

2024
YEAR 11 & 12
HANDBOOK



THORNBURY
HIGH SCHOOL

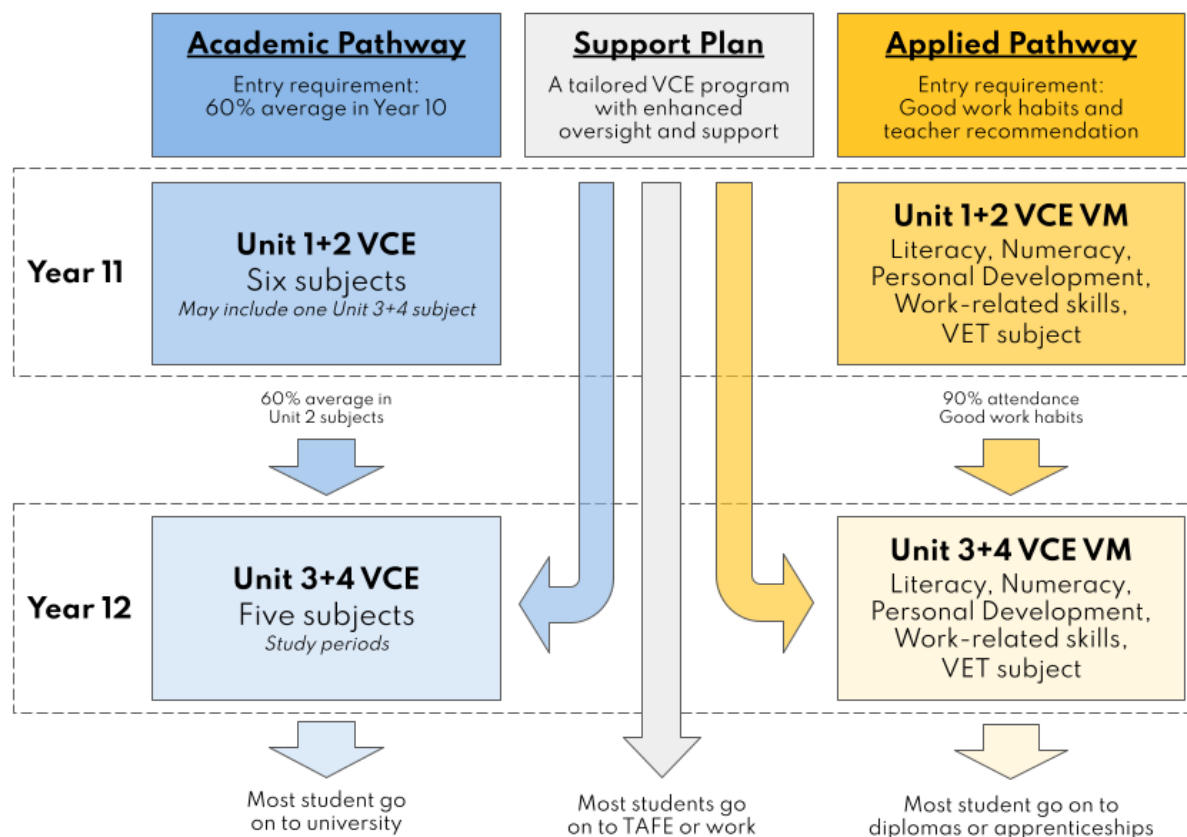
VCE @ THORNBURY HIGH

At Thornbury High School we offer two main pathways for our Senior School students. Both pathways result in a VCE certificate at the end of year 12.

The **Academic Pathway** is the best option for students who know they want to go straight to university when they finish school. Over the two years students work towards a VCE certificate and an Australian Tertiary Admission Rank (ATAR) that will allow them to apply directly to selective university courses. This is an academically demanding pathway and students should choose this if they enjoy school work and have a track-record of success in year 9 and 10. Students qualify automatically for the academic pathway if they have an average score of 60% in their year 10 Semester 1 reports.

The **Applied Pathway** is the best option for students who have clear career goals and do not wish to go to university straight after they finish school. Instead they may be considering competitive Diplomas, Apprenticeships, Traineeships or direct employment. Students on the Applied Pathway still work towards a VCE Certificate, but instead of year 12 exams they complete a Vocational Major. Along the way they complete a combination of classroom-based study and practical training via a Vocational Education and Training (VET) subject. This pathway involves much more group work than the Academic Pathway and is not assessed via exams. Since students usually split their time between school and other institutions, it also requires a greater level of independence and motivation. Places are limited and entry is subject to excellent attendance in year 10, a record of good work habits and an interview.

Students who do not meet the automatic entry criteria for the Academic Pathway and are not successful in their application for the Applied Pathway will be given the option of continuing at Thornbury High School on a **Support Plan**. We will design a program of study for them that maximises their options in the future, allowing opportunity for them to move into either the Academic or Applied Pathways at the end of year 11 or to transition into work or training elsewhere.



How are the senior years different?

1. More choices beyond THS

As they approach year 11 students must choose whether they want to commit to a VCE certificate at THS or pursue one of many other fantastic options that exist for 16, 17 and 18 year olds. At this stage some of our students decide to pursue a qualification at another local provider (including a VCE certificate), or an apprenticeship. We are very proud of what we do, but we can't offer everything for everyone. If you are not sure whether THS is the right choice for you in year 11 and 12, you should approach the Careers and Pathways Team for advice.

2. Higher expectations

All students who commit to the Senior School at Thornbury High School are expected to take more responsibility for their learning and to work harder than in younger years. At VCE level, it is not just a matter of gaining skills and knowledge, but of being able to apply them independently in an increasing range of situations. All students will get more homework than they are used to, requiring increased self-discipline and motivation to complete tasks and revise efficiently. Year 12 students on the Academic Pathway have supervised study periods in our Senior School Study Centre to help them manage their workload effectively.

3. An externally-validated certificate

All Y11 and 12 students at THS are working towards a VCE Certificate, which has criteria and minimum standards that must be met. During years 7 to 10 the school designs content, assessment, rules and guidelines within a framework provided by the government and we have a large degree of freedom about how we do this. For year 11 and 12 students the Victorian Curriculum and Assessment Authority (VCAA) explicitly determines the study design, rules and guidelines for the VCE. It is important that students understand and follow the rules and expectations as teachers cannot modify them.

There is a summary of policies regarding satisfactory completion, authentication, attendance and plagiarism at the end of this guide. Full details are on the VCAA website: <https://www.vcaa.vic.edu.au/>

What will help students thrive in the Senior School?

Motivation and self-direction are very important. It is crucial that students select studies that interest them, provide them with confidence, and offer a positive challenge. Those who have excellent organisation and time management skills will work more efficiently and find it easier to work independently and feel successful. Students who can articulate clear goals for year 12 and beyond find it easier to motivate themselves.

A balanced lifestyle, where students have a high work ethic but also find time to socialise with family and friends, and continue other interests is important in personal development. Many students also take on part-time paid work in year 11 and we encourage this. However, students must be careful to limit their hours so that commitments outside school do not prevent them from succeeding at school. We do not recommend any student take on more than eight hours a week.

Positive habits and self-care are the foundation on which effective learning happens. When it comes to a daily routine, adequate rest, exercise and good nutrition are vital in helping students maintain good health and cope with the additional study required. All students should aim to sleep for eight hours a night, undertake some type of physical activity at least once a day and eat breakfast every day.

How does THS help students to thrive?

The **PROSPER Program** is our way of explicitly helping students develop the skills they need to thrive in their VCE study, in their personal lives and in their future careers.

The program includes:

- Highly effective study skills, time management and procrastination
- Safer socialising, assertive communication and positive relationships
- Goal-orientation and career/pathway guidance
- Positive coping strategies, character strengths and stress management

For most students the PROSPER Program runs on alternate Wednesday afternoons throughout year 11 and 12. Students who study a VET subject (as part of the Academic or Applied pathways) cover the content separately. Attendance to these sessions is a compulsory part of the VCE program at THS.

These sessions are supplemented by additional incursions and one-on-one careers guidance over the course of the two years.

Our Year 11 Camp happens at the very start of the VCE program, with the hope that all students can attend. It is a wonderful chance for the cohort to bond, and to establish individual and group goals for the crucial years to come. For the first time in 2024, the students will travel to Canberra for three nights. The camp incorporates opportunities for students to explore careers related to their chosen VCE subjects and to visit an Interstate University, as well as a mixture of organised activities and free time. It is also where we kick-start the Prosper Program with team-building challenges and goal-setting sessions.

Full details and payment options will be communicated early in term three of Year 10.

Subject selection

This subject selection handbook has been designed to assist students in their selection of VCE subjects for 2023. It should be used in conjunction with the parent information evening, level assemblies, class and individual career counselling that is provided for students and parents during term three. We also have a dedicated careers website which is full of further guidance for students making these difficult decisions: www.thornburyhscareers.com



The Academic Pathway (VCE)

How does the VCE work?

- A VCE study (or subject) is generally designed to last for one year and is made up of two units.
- Units 1 and 2 (usually studied in Year 11) can be taken as single units.
- Units 3 and 4 (usually studied in Year 12) must be taken as a sequence of two units. That is, where students enrol in Unit 3 in a study, they will also be expected to enrol in Unit 4 of that study.
- Completing a Unit 3+4 sequence in Year 11 allows some students to add an extra study score to their final ATAR score, giving them an edge for very competitive programs.
- Students normally enrol in six studies (12 units) in Year 11 and five studies (10 units) in Year 12.
- Some students may elect to do a Vocational Education and Training subject (VET) as one of their six VCE options. This may happen onsite at Thornbury High School or through a partnership with another local provider.

What is required to successfully complete the VCE?

To be awarded the VCE, students must satisfactorily complete at least 16 units.

These units must include:

- An approved combination of at least three units from the group of English studies.
- At least three sequences of Unit 3+4 studies other than English.

Designing a program of study for the VCE

When selecting subjects for Years 11 and 12, one of the most important things is for students to keep their options as open as possible for further study. Students are encouraged to investigate tertiary courses of interest on the VTAC website, and ensure that the subjects selected do not limit future study options. Pay particular attention to maths and science subjects as prerequisites. Acceptance into creative arts courses is often based on a portfolio of work so consider choosing a relevant VCE subject.

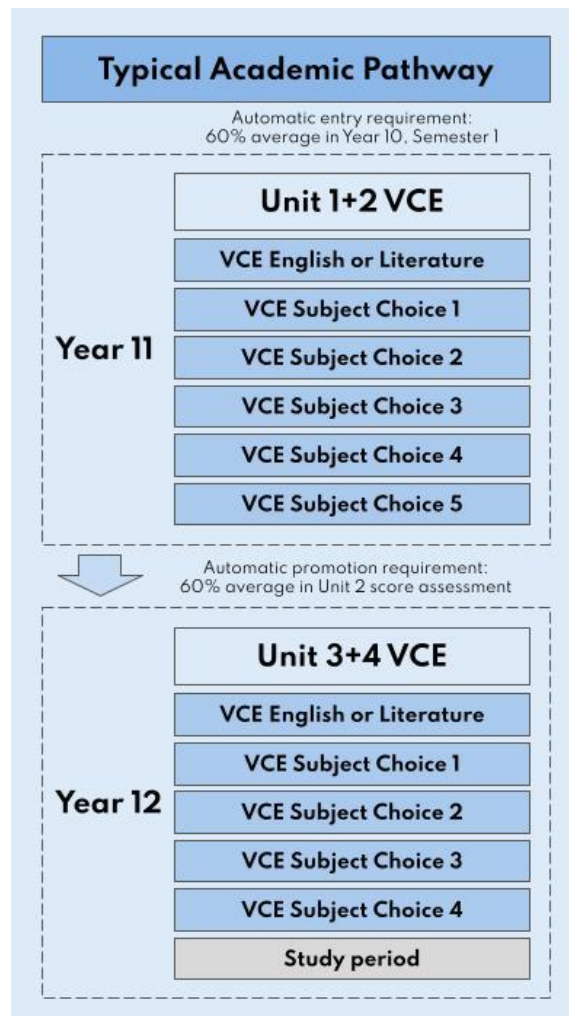
VTAC: <https://delta.vtac.edu.au//CourseSearch/prerequisiteplanner.htm>

Students should discuss selections with teachers and parents. Students need to design a two year program and should consider the following:

Personal Interests

- What do you enjoy studying?
- What talents do you have?
- What careers do you find interesting?
- Is your program balanced?
- Have you challenged yourself?

Refer to your individual Morrisby Profile for suggested subjects <https://www.morrisby.com/>



External Requirements

- What prerequisites do certain Tertiary/TAFE courses expect?
- What units of study are preferred by employers?
- Can specific VCE units offer you credit transfers for some TAFE course?
- Have teachers/parents advised you against attempting certain subjects?
- Are you choosing a program for you, or following friends?
- Should you consider a VET? (Vocational Education and Training) to complement your VCE course?

Research all possible courses and careers

Students should consider career interests and aspirations as well as refer to their Morrisby Profile. Students should consult the government's Job Outlook website, The Good Universities Guide and the Thornbury High School Careers website (thornburyhscareers.com). Research the job and what exactly is involved. Students should identify University or TAFE courses that will provide the type of training they will need to enter the career areas that interest them.

Students and parents will have the opportunity to attend a counselling session at school before their course applications are due, to check that they have chosen a suitable course and met all VCAA requirements.

Students should prepare for their individual counselling session by completing an online Career Action Plan. To do this go to the Careers website <https://www.thornburyhscareers.com>

Sign into the student secure area, select My Career Portfolio from the menu on the left hand side and complete your Career Action Plan.

Enrolment policy, attendance and workload

It is anticipated that all students on the Academic Pathway will be full time unless they have special circumstances. In year 11, students will enrol in six subjects and aim to complete Unit 1 and Unit 2. In a small number of cases it is possible for a student to change a subject mid-year, but this should not be relied upon. In year 12, students will enrol in five subjects for the year and must complete Unit 3 and 4, with no opportunity to change mid-year.

Ninety percent attendance is required to automatically meet the VCAA requirements for course work completed in class to be authenticated. *It is also important to note that if a student is absent for an assessment task (a SAC) or for several days, they will be required to provide a medical certificate to ensure they are able to achieve Satisfactory Completion for the unit. This medical certificate cannot be post-dated.*

If a student is experiencing extenuating circumstances they may request to undertake fewer units. These circumstances may include: speaking English as an Additional Language (EAL), personal difficulties, a chronic illness or a disability. If a student undertakes a TAFE or Training program which does not carry credit for VCE, they may need to undertake fewer subjects or take an extra year to complete the VCE. The number of studies undertaken and attendance requirements will be arranged with the head of senior school.

The Applied Pathway (VCE VM)

The Applied Pathway is a more 'hands on' option for students in the Senior School that minimises exam-based assessment and maximises opportunities to learn the kind of practical and team-based skills that are essential for the workplace and tertiary study. Like the Academic Pathway, the Applied Pathway provides students with a VCE Certificate.

Students on this pathway are in classes at THS three days a week with Wednesdays reserved for their VET (either at THS or at one of our partner schools) and Thursdays for work placement. This continues into Year 12.

The Applied Pathway provides an ideal transition to both further training (via TAFE, Certificates, Diplomas and perhaps subsequently a Bachelor Degree) and employment (via an apprenticeship or traineeship, or direct employment). The structure of the VCE VM program also allows some students to undertake a School Based Apprenticeship or Traineeship while they continue their studies at THS.

To succeed on the Applied Pathway it is essential that Please note that positions are limited and only the most suitable applicants will be considered.

How is VCE VM assessed?

The basic requirements for the Applied Pathway are the same as for the Academic Pathway, with the addition of a mandatory VET subject. To achieve a VCE VM Certificate at the end of year 12 students must:

- Satisfactorily complete 16 Units
- Satisfactorily complete 3 Units from the Literacy/English grouping (including Unit 3+4)
- Satisfactorily complete 3 other Unit 3 and 4 Sequences
- Complete at least 180 nominal hours (one full year) of a VET course

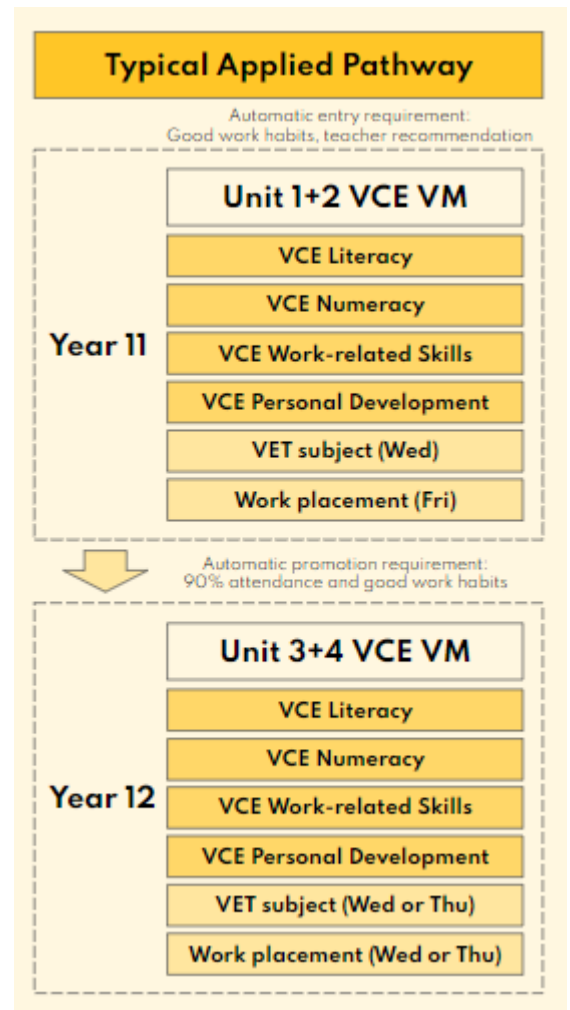
All accredited courses/certificates that make up the VCE VM program are assessed by the student's individual teacher in accordance with requirements. In general, this is based on the assessment of projects, activities and presentations that the students complete in class, either individually or as part of a group. All year 12 students completing the Applied Pathway will also have to complete a single General Aptitude Test which will grade their reading, writing and numeracy against national standards.

School Based Apprenticeships (SBAT)

Some students on this pathway may opt to undertake a School-based Apprenticeship (SBAT) rather than a VET (subject to timetabling constraints). This option is open to all students 15 years of age and over and who are permanent residents of Australia. It allows students to study in a practical environment and receive payment. Please note, this is subject to timetabling availability.

Subjects studied in VCE VM:

- VCE Literacy
- VCE Numeracy
- VCE Work-Related Skills
- VCE Personal Development
- VCE VET of your choice / SBAT
- **Work Placement**



Vocational Education & Training (VET)

What is a VCE VET subject?

VCE VET (Vocational Education & Training) subjects are designed to enhance senior school studies with experience in practical career-specific contexts. A VCE VET subject allows a secondary student to include vocational training as part of their VCE studies. Students on the Academic Pathway with a particularly strong career focus may elect to take a VET subject as one of their six VCE options. All students on the Applied Pathway must take a VET. The delivery of this VET may happen onsite at THS or through a partnership with another local provider.

Features of VCE VET subjects

- It is an accredited program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality)
- It allows students to go directly into employment or receive credit towards further studies.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.
- VET fees depend on the program and the materials students are required to use.
- VET units contribute to VCE. Some 'Scored' VET programs include Year 12 exams, and can contribute towards a student's ATAR.

Choosing a VCE VET subject as part of the Academic Pathway

There are limited spaces for a small number of students following the Academic Pathway to complete a VET subject. Students who can demonstrate a clear link between their career goals and selected VET subject, as well as a proven record of reliability and agency, will be given priority.

Students following the Academic Pathway can only select VET subjects that run on Wednesday afternoons. This ensures VET doesn't clash with a student's other subjects.

Assessment of student performance

In order to award a student an S (Satisfactory Completion) for a VCE Unit, a teacher needs to be confident the student has developed a basic understanding of the key knowledge and skills in the study design.

They make this judgement by considering the following:

1. Attendance

VCAA expects a student to participate in 50 hours of face-to-face learning per VCE Unit. If a student's THS attendance is above 90% they automatically achieve this. If their attendance drops below 90% the teacher may not be confident to award an 'S'

2. Coursework

Teachers can assess students' understanding using their day-to-day contributions and coursework. If a student completes all the assigned coursework tasks to a high standard the teacher will be able to award an S. If a teacher has any concerns about the quality of coursework, they will rely on assessments for authentication.

3. Assessments (SACs and SATs)

Some outcomes require a specific task to be completed to a good standard in order for an S to be awarded. Otherwise, SACs give students a second opportunity to demonstrate their basic understanding. If a student can't demonstrate a basic understanding of the key knowledge and skills in their coursework or in a SAC, their teacher cannot award an S for that outcome.

Each unit of study is typically made up of separate outcomes, all of which must be passed for an S to be awarded. For a student to meet the requirements of each outcome, they must satisfactorily complete all coursework by the end of that outcome. This is usually when a SAC is scheduled.

Students and families will be informed by their teacher or subschool via Compass should a student be at risk of not meeting coursework requirements. Students who have not met the requirements for an outcome by the date of the associated SAC will receive a 'Not Satisfactory' for the whole unit. This may impact their eligibility for a VCE Certificate.

Our subschool and wellbeing teams remain dedicated to supporting all students and are able to approve extensions in exceptional circumstances, given sufficient notice. If you have any questions please contact either Tom Ding (Head of Senior School) or Paul Mameghan (Assistant Principal).

Authentication

In order to be able to assess a student's understanding of the key knowledge and skills in the study design, teachers need to be confident that their work is their own.

The measures teachers use to authenticate work vary from subject to subject and task to task, but the requirements will always be clearly communicated to students.

Coursework

Teachers may insist that a fraction of coursework is completed in class or under supervision. They may also ask students to explain their work to assess their understanding.

Timed SACs

Assessments completed under timed conditions are run using the same rules as VCE exams, unless students are told otherwise. Students must work individually and in silence. Students who miss a SAC without making prior arrangements must provide a medical certificate in order to have an opportunity to resit the assessment. Students who are not able to sit a SAC within two weeks of the original date may need to complete an alternative task/test.

Drafted SACs/SATs

Assessed tasks that are completed over a period of time (e.g. an essay or a folio) must also be authenticated. In these situations, a teacher will arrange mandatory 'milestones' that must be completed if the work is to be accepted. It is not acceptable to miss the milestones and hand in a final submission at the last moment. Scored work that is written outside class is also put through automatic Plagiarism and AI checks as standard. If a student is in any doubt as to the authentication requirements for a piece of work, they must ask their teacher.

Acceptable Assistance

According to the VCAA, a student must not receive undue assistance from another person, including their teacher, in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements and/or self-correction

Unacceptable forms of assistance include:

- use of or copying another person's work or other resources without acknowledgement
- use of or copying sample answers
- use of or copying from AI-generated responses
- corrections or improvements made or dictated by another person,

It is fine for a student to help their friends verbally, by giving them 'prompts or general advice', but they should never give another student direct access to their work.

Suspected 'authentication breaches' will result in an investigation, with the outcome being determined by an independent 'decision maker' in the school. Penalties may involve students needing to repeat the task, a score of zero being awarded for that assessment, or an N being awarded for the entire outcome.

Student holidays during school time

If you choose to take your child away during school time, teachers may not be able to provide work depending on the curriculum content being taught at the time. Your child's assessment for that semester will reflect the work they have undertaken whilst at school and in negotiation with the teacher. As a parent of VCE students, please be aware of the VCAA guidelines for attendance and authentication requirements. If you have any concerns with this please contact the subject teacher.

Special Provision at VCE

There are several specific ways that we can make provisions for students that reflect their individual circumstances and needs.

- 1. Modified study program.** In special circumstances and following professional advice we may choose to adapt a students' program and reduce the number of subjects they study.
- 2. Provisions in SACs and exams.** Students with specific diagnoses (e.g. Mental Health Disorders, ADHD, Physical Injuries) may be eligible for specific provisions in formal assessments. We make applications to VCAA on behalf of these students each year
- 3. SEAS adjustment factor.** Students who have faced difficult personal circumstances in Y11 and 12 may apply to VTAC for their ATAR to be adjusted in response. This is done at the end of Y12

Please note that the overall requirements for VCE cannot be modified. To graduate with a certificate **all students** must meet the minimum standards and achieve the necessary combination of units.

If you believe you/your child is eligible for special provision you should contact Tom Ding, Head of Senior School at the start of the year.

Key Learning Area Leaders & Careers Team



Sara Al Helwani
Careers Team



Claudia Giarusso
*Vocational Major
Coordinator*



Estelle Joannou
Careers Team



Bianca McArthur
Head of Food Studies



Emma McCulloch
Head of Performing Arts



Trent Morison
Head of Health & PE



Tara Quenault
Head of Science & DigiTech



Sheraz Salama
*Head of Visual Arts &
Design*



Andrew Self
Head of English



Leah Shields
Head of Humanities



Max Tosi
Head of Languages



Diana Walder
Head of Mathematics

Subject costs

Please note that this is an approximate costing of the subjects, including essential excursions where applicable. Final costs will be published later this year.

KLA	Subject	Cost
English	English/EAL 1+2	\$30
	English/EAL 3+4	\$30
	Literature 1+2	\$30
	Literature 3+4	\$30
Health & PE	Health & Human Dev. 1+2	\$30
	Health & Human Dev. 3+4	\$50
	Physical Education 1+2	\$30
	Physical Education 3+4	\$50
	VET Sport & Recreation 1+2	\$100
	VET Sport & Recreation 1+2	\$100
Humanities	Accounting 1+2	\$30
	Accounting 3+4	\$30
	Business Management 1+2	\$30
	Business Management 3+4	\$30
	Geography Unit 1+2	\$40
	Geography Unit 3+4	\$40
	History 1+2	\$40
	History (Revolutions) 3+4	\$60
	Legal Studies 1+2	\$30
	Legal Studies 3+4	\$30
Maths	Foundation Mathematics 1+2	\$30
	General Mathematics 1+2	\$30
	General Mathematics 3+4	\$30
	Mathematical Methods 1+2	\$30
	Mathematical Methods 3+4	\$30
	Specialist Mathematics 1+2	\$30
	Specialist Mathematics 3+4	\$30
Science	Biology 1+2	\$30
	Biology 3+4	\$30
	Chemistry 1+2	\$30
	Chemistry 3+4	\$30
	Physics 1+2	\$30
	Physics 3+4	\$30
	Psychology 1+2	\$30
	Psychology 3+4	\$30
Food	VET Cookery 1+2	\$500
	VET Cookery 3+4	\$500
Arts	Art Creative Practice 1+2	\$80
	Art Creative Practice 3+4	\$125
	Media 1+2	\$80
	Media 3+4	\$100
	Music Performance 1+2	\$60
	Music Performance 3+4	\$60
	Theatre Studies 1+2	\$100
	Theatre Studies 3+4	\$100
	Visual Communication Design 1+2	\$80
	Visual Communication Design 3+4	\$80
VCE VM	Year 11 - Literacy, Numeracy, Work-related skills, Personal Development	\$300
	Year 12 - Literacy, Numeracy, Work-related skills, Personal Development.	\$150
Instrumental Music lessons	Instrument hire annually	\$200
	Instrumental lesson levy annually	\$200

ENGLISH

Unit 1+2

Students engage in reading and viewing texts with a focus on personal connections with the story. They 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 are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

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 develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 2 through an exploration of a different text type from that studied in Unit 1.

Students consider the way arguments are developed and delivered in many forms of media. They explore the structure of a range of texts, including their contentions, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Unit 3+4

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Students read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

English as an Additional Language (EAL) is available for eligible students, who learn alongside mainstream English students.

LITERATURE

Unit 1+2

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from a selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts and they experiment with the assumptions and representations embedded in the texts.

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples.

Students focus on a text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore a text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Unit 3+4

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

ART CREATIVE PRACTICE

Art is an integral part of life. Making and understanding artworks empowers you to communicate and interpret personal experiences, ideas, cultural values, beliefs and viewpoints on experiences and issues in historical and contemporary society. In this course you set the rules of your inquiry to make and experiment with multiple materials, techniques and processes. You will learn how to be innovative, to solve problems and build your skills in creative and critical thinking. You will work independently and collaboratively to create and convey meaning through art making.

Unit 1+2

Students will explore ideas using The Creative Practice by applying Interpretive Lenses that analyse the Structural, Personal, and Cultural dimensions of their own artworks. Through these lenses, students will use critical and creative thinking to analyse artworks by a range of historical and contemporary artists. Students will consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence audience perspectives. Students will explore a range of artforms, materials, techniques and processes to develop a body of experimental work in response to their inquiry. Students will create a portfolio of work in photography, ceramics, painting, drawing and mixed media to provide them with a well rounded scope to explore and refine their skills in art making.

Unit 3+4

Throughout Unit 3, students develop an inquiry based body of work inspired by research that examines the practice of an artist of their choice. They will document their creative process to explore and develop ideas, and investigate and experiment with art forms of their choice. They will apply the Interpretive Lenses to analyse the work of established artists, in addition to their own creative practice. By doing so they will build their visual language skills to be able to investigate, create and communicate ideas or issues explored in artworks and their art practice. In Unit 4 students continue to build on personal ideas and themes from Unit 3 to develop, critique, evaluate, refine and resolve a new body of work. Students continue to employ the use of the Interpretive Lenses to analyse the work of artists, their own works and their peers. They explore and compare artworks made in historical and cultural contexts. Students will critically reflect on different artists' practices and document their creative process in their folio working towards an exhibition of their final artwork/s.

MEDIA

Unit 1+2

The purpose of Unit 1 is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

In Unit 2 students develop their understanding of specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3+4

In Unit 3, students explore stories that circulate in society through a close analysis of media narratives. Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

In Unit 4, students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

MUSIC PERFORMANCE

Unit 1-4

Students explore the technical, expressive and creative capabilities of their primary instrument, in conjunction with the VCE Music Study Design, preparing them for two end-of-semester performances (Group and/or Solo). They work collaboratively and independently across a wide range of coursework tasks and ensembles to build on and apply their understanding of melodic, harmonic and rhythmic concepts through practical and analytical means. This is demonstrated through large and small ensemble performances, notation, listening, writing, improvisation, composition and presentation skills.

Students develop specific aural and theory skills in both a practical and formal setting to continue to improve their musicianship with an emphasis on the two end-of-semester examinations. They mainly focus on post-1990 Australian music to develop critical listening skills, both verbally and in written form, using accurate terminology.

Prerequisites: students wishing to undertake Music Performance are recommended to have undertaken at least two years of instrumental music tuition on their chosen instrument. Students are strongly advised to be under the tuition of an instrumental teacher and are also recommended to have their own instrument available to them during class-time and at home. If this is not possible, the school will endeavour to arrange an appropriate solution.

THEATRE STUDIES

In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. Through practical and theoretical engagement with playscripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of playscript-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. The study covers roles in theatre practice including actor, director, designer, (including sound, set, lighting, props, make up and costume). Throughout the study, students work with scripts in both their written form and in performance, studying various production role areas that can be used to interpret these playscripts. Students study the contexts, that is, the time, places and cultures, of playscripts, as well as their language and theatrical possibilities. They explore ways that meaning can be constructed and conveyed through theatrical performance.

Unit 1+2

Unit 1 focuses on the application of acting and other production role areas in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. They see multiple live performances to extend their understanding and appreciation.

In Unit 2 students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Unit 3+4

In Unit 3 students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. They take charge of this work and stage a production for an audience. Students specialise in two production role areas, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Playlist and analyse and evaluate the interpretation of the playscript in the performance.

In Unit 4 students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination Specifications* published annually by VCAA. Students interpret a monologue from within a specified scene using selected production role areas to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies

VISUAL COMMUNICATION DESIGN

VCE Visual Communication Design allows students to examine and explore through a practical folio the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Students will complete a practical folio and written component for each unit.

If you are interested in career pathways such as; architecture, advertising, animation, costume design, exhibition design, fashion design, furniture design, game design, graphic design, illustration, industrial design, interior design, landscape design, product design, textile design, visual merchandising and web design you should consider Visual Communication Design as the folio produced throughout Unit 3+4 can assist with entry into tertiary courses.

Unit 1+2

Students focus on using visual language to communicate messages, ideas and concepts. This involves gaining and applying design thinking and drawing skills to make messages, ideas and concepts visible and tangible. Students will explore the relationship between design elements and design principles, the historical significance of design and drawing methods to create visual communications. Students will use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the fields of environmental and industrial design. They will also investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process developing their thinking about approaches to solving design problems and presenting ideas.

Unit 3+4

Students gain an understanding of the design process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. Students also establish their own design brief for a client and apply design thinking throughout the design process. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. Students then focus on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

INSTRUMENTAL MUSIC

EXTRA-CURRICULAR TUITION

Extracurricular instrumental lessons run outside of normal class time and do not contribute to gaining a VCE certificate.

Students explore the technical, expressive and creative capabilities of their primary instrument in conjunction with the study of VCE Music Performance or as an extracurricular activity. They work collaboratively and independently across a wide range of styles and in various ensembles to build on and apply their understanding of melodic, harmonic and rhythmic concepts. This directly links to the study of compositional, historical and cultural elements, as well as an in-depth analysis of performance repertoire. Students receive instrumental lessons from a specialist teacher on their instrument and participate in a range of performances including a Music Tour as part of their ongoing assessment and enjoyment.

ACCOUNTING

Accounting introduces students to recording and reporting for a small business. These are real-life skills which are useful for individual financial literacy, employment in business and management. Anyone wanting to run their own business in the future would benefit from this subject.

Unit 1+2

In Unit 1 students explore the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students will analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students will record financial data and prepare reports for service businesses owned by sole proprietors.

In Unit 2 students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3+4

In Unit 3 students will focus on financial accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

In Unit 4 students will further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

BUSINESS MANAGEMENT

Business Management examines the ways in which managers can use an organisation's resources to achieve the objectives of the enterprise. The study recognises the range of management theories and exposes students to real business scenarios.

Unit 1+2

In Unit 1 students focus on businesses of all sizes as major contributors to the economic and social well being of a nation. Students explore business creation, from inception to the establishment of the enterprise. The success of this process establishes the basis of wealth creation which underpins the standard of living in Australia. Furthermore, students explore the factors affecting business enterprises from the environments within which businesses operate.

In Unit 2 students focus upon complying with legal requirements to create a business, as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of human resources, public relations strategies and methods of meeting corporate social responsibility obligations.

Unit 3+4

In Unit 3 students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. Students consider corporate culture, management styles, management skills, operations, human resources and the relationship between each of these.

In Unit 4 students explore the constant pressure under which business must adapt and change to meet their objectives. Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Further, students investigate the importance of leadership in change management using a contemporary business case study from the past four years.

GEOGRAPHY

Unit 1+2

Unit 1 Geography examines hazards and disasters. Students look at the different types of hazards (biological, geological, hydro-meteorological and technological) and the criteria required to consider a hazard event a disaster. Two hazard types are examined in detail and specific case studies of disaster events are considered. Students also examine the responses to various disaster events and how these guide disaster response guidelines. We also conduct compulsory fieldwork off site, where we analyse the impacts and responses to hazard events.

Unit 2 Geography examines tourism and the impacts of tourism on local communities. Students consider the different types of tourism and the numbers and destinations of Australian travellers. Various tourism case studies (domestic and international) are examined and the positive and negative environmental and social impacts of tourism in these key destinations are considered. We undertake fieldwork activities at a significant tourism attraction in Victoria.

Unit 3+4

Unit 3 focuses on two investigations of geographical change: change to land cover and change to land use. Students will investigate the causes and impacts of melting glaciers and ice sheets, as well as deforestation in Brazil's Amazon. In both cases, students explore local, national and global responses to these challenges.

Our second area of study explores land use change and in particular, the changes caused by urbanisation in Melbourne. Students undertake a fieldwork study examining the impacts on the local community of changing an industrial site to an urban renewal project. Students will employ various fieldwork techniques to collect and analyse data, including utilising geospatial technologies.

In Unit 4, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

While VCE Geography runs under the Humanities Learning Area at THS, it is a pathway into both Arts and Science degrees at university.

HISTORY

Students analyse the way history is represented in film, cartoons, posters, paintings and written documents. Students improve their writing, analysis, research and reporting skills. History tries to make meaning of the past and answer questions like: Why is the world like it is? What are the forces at work behind significant social, cultural and political change?

Unit 1+2

In Unit 1, students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Students explore the challenges to existing empires, which continued to exert their powers as they competed for new territories and resources and the contact and conflict this competition provoked. Students then study the changes that occurred in the aftermath of WWI that were to have an impact for decades to come: the post-war treaties, new political and social movements and ideologies such as fascism. Using the example of Weimar and Nazi Germany, students analyse how the power of the state was used to impose controls on the way people lived and to silence criticism.

In Unit 2 of Modern History, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements. The competing ideologies of democracy and communism are examined. The period also saw challenges and change to the established order. The rise of social movements, such as the civil rights movement, are examined and students analyse the impact of challenges to existing values and traditions. Finally, students examine the historical origins and nature of the conflict which transformed Afghanistan in the second half of the century.

In these units students construct arguments using primary sources as evidence and evaluate the extent to which new movements and ideologies brought change to the lives of people. They consider how different historical perspectives give an insight into the continuity and change experienced by people in this era. Students also evaluate historical interpretations about the causes and consequences of these changes.

Unit 3+4

History (Revolutions) students investigate the significant historical causes and consequences of political revolution. Students analyse the interplay of ideas, events, individuals and popular movements which cause revolution. They also study the consequences of revolution on the political and social structures of the post-revolutionary society and assess the challenges to consolidating new regimes which can result in a compromise of revolutionary ideals.

In these units students develop an understanding of the causes and consequences in the revolutionary narrative and construct arguments about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students also evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order. At Thornbury High School, students study the American Revolution and the Russian Revolution.

LEGAL STUDIES

Students will gain a general understanding of how the law operates and how it affects the community and us. Students will get to see the law in operation through visits to the courts and prisons, keeping up to date with changes to the law via the media, and from guest speakers. Students will also get to appreciate how the law affects them directly.

Unit 1+2

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 actual and/or hypothetical 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 about the culpability of an accused, and the liability of a party in a civil dispute.

Students undertake a detailed investigation of two criminal cases and two civil cases to form a judgement on the ability of sanctions and remedies to achieve the principles of justice. Students develop an understanding of the way rights are protected in Australia and in one other country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3+4

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to victims in the criminal justice system, role of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purpose. Students investigate the extent to which the principles of justice are upheld in the justice system. They apply legal principles and synthesise information relevant to the civil and criminal justice system to actual and hypothetical scenarios.

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, 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. Students apply legal reasoning and information to actual scenarios.

ITALIAN

Unit 1+2

In Unit 1 students develop an understanding of the language and culture/s of Italian-speaking communities. Students access and share useful information through Italian and consolidate and extend vocabulary and grammar knowledge and language skills.

In Unit 2 students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. They access and share useful information

Unit 3+4

In Unit 3 students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They consolidate and extend vocabulary and grammar knowledge and language skills.

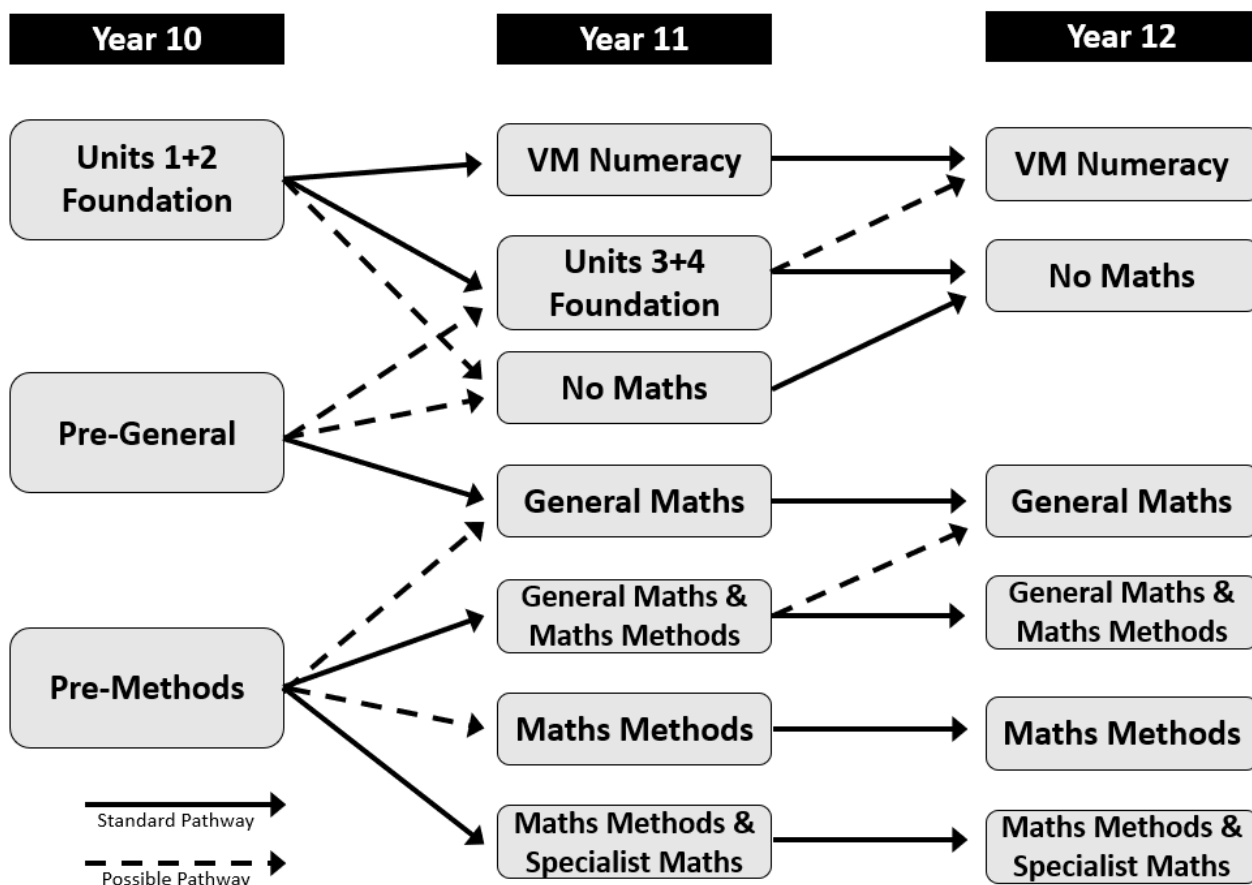
Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours such as further study, travel, business or community involvement.

In Unit 4 students investigate aspects of culture/ Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations.

Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. They identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. VCE Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes. It is also designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students.

The flowchart below shows some of the many possible mathematics pathways from year 10 through to the end of year 12.



FOUNDATION MATHEMATICS

Unit 1+2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other studies.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study, and require a scientific calculator.

The areas of study for these units are Algebra, Number and Structure, Data Analysis, Probability and Statistics, Financial and Consumer Mathematics, and Space and Measurement.

Please note: It is intended that students undertake Units 1 +2 in Year 10, and Units 3 +4 in Year 11 in the academic VCE pathway. Exceptions to this will be considered on a case by case basis, such as prerequisites for tertiary studies. Foundation Mathematics does not lead into any other VCE Unit 3+4 mathematics study.

Unit 3+4

Foundation Mathematics Unit 3+4 provides further consolidation of skills and knowledge students will need to be numerate and solve problems in their personal life, work place, further study, and community and global settings.

The area of study for these units are Algebra, Number and Structure, Data Analysis, Probability and Statistics, Financial and Consumer Mathematics, and Space and Measurement. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Prerequisite: Units 1+2 Foundation or Year 10 Pre-General Mathematics

GENERAL MATHEMATICS

Unit 1+2

This course is designed for students who have demonstrated a sound understanding of year 10 Mathematics. Topics studied include Practical Arithmetic, Linear and Non-Linear Equations & Relations, Statistics, Trigonometry, Financial Arithmetic, Matrices and Graphs & Networks. Across all topics, students are expected to be able to apply techniques, routines and processes involving arithmetic, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

This subject is especially recommended for students who are unsure of their future pathway.

Prerequisite: Year 10 Pre-General Mathematics or Year 10 Pre-Methods Mathematics

Unit 3+4

General Mathematics follows on from General Mathematics Unit 1+2. The areas of study are Data analysis (40%), Recursion & Financial Modelling (20%), Matrices (20%) and Networks & Decision Mathematics (20%). In undertaking these units, students are expected to be able to apply techniques, routines and processes involving arithmetic, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs, with and without the use of technology. Students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

Prerequisite: General Mathematics Unit 1+2 or Mathematical Methods Unit 1+2

MATHEMATICAL METHODS

Unit 1+2

Mathematical Methods Unit 1+2 provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study are Functions, Relations and Graphs, Calculus, Data Analysis, and Probability and Statistics. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, with and without the use of technology. Students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

Prerequisite: Year 10 Pre-Methods Mathematics

Unit 3+4

Mathematical Methods Unit 3+4 consists of the areas of study Algebra, Number and Structure, Data Analysis, Probability and Statistics, Calculus, Functions, Relations and Graphs. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Prerequisite: Mathematical Methods Unit 1+2

SPECIALIST MATHEMATICS

Unit 1+2

Specialist Mathematics Unit 1+2 provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. The areas of study are Algebra & Structure, Arithmetic & Number, Discrete Mathematics, Geometry, Measurement & Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation, and students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

Prerequisite: Year 10 Pre-Methods Mathematics

Co-requisite: Mathematical Methods Unit 1+2

Unit 3+4

Specialist Mathematics Units 3+4 consist of the areas of study Functions & Graphs, Algebra, Calculus, Vectors, Mechanics and Probability & Statistics. There is a focus on reasoning and applications across a range of modelling contexts. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation, and students must be able to demonstrate their skills in using the CAS Calculator (Casio ClassPad) to produce results and carry out analysis.

This subject provides background for students to study Engineering, Mathematics or Physics at a tertiary level.

Prerequisite: Mathematical Methods Unit 1+2 and Specialist Mathematics Unit 1+2.

Co-requisite: Mathematics Methods Unit 3+4.

HEALTH & HUMAN DEVELOPMENT

Unit 1+2:

In Unit 1 students identify perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences of health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health and focus area.

Unit 2 investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. They explore adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3+4

In Unit 3 students analyse the health status of Australia's population, together with variations in health status of population groups within Australia and discuss the role of approaches to overall health and wellbeing in improving Australia's health status. Students will also discuss and analyse approaches to improve indigenous health and health promotion initiatives, as well as analyse Australia's health system and the different roles of government and non-government organisations in promoting health.

In Unit 4 students take a global perspective on achieving sustainable improvements in health and human development. Students build understanding of health in a global context through examining changes in burden of disease over time as well as sustainability and human development together with global action to improve health and wellbeing and human development, focusing on the United Nations' Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

PHYSICAL EDUCATION

Unit 1+2:

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

During Unit 2 students develop understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Unit 3+4

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the three energy systems in relation to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

SPORT & RECREATION (VET)

Students will develop a comprehensive skill set for employment in the Sport & Recreation industry. This subject provides students with the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken. The entry level qualification (Certificate III) will be awarded at the end of the two year program.

Unit 1+2:

- Participate in workplace health and safety
- Assist in conducting recreation sessions
- Minimise environmental impact
- Respond to emergency situations
- Maintain sport, fitness and recreation industry knowledge

Unit 3+4:

- Conduct sport coaching sessions for foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in OHS hazard identification, risk assessment and risk control

BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. Students continue to collaboratively and individually develop their skills in a range of biological investigation methodologies and bioethical considerations.

Unit 1+2

Biology students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance an organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. They will learn that all cells are derived from pre-existing cells through the cell cycle and examine the process of DNA replication in both prokaryotic and eukaryotic organisms. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Unit 3+4

Units 3 and 4 Biology focus on the cell as the dynamic system of interacting molecules that define life. Students explore the importance of the structure of plasma membrane in allowing substances to enter and exit the cell. The structure of DNA, importance of enzymes and response by our cells to signalling molecules is investigated along with reactions between antigens and antibodies in relation to pathogens and disease. Applications of biotechnology and manipulation of DNA is also explored.

Students further explore how the Earth has changed over time including relatedness between species and the impact of various events on a population's gene pool. They investigate how changes over time influences evolution by natural selection which leads to the rise of new species. Students explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. They examine the human fossil record and the interrelationships between human biological and cultural evolution.

CHEMISTRY

Throughout VCE Chemistry students conduct a range of practical investigations. They use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 1+2

Unit 1 focuses on how the development and use of materials for specific purposes is an important human endeavour. Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy, as well as conducting a research investigation into the sustainable production or use of a selected chemical.

Unit 2 focuses on society's dependence on the work of chemists to analyse the materials and products in everyday use. Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students continue developing their practical skills and conduct a student-adapted or student-designed scientific investigation involving the generation of primary data.

Unit 3+4

In Unit 3 students investigate the chemical production of energy and materials for society. Students analyse and compare different fuels as energy sources for society and explore food in the context of supplying energy in living systems. The purpose, design, and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

Unit 4 is focused on carbon chemistry, as carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. Students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

PHYSICS

Through the study of VCE Physics students continue to develop skills to describe, explain, analyse and mathematically model diverse physical phenomena.

Unit 1+2

In Unit 1 students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

In Unit 2 students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Unit 3+4

In Unit 3 students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

In Unit 4 students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives towards a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

PSYCHOLOGY

VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered and evaluated.

Unit 1+2

In Unit 1 students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

In Unit 2 students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Unit 3+4

In Unit 3 students investigate the functioning of the nervous system and the biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

In Unit 4 students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

COOKERY (VET)

This practical course is designed to introduce students to the hospitality industry. Students develop a range of food preparation and cookery skills to prepare food and menu items. This subject prepares students for work in a variety of hospitality establishments, such as cafes, restaurants, function centres, hotels, clubs and casinos.

The entry level qualification (Certificate III) will be awarded at the end of the two year program.

Students will need to purchase a hospitality uniform (details provided once students begin then course).

Unit 1+2:

- Use hygienic practices for food safety
- Participate in safe work practices
- Clean kitchen premises and equipment
- Use food preparation equipment
- Prepare and present simple dishes
- Receive, store and maintain stock
- Prepare dishes using basic methods of cookery
- Interact with customers
- Show social and cultural sensitivity

Unit 3+4:

- Prepare appetisers and salads
- Prepare vegetable, fruit, eggs and farinaceous dishes
- Prepare stocks, sauces and soups
- Work effectively in a commercial kitchen

LITERACY

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

Unit 1+2

Unit 1 covers Literacy for personal use and understanding and creating digital texts. Unit 2 equips students to understand issues and voices, as well as respond to opinions.

Unit 3+4

Unit 3 teaches students to access and understand informational, organisational and procedural texts. Students also create and respond to organisational, informational or procedural text. Unit 4 has a focus on understanding and engaging with literacy for advocacy, as well as speaking to advise or to advocate.

NUMERACY

Students develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives. They develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

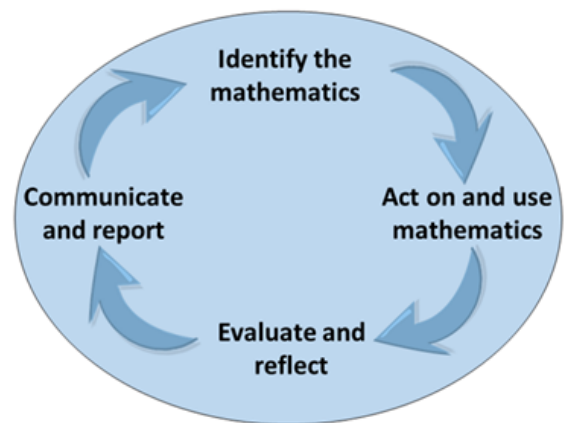
Unit 1+2

Students complete VCE Foundation Mathematics. See page 27.

Unit 3+4 Students extract, evaluate and apply mathematical key knowledge and key, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts. They cover a range of numeracies, including:

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

Students also work through the cycle of problem solving.



PERSONAL DEVELOPMENT SKILLS

Students develop a sense of identity and self-worth, and understand and apply concepts that support individual health and wellbeing. They access, critique, synthesise and communicate reliable information and explain the role of community and the importance of social connectedness. Students practise the rights and responsibilities of belonging to a community and recognise and describe the attributes of effective leaders and teams. They set and work towards the achievement of goals, working both independently and as part of a team to understand and respond to community needs.

Unit 1+2

Healthy Individuals

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

Connecting with the Community

- What is community?
- Community cohesion
- Engaging and supporting community

Unit 3+4

Leadership and teamwork

- Social awareness and interpersonal skills
- Effective leadership
- effective teamwork

Community project

- Planning a community project
- Implementing a community project
- Evaluating a community project

WORK-RELATED SKILLS

Students understand and apply concepts and terminology related to the workplace. They explore the complex and rapidly changing world of work and workplace environments and the impact on the individual. Students learn about the relationship between skills, knowledge, capabilities and the achievement of pathway goals, and develop effective communication skills to enable self-reflection and self-promotion. They apply skills and knowledge in a practical setting.

Unit 1+2

Careers and learning for the future

- Future Careers
- Presentation of career and education goals

Workplace skills and capabilities

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

Unit 3+4

Industrial relations, workplace environment and practice

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

Portfolio preparation and presentation

- Portfolio development
- Portfolio presentation