rural and remote and the Indigenous.

Area of Study 2: Health and Nutrition.

This topic includes major nutrients, food models, the consequences of unbalanced diets, marketing tactics and social, cultural, and political factors that affect healthy eating amongst youths.

Area of Study 3: Youth Health and Wellbeing.

This topic looks at aspects of youth health including health inequalities, programs both government and non-government implemented, community values and expectations, and a focus on youth wellbeing.

Unit 2 has 2 areas of study.

Area of Study 1: Developmental Transitions which covers perceptions of youth and adulthood as lifespan stages, characteristics of development, respectful relationships, the role of parents, carers and family environments which includes development in infancy and early childhood.

Area of Study 2: Healthcare in Australia.

Aspects of the healthcare system, services available in the local community, rights and responsibilities associated with accessing health services, new and emerging technologies, and options for consumer complaint and redress.

Units 3 & 4

Students do not have to have attempted Units 1 and 2 to consider Units 3 and 4. However Units 3 and 4 must be completed as a sequence to gain an enter score.

Unit 3

Australia's health in a globalised world. It has 2 areas of study.

Area of Study 1: Understanding Health and Wellbeing.

This area of study includes health and wellbeing, dimensions of health, benefits of optimal health and its importance nationally and globally. It looks at health status and the biological, sociocultural and environmental factors which contribute to these variations – the effects of smoking, alcohol, BMI and dietary risks on health.

Area of Study 2: Promoting Health and Wellbeing.

This area covers the history of Australia's public health system, and the biomedical and social models and their relationship. This includes studies of Medicare, Private health insurance, the PBS and NDIS.

The role of health promotion focusing on smoking, road safety or skin cancer. Initiatives to promote healthy eating and its challenges.

Unit 4

Health and Human Development in a global context. It has 2 areas of study.

Area of Study 1: Health and Wellbeing in a Global Context focuses on high, middle- and low-income countries, similarities in health status, global sustainability, the Human Development Index (a measure of a country's wealth) and global health trends.

Area of Study 2: Health and Sustainable Development Goals.

The role of the United Nations, the relationship between the sustainable development goals, priorities of the SDG's – 3 and 1,2,4,5, 6 and 13. Priorities of the World Health Organisation, types of aid given to developing countries. The role of NGO's such as World Vision, features of these programs and how the individual can take action to promote global health and wellbeing. Unit 3 and 4 Assessment is worth 40% of the assessment and the end of year exam is worth 50%. Assessment for each may be tests, reports, media analysis, structured questions, posters and digital presentations.

HISTORY

Unit 1: Modern History-Late 19th century-1939

Areas of study: Ideology and Conflict/Social and cultural change

In these areas of study students explore the events, ideologies and movements of the period during and after the late 19th century (such as the unification of Germany) and the emergence of conflict and the causes of World War 2. They investigate the impact of the treaties which ended the Great War, which redrew the map of Europe and broke up the former empires of the defeated nations. Other topics include the rise of Nazism in Germany (significant ideology that changed a nation-state), social life and cultural expression in the Weimar Republic and the Third Reich in Germany and the study of significant individuals who contributed to political change such as Adolf Hitler.

Assessment: short answer questions, source analysis, extended answer responses, exams

Unit 2: Modern History 1945-2000

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Areas of study: Causes, course and consequences of the Cold War/ Challenge and Change

In these areas of study students focus on causes and consequences of the Cold War, the competing ideologies (communism and capitalism) that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. When exploring the consequences of the Cold War in the aftermath of World War 2 students analyse the tensions that arose between the 2 superpowers, the Soviet Union and USA. They investigate significant events (e.g. the division of Europe, the Marshall Plan, Berlin blockade, Vietnam War), developments and the consequences for nations and people in the period 1945-1991. A further focus of this unit is on the ways in which traditional ideas, values and political and social systems were challenged and changed by individuals and groups during the Civil Rights movement in the USA.

Assessment: short answer questions, source analysis, extended answer responses, historical inquiry, exams

History: Revolutions Units 3&4

History: Revolutions investigates the historical causes and consequences of the French and Russian Revolutions. Both revolutions played a significant role in the shaping of the modern world, and students investigate the challenges that go along with creating a new society.

Unit 3 – French Revolution (causes and consequences) 1774-1795

In this unit students investigate the long and short term causes of the end of the absolute monarchy of France in 1789. They examine the attempts to create a new society based on reason and the different visions for society from the bourgeois (upper middle class) and the working class. Students evaluate the reasons for the corruption of these visions by the reactions to the revolution, including government by terror and the conservative conclusion to the period in 1795.

**The American Revolution (1754-1789) is also a possible Unit 3 option depending on student interest.

Unit 4 – Russian Revolution (causes and consequences) 1896-1927

Students examine the conditions that gave rise to the overthrow of the Tsar in Russia in 1917, focusing on the different social classes and the impact of WW1. They investigate the attempt to create a Communist state and the challenges that the government faced from inside and outside of Russia. They also explore the role of leaders in the creation of the new society and the impact that the Revolution has on different social groups in Russia.

Assessment

- A historical inquiry
- Evaluation of historical sources
- Extended responses
- An essay
- End of year exam

LEGAL STUDIES

Unit 1 Guilt and Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions in criminal and civil cases.

Unit 2 Sanctions, Remedies and Rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students will investigate two criminal cases and two civil cases from the past four years to assess the ability of sanctions and remedies to achieve the principles of justice. Students will also explore the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

Unit 3 Rights and Justice

This unit examines the methods and institutions in the justice system and their appropriateness in determining criminal cases and resolving civil disputes. Students consider the various courts within the Victorian court hierarchy, as well as other legal institutions available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system to achieve the principles of justice.

Unit 4 The People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State Parliaments, and protects the Australian people through structures that act as a check on Parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate Parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios. Units 3 and 4 must be taken as a sequence
Assessment Tasks: Case study analysis, structured assignments, tests, exam.

LITERATURE

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

Unit 1: Approaches to literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of

literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

MATHEMATICS

Different pathways of mathematics units will be recommended or required for preparation of entry to particular jobs, apprenticeships, TAFE courses, university or other tertiary institutions. You are strongly urged to discuss your choices with your Mathematics teacher and the appropriate course advisers. Foundation Mathematics requires the use of a scientific calculator. General Mathematics and Mathematical Methods require the use of a CAS calculator. The preferred calculator is the TI nspire cx CAS. Some students may be able to have a calculator provided by the school. Please see the head of mathematics to discuss eligibility criteria.

YEAR 11 FOUNDATION MATHEMATICS

Units 1&2:

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units. The areas of study in Foundation Mathematics are: Algebra, Data Analysis, Finance, and Measurement.

This subject will require the use of a scientific calculator.

Assessment Tasks: Assignments, tests, workbook of prescribed exercises, written reports of problem-solving activities and exams.

YEAR 11 GENERAL MATHEMATICS

Units 1 & 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

Assessment Tasks: Assignments, tests, workbook of prescribed exercises, written reports of problem-solving activities and exams.

YEAR 11 MATHEMATICAL METHODS

Units 1 & 2

This course has been designed as preparation for Mathematical Methods CAS Units 3 & 4 and for students intending to do tertiary studies that require mathematics. Topics include Algebra, Probability, Functions and Graphs, Differential Calculus, Applications of Calculus and Probability. The appropriate use of Computer Algebra System (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the units.

Assessment Tasks: Tests, written reports, coursework, and exams.

YEAR 12 FOUNDATION MATHEMATICS

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3

and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Assessment Tasks: 3 mathematical investigation tasks, and an end of year exam.

YEAR 12 GENERAL MATHEMATICS

Units 3 & 4

General Mathematics consists of the following areas of study: 'Data analysis' and 'Recursion and financial modelling', 'Networks', and 'Matrices'. The appropriate use of a graphics calculator to support and develop the teaching and learning of mathematics is incorporated throughout the units.

Assessment Tasks: School assessed coursework and two end of year examinations.

YEAR 12 MATHEMATICAL METHODS

Units 3 & 4

This subject consists of the following areas of study: Functions and Graphs, Calculus, Algebra and Probability. Assumed knowledge and skills for Units 3 & 4 are contained in Mathematical Methods Units 1 & 2. The appropriate use of a graphics calculator to support and develop the teaching and learning of mathematics is incorporated throughout the course.

Assessment Tasks: School assessed coursework and two end of year examinations.

PHYSICAL EDUCATION

VCE Physical Education explores the complex relationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It also examines behavioural, psychological, environmental and sociocultural influences on performance through physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Unit 1: In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationship between the body systems and physical activity, sport, exercise and how the systems adapt and adjust to the demands of the activity. Students will also evaluate the social, cultural and environmental influences on movement.

Unit 2: This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of activities and the role physical activity and sedentary behaviour plays in their own health and well-being as well as people in other population groups.

Unit 3: In this unit, students will explore the biomechanical and skill acquisition principles behind movement. How movement skills are improved is explored theoretically and practically. Students will learn how the body produces energy for activity and study acute responses to exercise as a major focus of this unit.

Unit 4: This unit explores how the human body can train to improve performance. The foundations of an effective training program are studied and how training is implemented to effectively improve fitness through chronic adaptations to exercise. Physiological strategies to improve performance are also learnt.

PHYSICS

Unit 1: Students study thermodynamics and climate science, they are able to investigate the environmental impact of human activities. They study electrical circuits, undertake practical investigations of circuit components and describe the safe and effective use of electricity by individuals and the community.

Unit 2: Students investigate matter, the origins of the atom by looking to the Universe. They explore motion using concepts of energy and the effects of balanced and unbalanced forces. Students undertake a detailed study in astronomy, medical physics or energy from the nucleus, in Semester 2.
Assessment Tasks: Practical work, including written reports, tests, mid-year and end of the year exams.

PRODUCT DESIGN (WOOD)

Unit 1: Sustainable Product Redevelopment

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

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Students will be assessed on their development of a preferred design option and their production.

Unit 2: Collaborative Design

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

Students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme referring to a chosen design style or movement. Students will be assessed on their development of a preferred design options and their production both individually and as part of a group.

PSYCHOLOGY

Psychology incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and applies this knowledge to personal and social circumstances in everyday life. This enables students to explore how people think, feel and behave.

Unit 1: How are behaviour and mental processes shaped?

Area of study 1: How does the brain function?

Students examine brain structure and function; how the brain enables us to interact with the external world; areas of the brain that enable complex mental activity and how brain damage and brain plasticity can affect functioning.

Area of study 2: What influences psychological development?

Students explore how biological, psychological and social factors influence different aspects of a person's psychological development; the interactive nature of heredity and environment and specific factors that may lead to the development of psychological disorders.

Area of study 3: Student-directed research investigation

Students investigate a question related to brain function and/or psychological development.

Unit 2: How do external factors influence behaviour and mental processes? Area of study 1: What influences a person's perception of the world?

Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception and where perceptual distortions may occur.

Area of study 2: How are people influenced to behave in particular ways?

Students consider how biological, psychological and social factors can be used to explain the cause of particular individual and group behaviours such as attitudes, prejudice, discrimination, altruism and bullying.

Area of study 3: Student-directed practical investigation.

Students will design and conduct a practical investigation related to external influences on behaviour.

Assessment: Units 1 & 2 – school-based which includes reports on practical activities, research investigation, analysis of data, media analysis, tests and problem solving involving psychological concepts. For area of study 3 in unit 2, a report of an investigation on behaviour is required.

Unit 3: How does experience affect behaviour and mental processes?

Area of study 1: How does the nervous system enable psychological functioning? Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli and the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning.

Area of study 2: How do people learn and remember?

Students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Unit 4: How is wellbeing developed and maintained?

Area of study 1: How do levels of consciousness affect mental processes and behaviour? Students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

Area of study 2: What influences mental wellbeing?

Students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder and evaluate the roles of various factors in contributing to a person's mental state. A specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

Area of study 3: Practical investigation

Students will design a practical investigation related to mental processes and psychological functioning. Assessment: Units 3 & 4 – includes annotations of practical activities, evaluation of research, report of a student investigation, analysis of data, visual presentation, a flow chart, media analysis/response, response to a set of structured questions, a reflective blog/learning journal, test.

For area of study 3 in unit 4, a structured scientific poster is required. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

School-assessed Coursework for Unit 3 will contribute 16% to the study score. School-assessed Coursework for Unit 4 will contribute 24% to the study score. End-of-year examination will contribute 60% to the study score.

VISUAL COMMUNICATION

Unit 1: Introduction to visual communication design

Area of study 1: Drawing as a means of communication

- Apply design thinking techniques to generate ideas.
- Create drawings for different purposes using a range of drawing methods (including freehand and digital) media and materials.
- Use drawing methods to represent three-dimensional forms, such as paraline (isometric and planometric) and perspective (one and two point)
- Apply rendering techniques for depicting the direction of light, shade and shadow and for representing surfaces, materials, texture and form

Area of study 2: Design elements and design principles

- Apply design elements and principles to create visual communications
- Use manual and digital methods and a variety of media and materials

Area of study 3: Visual communication design in context

- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication design

Area of study 1: Technical drawing in context

- Use manual and digital methods including two dimensional and three-dimensional drawing and rendering techniques to show light and shadow.

Area of study 2: Type and imagery

- Look at past and contemporary typography
- Learn terminology to identify typefaces

- Apply type using a variety of media such as collage, photography, painting, printing, three-dimensional construction and digital

Area of study 3: Applying the design process

- Apply the design process to create a visual communication

Frequently asked questions

What is a Learning Outcome?

For every subject there is a series of learning outcomes. For example, in English at Unit 1 the outcomes are “to identify and discuss themes and issues in set texts, and to construct a personal response; to communicate effectively in writing, taking into account context, purpose and audience”. These outcomes state what you will be studying during the unit, and what you should be able to do by the end of the semester. These are the things you will be tested on, and they form the basis of your assessment; you must satisfactorily complete them.

How is the VCE assessed in Year 11?

You are assessed on two levels in Year 11. First your teacher will determine whether you have satisfactorily completed all outcomes in a unit. This will be shown on your end of semester report as S or N, and will be reported to VCAA. Second, you will be provided with a level of your performance in the subject. This performance is not reported to VCAA; however, a student whose grade is unsatisfactory in a subject may be recommended to not do the same subject in Units 3/4.

How is the VCE assessed in Year 12?

The satisfactory completion of all outcomes will be reported as S or N, the same as in Year 11. For every subject you will be doing a number of School Assessment Tasks or Coursework, which are completed in class. The mark you get for these in a particular subject will be your school assessed task or coursework mark, and will be sent to VCAA. It will then be statistically moderated against your performance in the examination, and added to your examination result to determine your study score of that unit of study.

What is Statistical Moderation?

The process for adjusting the school’s assessments to the same standard, while maintaining the students’ rank given by the school. VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the state.

What is Scaling?

Study scores must be compared and adjusted before they can be fairly added together. This is because apart from English, students take very different combinations of VCE studies, and you can only add scores together if the strength of competition in each study is about the same. Scaling overcomes these difficulties and ensures that each study contributes equally to the ATAR.

What is the GAT?

The GAT, or General Achievement Test, is run by VCAA for all students studying a Unit 3/4 subject. The purpose of the GAT is to allow VCAA to measure a student’s performance against their ability. The mark for the GAT is used as a check for determining your final score for a subject, so it is very much in your interest to do as well in it as possible.

What does Satisfactory Completion mean?

This means you have fulfilled the requirements for a particular outcome. The teacher will set a number of tasks, and these must be completed properly to demonstrate that you have achieved that outcome. To achieve satisfactory completion of a unit, you must satisfactorily complete every outcome in that unit. The consequences of failing to do this are serious. The unit cannot be counted towards your VCE,

and you may even find yourself having to repeat it, especially if it is required for a university course you wish to enter. In addition, you can be given an N (not satisfactory) if you:

- hand the work in late
- copy someone else's work
- help someone else to cheat
- accept "undue assistance" for the work
- breach the school's attendance rules

What do UG, NA and J mean?

UG (Ungraded) means that the score was too low to be assigned a grade.

NA (Not Assessed) indicates that the School-assessed Coursework, School-assessed Task or Examination was not undertaken or submitted.

J –Indicates that the student is no longer attending class and or has not submitted any work for the unit. The J result is recorded on the VCAA database but is not reported on the student's statement of results. Units with a J are treated as equivalent to those with an N.

Will VCE Vocational Major and Victorian Pathways Certificate get me ready to enter a trade?

If you have completed VET units as part of your VCE-VM or VPC certificate you will have developed knowledge and skills that employers value, for example industry awareness, use of tools required in the industry, occupational health and safety.

Completed VET units will also help demonstrate to an employer that you are keen to work in this industry.

What are my options once I have completed VCE-VM or VPC?

VCE-VM or VPC will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

What is VET?

VET in Schools (VETiS) refers to Vocational Education and Training (VET) courses undertaken as part of your senior secondary education (they can make up part of your VCE or VCE-VM or VPC). The programs aim is to prepare you for further education, training and employment. They can also be a good way to explore different occupations while you are still in high school and test whether you are interested in pursuing a future in that industry.

What are the advantages of a VET Certificate?

- You get a nationally recognised qualification
- It can help you get a job
- You can get credits towards further study in the future
- You receive valuable experience in industry

Do I have to complete a VET subject?

VET is compulsory for students electing VCE-VM/VPC and optional for VCE students.

How is VETiS different from other VCE Subjects?

- You study in an adult learning environment and get a taste of what to expect after you leave high school.
- In most VETiS courses, you undertake Structured Workplace Learning (SWL) which gives you experience of working in your chosen industry. This is organised with the help of the Careers Faculty.
- Assessment is competency based.

How long are VETiS courses?

VETiS courses generally run for 1-2 years, with classes held one day or an afternoon a week during school terms.

What do I get at the end of my VETiS Course?

When you complete a VETiS Course, you are awarded a nationally recognised certificate of qualification. Upon successful completion, your qualification can also contribute to your VCE, VCE-VM or VPC. If completing VETiS as part of your VCE, some certificates contribute towards your ATAR score. Some certificates offer an examination which is held during the VCE examination period and provide a study score, while other certificates provide block credit which is used to enhance your ATAR score. You can get more information about the VETiS program you are considering through your school or on the VCAA website.

How much does it cost?

VETiS courses attract a tuition and materials fee. Lalor North College and the Department of Education pays for the majority of the full cost and you are required to pay only the balance remaining for Student Materials. Please contact the Careers Office for information about VETiS course fees.

What are the VCAA Rules?

Students must observe the following rules when preparing work for assessment. These rules apply to all assessment for VCE, VCE-VM, VPC and VET. They are:

1. A work submitted for assessment must be the student's own work. They must not copy from resources or another's work. They cannot use corrections or improvements made or dictated by another person;
2. A student must acknowledge all resources used, including text, websites and source material, the name(s) and status of any person(s) who provided assistance and the type of assistance provided;
3. A student must not submit the same piece of work for assessment in more than one study;
4. A student who knowingly assists other students in a breach of rules may be penalised.

Refer to the VCAA Handbook for further information

<https://www.vcaa.vic.edu.au/administration/vce-vcsl-handbook/Pages/index.aspx>

Glossary

Unit 1/2 subjects	Often referred to as “Year 11 subjects”, these are generally preliminary introductions to the more in-depth studies in each subject undertaken in Units 3 and 4. Unit 1 / 2 subjects can also be undertaken by students in Year 10 in some subjects. These run for one semester each (i.e. Unit 1 subjects are taught across Semester 1, Unit 2 subjects across Semester 2). Some, but not all, are pre-requisites in order for a student to undertake studies in Units 3/4 of the same subject. Although gaining a good base across both Units 1 and 2 is generally recommended, some students may complete Unit 1 of a subject and then change to study Unit 2 of a different subject in Semester 2
Unit 3/4 subjects	Unlike Unit 1/2 subjects both Units 3 and 4 must usually be completed in the same calendar year (i.e. they are not stand-alone Units unlike the Unit 1 and 2 subjects where). Often referred to as “Year 12 subjects” with teachers assessing students through SAC’s /SAT’s and then the students sitting an externally set and graded exam.
Learning Outcomes	To satisfactorily complete a unit of work, a student must demonstrate certain knowledge and skills.
Assessment task	These are the usual means by which Unit 1/2 students demonstrate their knowledge and skills in relation to Learning Outcomes.
School Assessed Course Work (SACs) School Assessed Tasks (SATs)	These are the usual means by which achievement is judged for students enrolled in Unit 3 /4 studies. SAC’s can take the form of a test or a graded assignment completed in class-time.
General Achievement Test (GAT)	Is a test required by all students enrolled in Unit 3/4 studies to complete in June. GAT results are included in final VCE results.
Special provision	The VCAA has a Special Provision Policy to provide all Unit 3 /4 students with the maximum opportunity to participate in and complete their senior secondary studies
Victorian Curriculum and Assessment Authority (VCAA) VTCA	The authority which sets the Policies and Procedures associated with the VCE Victorian Tertiary Admissions Centre.
Unsatisfactory Performance	Notices for “Unsatisfactory Performance” may be issued where a student has attendance issues, produces a below standard test result etc. These will be sent home with a suggested resolution.
ATAR	Australian Tertiary Admission Rank. The overall ranking on a scale of 0 to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities/ TAFE institutes to select students for courses. Formerly the Equivalent National Tertiary Entrance Rank (ENTER)