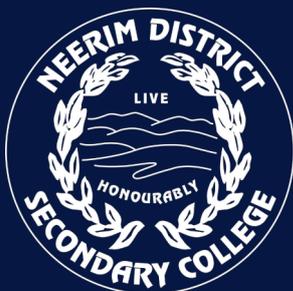


Neerim District Secondary College



Prospectus Later Years 2022

Neerim East Road, Neerim South

Ph: 5628 1455

WELCOME

Welcome to Neerim District Secondary College, a unique secondary school setting. We are pleased to invite you to join us in a learning partnership where every teacher knows every student and their individual learning needs, strengths and goals. Your child will be well-known in our school community and supported throughout each step of their educational and developmental journey.



At Neerim District Secondary College we live and breathe the philosophy of “education for life”. We believe that success is about the quality of the journey - the nature of the experiences along the way - and not just the end point. Our College is focused on achieving success for all students and our aim is to send our students into the world as well-rounded, capable, caring young individuals. We provide particular support and opportunities to all students to aim high in their personal learning goals, to improve and excel.

As a small year 7 - 12 school we are able to offer a range of leadership, academic, sporting and personal development opportunities:

- With over 30 leadership positions in a number of different areas.
- Kwong Lee Dow Young Scholars Program (through the University of Melbourne)
- Zone, Regional and State levels in sport
- Early Access to VCE and University Courses
- A rigorous and engaging VCAL program

Our school encourages all students to adopt and practise the college values of:

- Respect – to be considerate of the feelings, wishes and rights of others.
- Leadership - the action of leading or guiding others, being a positive role model.
- Perseverance - continuing to do your best despite difficulty or delay in achieving success.
- Community - a sense of being to NDSC, to work for the benefit of all.

We are a community of learners, and whether you are new to our school or returning here — may you each achieve great success. Our students do not go to Neerim District Secondary College; they ARE Neerim District Secondary College.

Jacqui Veal
Principal



Quality Education for the Future

NEERIM DISTRICT SECONDARY COLLEGE
PO BOX 18, NEERIM SOUTH VICTORIA 3831
www.ndsc.vic.edu.au
PH: (03) 5628 1455
neerim.sc@education.vic.gov.au

Student Information 2022



In Years 11 and 12 students are grouped together on the basis of their being post-compulsory and in line with our Pathways work. Students should be working on a Pathway that will lead them to a career path and/or further study in a university, TAFE or other provider.

Students and parents have made significant choices about their educational pathway and we all need to work together to maximise every student's potential at this stage of their education. Students can expect to be involved in reviews of their Pathway and goals throughout Year 11 and 12.

Students - consider your Pathway and subjects carefully, and then work hard through VCE to maximise your potential and options for the future.

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VCE WITH A DIFFERENCE

Neerim District Secondary College offers students opportunities in addition to our classroom program. These include:

VET

Programs where students combine VCE and/or VCAL units at NDSC with training at a TAFE or Group Training Centre to gain a VCE and a vocational qualification.

VCAL

Students combine TAFE and work placement with school to complete the Victorian Certificate of Applied Learning.

UNIVERSITY SUBJECTS

Year 12 students are able to extend their normal VCE program with an appropriate University subject as part of the Monash and Melbourne University Enhancement programs.

WHAT IS THE VCE?

VCE is a program of schoolwork at Year 11 and 12 standard. Study is carried out in a number of subjects for which the Victorian Curriculum Assessment Authority (VCAA) has approved the course content. The subjects contain four units; Units 1 & 2 are Year 11 standard, Units 3 & 4 are Year 12 standard.

The program must include:

- 3 approved units of English;
- at least 3 sequences of unit 3/4 subjects in addition to an approved English.

To graduate with a Victorian Certificate of Education a student must pass:

- an approved combination of 3 units from the group of English studies;
- at least 3 Unit 3/4 sequences in addition to the English group 3/4 sequence;
- at least 16 units in total.

For VTAC (Victorian Tertiary Admissions Centre) to calculate an ATAR score, satisfactory completion of both Units 3 & 4 of an approved English is required and no more than two Unit 3 & 4 English sequences (see note above) will be counted in the primary four subjects.

A student should select 22 units in a regular VCE program

- 12 Units 1 and 2. You may separate 1 and 2 e.g. Geography Unit 1 History Unit 2.
- 10 Units 3 and 4. You may NOT separate units 3 and 4.

Students doing a VET course will normally study 18 other VCE units and do vocational training in addition.

The VET course is equivalent to one VCE unit each semester.

All continuing students will enrol in a student program that allows them the opportunity to complete the VCE. To meet the requirements of the VCE each continuing student must satisfactorily complete a total of no fewer than 16 units. VCAL units do not count towards the VCE.

VCE UNITS OFFERED FOR 2022

Accounting
Biology
Business Management
Chemistry
English
Health and Human Development
History: Global Empires
Industry and Enterprise
Legal Studies
Mathematics: General
 Further
 Methods

Media
Outdoor and Environmental Studies
Physical Education
Physics
Product Design and Technology
Psychology
Studio Arts
Systems Engineering
Visual Communication and Design



DESCRIPTIONS OF ALL UNITS APPEAR LATER IN THIS HANDBOOK

THE RUNNING OF UNITS WILL DEPEND ON STUDENT DEMAND AND THE RESOURCES AVAILABLE IN 2022.

EARLY ACCESS TO VCE

Year 9 students who have had a GPA consistently over 40, sound English skills, and an excellent attendance are encouraged to consider early access to 1 VCE subject (2 units) in place of 2 electives in Year 10.

- It would be usual for students to then study the Unit 3/ 4 sequence of that Early Access unit whilst in Year 11.

This is in addition to Industry and Enterprise, which is studied by ALL Year 10 students

The advantage of early access to VCE is that students understand how a VCE unit is assessed through SACs and an external exam and it gives them an opportunity to complete a Unit 3/ 4 sequence (Year 12) in Year 11. This may then contribute a percentage towards their Australian Tertiary Admission Rank (ATAR) at the completion of VCE.

Possible studies will depend on the blocking but may include General Maths, Biology, Psychology, any of the Humanities, HPE, Outdoor Education, Visual Art, or Technology.

- English, Maths Methods, Chemistry and Physics are not usually recommended for early access as these subjects require a high understanding of the content and skills specifically taught at year 10.

If a student is interested in studying an Early Access Unit they **MUST** consult with the VCE Coordinator, course counsellors and the teachers of the relevant subjects.

- Students should also seek out the appropriate KLD leaders to obtain further information about undertaking a VCE subject and what to expect in that subject.
- They will also need to get a recommendation from their current teacher in that Learning Area before their request will be considered.
- A parent or guardian signature is also required
- After consultation with the VCE Coordinator, the Early Access Unit will be signed off on the student's Year 10 course selection sheet through this process.

WHAT IS VCE VET?

What is VCE VET?

VET stands for Vocational Education and Training. You can choose a VCE VET program as part of your VCE. This means you will be undertaking training in a specific vocational area, for example - Agriculture, Building and Construction, Hospitality or Engineering.

This training will contribute towards satisfactory completion of the VCE and it will give you a nationally recognised vocational qualification. A vocational qualification may improve your chances of getting an apprenticeship or traineeship upon leaving school.

VCE VET programs will give you credit at Unit 1 - 4. Several programs, for example Hospitality, also have a study score available like any VCE Unit 3 & 4 study and so will contribute directly to your ATAR. Other VET courses contribute through block credit arrangements.

A VCE VET program runs for two years and generally must begin at the start of each school year.

Most VCE VET students will spend four days each week at Neerim District Secondary College. One day each week, usually Wednesday, will be spent at Federation Training or another provider.

Students will miss classes for their VCE studies on their VET day each week. They must accept responsibility for keeping up with all assessed work and missed class work.

Benefits of VCE VET programs:

- VET units contribute to VCE and in some cases directly to ATAR.
- Students obtain both VCE and a nationally recognised vocational qualification.
- Tertiary pathways remain open.
- Successful completion may improve chances of getting an apprenticeship or traineeship.

Places in VET programs are limited. To be considered for selection students will need to:

- Indicate their intentions on the subject selection proforma.
- Attend an interview with the Careers Advisor and Later Years Leader to assess eligibility.
- Complete a BAW BAW VET enrolment form for 2022
- Be available to attend an interview with the organisation offering the VCE VET program, if required.
- Attend a compulsory VET Orientation day.

Information flyers about the VCE VET programs to be offered in 2022 will be available at the Later Years Information Night.

There will be a participation cost of approximately \$350.00 for VCE/VET in 2022.

Further enquires can be directed to Mrs Bev Falls (Careers Advisor).

HOW WILL I APPLY FOR A VCE VET PROGRAM?

APPLICATION PROCESS:

1. Indicate your interest on the VCE VET Expression of Interest form.
2. Organise an interview with the Careers Advisor.
3. Complete a VCE VET application in the VCE VET program booklet and give it to the VET Coordinator - an interview may be required.
4. Successful VCE VET applicants will be notified.
5. Confirm your VCE VET program through VCE Course Selection interviews.

It must be understood that:

- a. students will need to demonstrate a commitment to their area of study for the two years;
- b. these programs are not to be looked upon as a soft option - the workload and commitment required are as demanding as traditional VCE units and good organizational skills are required;
- c. the running of these programs will depend on numbers of students interested across the West Gippsland Cluster of Schools.

VCE VET and Non VCE Certificate -

Pre-apprenticeship program costs are approximately \$400.00

STEPS TO A VCE/VET COURSE

- VCE Information Evening
- Planning sheet
- Individual interview – initial selection of units
- Blockings completed
- Course notification

YOU HAVE COMPLETED THE SELECTION OF UNITS FOR YOUR PROGRAM - WHAT NEXT?

When your program is completed satisfactorily you will receive a course notification sheet and you should get this signed by your parents. It is then necessary to complete an enrolment form for VCE. **It is your responsibility to make sure that details on this form are correct.**

When the form has been entered on VASS you will be given a copy to check and sign that all details are correct. **It is essential that every time you receive a copy of these details you check carefully to ensure that you are enrolled for the subjects you have chosen. Be careful, some subjects have similar names.**

Once the details have been sent to the VCAA in Melbourne, information will be returned **confirming** your enrolment. You will be given a copy of your details once again. There should be a **C** in the right hand column. You must check this carefully before you sign. If the **C** is not there you are **not** enrolled. If you have withdrawn from a study, a **W** will be in the right hand column. You will be given final dates for enrolling and withdrawing from a study.

WHAT IS VCAL?

The Victorian Certificate Of Applied Learning (VCAL) is an alternate program that sits alongside the VCE and is suited to students who prefer a more hands on approach to their learning.

A VCAL program consists of four strands.

- **Literacy and Numeracy Skills** – to develop these skills students will undertake Literacy or Numeracy VCAL modules or General Mathematics for Numeracy.
- **Industry Specific Skills** – to develop skills and knowledge important in industry students must enrol in a VET course of their interest.
- **Work-Related Skills** – to develop employability skills students will undertake a work placement one day a week as negotiated with the school and an employer.
- **Personal Development Skills** – to develop skills, knowledge and behaviours that boost confidence self esteem and community participation students will participate in a range of activities, which may include mentors from the community and volunteering.

Neerim District Secondary College offers two levels of VCAL.

- Intermediate Year 11 students
- Senior Year 12 students

VCAL Units do not have graded assessments A+ - E, but rather “S” (satisfactory) or “N” (Unsatisfactory).

APPLICATION TO STUDY VCAL

Students interested in studying VCAL need to complete an application process including a written application and an interview.

Students are expected to conference with the VCAL Team – Bev Falls and Tina Moonen as part of this preparation.

Their written application will include:

- The application letter
- Curriculum Vitae
- One personal and one academic or professional referee

At the interview, students will need to demonstrate their understanding of the structure of the course and assessment requirements, including the Structured Workplace and VET component.

Students will not be enrolled in a VCAL course without going through this application and interview process.

EXPECTATIONS OF SENIOR SCHOOL STUDENTS

When you enter as a student into the Senior School you must accept certain responsibilities and you are also committing yourself to a program, which will be demanding in both time and effort.

The focus of the VCE in 2022 is on students completing work in class. It is also expected that in Years 11 & 12, students will complete a minimum of 15 hours per week of homework/study, out of scheduled classes.

It is important that students are only absent for legitimate reasons and students must attend ALL timetabled classes when at school.

As a senior member of the College community, you will be expected to provide leadership in terms of behaviour, and in the areas such as sport and the maintenance of school spirit. The College operates a House system for swimming and athletics, reading challenge and PBS activities.

All Senior School students are expected to participate on these occasions and to assist with the organisation of these events. The effort put in by you, as a senior student, will be reflected in the involvement and enthusiasm of those at more junior levels. This effort will also benefit you when you have to collate information for a resume or a reference when you leave school.

The work at this level will require the development of new skills and techniques of learning. It will, however, have the potential to be enormously rewarding.

PRIVATE STUDY RULES

- The student will be in the appointed Private Study area from the bell starting the lesson until the bell signalling the end. A student may leave to see a teacher for help with work if the teacher is not taking a class.
- Work should be tackled with a minimum of noise.
- Students should come prepared for the whole lesson. They should not go back and forth to lockers.

LEAVING THE COLLEGE DURING THE SCHOOL DAY

1. Students leaving for personal reasons e.g. going to the bank at lunchtime, must:
 - a. Bring a note from a parent;
 - b. Present it to the Later Years Leader;
 - c. Sign the book at the office on leaving and returning.
2. Students leaving for school reasons e.g. to conduct an interview, must follow the same procedure.

Any student leaving early must also follow that procedure, or where a parent collects the student early, notify the Later Years Leader.

COLLEGE REQUIREMENTS

NDSC has adopted a culture of Positive Behaviour Support (PBS). As such, an expectation matrix has been developed by the students to assist them in observing the College's values in the following ways.

Show Respect by:

- ◇ Being on time to classes
- ◇ Being prepared
- ◇ Bringing appropriate equipment
- ◇ Using your time well
- ◇ Sharing
- ◇ Using positive language
- ◇ Looking after our school



Be committed by:

- ◇ Doing your best
- ◇ Attempting all tasks
- ◇ Knowing that it's okay to make mistakes and learn from them

Working together to:

- ◇ Help others to do their best
- ◇ Provide a positive learning environment
- ◇ Include others
- ◇ Welcome visitors

At all times we expect that students will be courteous, honest and considerate toward all other members of the College community. Students should endeavour to respect themselves, those around them, and their environment.

IMPLEMENTATION

Students should be aware that they have a responsibility to familiarise themselves with the College expectations and guidelines. From time to time students will be reminded of these through home groups, year level meetings, whole school assemblies and normal classroom management.

If a student behaves in a way which disrupts the orderly learning environment of the College, then action will be taken by the appropriate staff. Parents or Guardians may or may not be contacted depending on the severity and frequency of the disruption.

Students also have the opportunity to raise concerns regarding their learning with classroom teachers, home group teachers, Year Level Leaders, the Assistant Principal or the Principal, where appropriate.

UNIFORM POLICY

YEAR 11 & 12 GENERAL REQUIREMENTS:

All students in the College are required to wear school uniform at school, to and from school, and on excursions unless a specific exemption is given.

Students can choose from the approved clothing options according to temperature and comfort.

White shirt Either formal or polo
Jumper Royal Blue College Jumper or rugby jumper or school jacket

GIRLS UNIFORM

Girls may wear either navy blue shorts, new navy blue skirt, tartan uniform skirt, navy pants or the College summer dress.

BOYS UNIFORM:

Boys may wear grey shorts or pants.

FOOTWEAR

All students wear plain black leather school shoes (approved styles only).

WINDCHEATER

Year 12 students usually design their own windcheater/jacket which maybe worn as part of their everyday uniform.

JEWELLERY

Any jewellery worn must be inconspicuous and discreet. Jewellery may not include more than one necklace or pendant, one bracelet, plain/discreet studs and/or sleepers, one discreet ring.

These requirements may be changed for specific classes or occasions where safety is an issue e.g. sport or woodwork.

MAKE UP

Any make up worn must be discreet and inconspicuous. Transparent nail polish only.



MOBILE PHONE POLICY

Neerim District Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Neerim District Secondary College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours.
- Exceptions to this policy may be applied if certain conditions are met.
- When emergencies occur, parents or carers should reach their child by calling the school's office.

Personal mobile phone use

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Neerim District Secondary College during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Secure storage

Mobile phones owned by students at Neerim District Secondary College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Neerim District Secondary College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items.

Where students bring a mobile phone to school, Neerim District Secondary College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Neerim District Secondary College students are required to store their phones. Each student is issued with a lockable locker and padlocks for securing their valuables when at school. All students are expected to have their lockers locked at all times. Additionally students may choose to leave their phones at the General Office for safekeeping.



RULES AND POLICIES RELATING TO ASSESSMENT

SATISFACTORY COMPLETION

All revised studies have outcomes. Students are given an **S** when these outcomes are completed satisfactorily. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design.

Achievement of an outcome means:

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

Students need to attend **all** timetabled classes to undertake the set work for each unit and complete the outcomes.

Note: Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an N.

GRADED ASSESSMENT

Units 1 & 2

Units 1 & 2 will be assessed by the College. Set tasks will be assessed on a scale from **A+** to **E** and **UG** (Ungraded which means below **E** standard). Assessment results are not sent to VCAA and will not be shown on the VCAA certificate. The College will provide a report showing results of assessment tasks. **Assessment tasks must be handed in according to the class timeline set by the teacher.**

Units 3 & 4

There are two forms of graded school assessment for the VCE 2019, **coursework** and **school assessed tasks**. **Coursework** assessment is an assessment of each student's level of achievement based on a selection of assessment tasks designated in the study design. **Students must hand coursework in during the class for the subject on the due date.**

VCE studies which include School-Assessed Tasks are:

Art, Media, Studio Art, Visual Communication and Design, Food & Technology, Design & Technology and Systems & Technology. The form or forms of school assessment and their weighting are specified for each study, but are generally completed over an extended period in class. Results of these school assessments count towards a student's study score in each VCE study and ultimately towards a student's ATAR. **Students must hand SATS in no later than 4.00 pm on the due date.**

EXAMS:

The College sets exams in June and October/November. There are also externally assessed exams for all Units 3 & 4 subjects in November.

GAT:

The General Achievement Test applies to students taking any subject at Unit 3/4 level and is conducted in June.

ATAR:

This is a ranking of students for tertiary entrance purposes. The score is based on Year 12 study score results in: English, the next best three subjects, a bonus increment of 10% for the next two best subjects, possibly including university enhancement subjects.

AUTHENTICATION

Authentication Rules

Students must ensure that all unacknowledged work submitted for Coursework is genuinely their own.

Students must acknowledge all resources used, including:

- text and source material, the name(s) and status of any person who provided assistance, and the type of assistance provided.
- Students must not receive undue assistance from any other person in preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has 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 of, another person's work or other resources without acknowledgment.
- Actual corrections, or improvements made or dictated by another person.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- Students must sign the Declaration of Authenticity at the time of submitting completed **SAT's**. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

Special note on coursework:

Coursework tasks are done mainly in class and within a limited timeframe. Teachers are not permitted to mark or provide comments on any draft of work that is to be submitted for coursework assessment. Where a student requires research or to collect information outside of class, this may be obtained and brought in to class. Students must sign a Declaration of Authenticity only for those coursework tasks that include work done outside of class.

Use of Computers:

A student who uses a computer to produce a Coursework assessment task is responsible for ensuring:

- There is an alternative system available in case of computer or printer malfunction or
- Unavailability, work is saved onto a back-up file. The back-up file should not be stored with the computer.

Most Coursework Assessment Tasks do not mandate the use of computers.

Assessment is also based on the criteria for each Unit, not the form of presentation.

Students using computers for Coursework Tasks are to submit a hardcopy and/or disk copy to the teacher at the end of each lesson. The teacher is responsible for checking that the work the student uses in the next lesson matches the copy from the previous lesson.

BREACHES OF COURSEWORK AUTHENTICATION

- Teachers must report any suspected breach of authentication as soon as possible to the Later Years Leader. The teacher will be asked to provide full details of the situation, which may include: a written statement, records of attendance, drafts or disk copies of work and/or copies of work which is similar to that being investigated.
- The student will be interviewed by the Later Years Leader and subject teacher. The Principal will also be informed and may attend the interview or designate a representative to attend. The interview will be as soon as possible after the breach is reported, but should not be longer than 2 days after the reporting.
- A penalty will be imposed. Penalties could include: returning to an earlier stage in the work, resubmitting some work or part of a task, or refusal to accept part, or all of the work.
- Breaches will be reported to the students' parents and to VCAA.
- Appeal to the Principal may be made by the student involved.

Coursework Due Dates

At the beginning of each unit, students will be provided with a list of due dates for the Coursework Assessment Tasks in each unit. Due dates are also set out on Units 1 & 2 and Units 3 & 4 calendars. Due dates are expressed as the week a task is due, to allow for timetable and class flexibility. Teachers will provide students with details of the task, close to, or on the day the task is started. The time allowed for the task, and the conditions under which the task will be completed, will also be specified.

Coursework Assessment Tasks are set over a fixed period of time and are due at the end of the last lesson of the time allowed.

Coursework Attendance

- Students must attend a minimum of **90%** of all classes to be eligible to receive an **S** for the unit outcomes.
- Students must attend all scheduled classes for all Coursework Assessment Tasks.
- If a student misses a Coursework Assessment Task that is completed on a set date, the student must supply a medical certificate, or other acceptable documentation to verify extreme hardship. If no documentation is provided for a missed Assessment Task, an **NA** will be awarded for that task.
- If a student misses one or more sessions of an assessment task being completed over more than one day, for a legitimate reason, a student may apply for an extension of time.

Extension of Time for Coursework Assessment Tasks

- A student who cannot meet a Coursework task date, must apply to the Later Years Leader for an extension of time **prior** to that date.
- The student must complete an 'Application for Extension' form detailing the reasons why an extension is being sought.
- Extensions of time will only be granted in cases of genuine illness or hardship. Documented evidence of the reasons for an extension is required. In cases of illness, a Doctor's certificate is required.
- The Later Years Leader, in consultation with the subject teacher, will decide whether to grant an extension or to refuse, and award a grade based on the work already completed.
- Extensions of time will also be subject to the discretion of the classroom teacher and Later Years Leader. Depending on the nature of the task, it may not be possible to give an extension on a particular Coursework task.

Students are not allowed to resubmit Coursework tasks for remarking. Original grades, given when the work is assessed stand.

REDEMPTION FOR S/N

Coursework Assessment Tasks are used for graded assessment *and* completion of the outcomes.

Students who fail to show the knowledge and/or skills required for a satisfactory assessment on an outcome may be asked to complete an alternative task.

The teacher will give the students details, in writing, of the alternative task that needs to be submitted. A limited time period for the alternative task would be set, depending on the task.

Students will only be set a maximum of TWO alternative tasks to allow possible redemption.

Redeemed work cannot count towards a student's Coursework grade.

Retention of School Assessed Coursework Tasks.

Students must keep all pieces of School Assessed Coursework. Some examples of student work may be required by VCAA. Students may be required to submit work at short notice, so Assessment Tasks should be stored carefully.

FEEDBACK TO STUDENTS:

After work has been submitted and marked, teachers will provide feedback to students. Appropriate feedback includes: advice on problem areas, advice on where and how improvements could be made, and reporting S/N against the Outcomes.

Teachers may also give students a grade on assessment tasks but it is important for students to note that any grades given for Units 3 & 4 are subject to standardisation by the VCAA.



DESCRIPTION OF UNITS: ACCOUNTING

RATIONALE

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1: Role of accounting in business

This unit explores 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 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 record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 2: Accounting and decision-making for a trading business

In this unit 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.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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.



DESCRIPTION OF UNITS: ACCOUNTING

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students 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. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

ASSESSMENT

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
End-of-year examination:	50%



DESCRIPTION OF UNITS: BIOLOGY

Biology is the study of living organisms and life processes.

Unit 1: How do organisms regulate their function?

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

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

Unit 2: How does inheritance impact on diversity?

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

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

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.



Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

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

DESCRIPTION OF UNITS: BIOLOGY

Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

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

Entry

There are no prerequisites for entry to Units 1, 2 & 3. However, students who enter the study at Unit 4 may need to do preparatory work based on Unit 1 & Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	20%
Unit 4 school-assessed coursework:	20%
End-of-year examination covering Units 3 & 4:	60%



DESCRIPTION OF UNITS: BUSINESS MANAGEMENT

RATIONALE

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

In this unit 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. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.



DESCRIPTION OF UNITS: BUSINESS MANAGEMENT

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit 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. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
End of year examination:	50%



DESCRIPTION OF UNITS: CHEMISTRY

RATIONALE

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

A research investigation is undertaken in Area of Study 3.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules.

They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.



DESCRIPTION OF UNITS: CHEMISTRY

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored.

A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

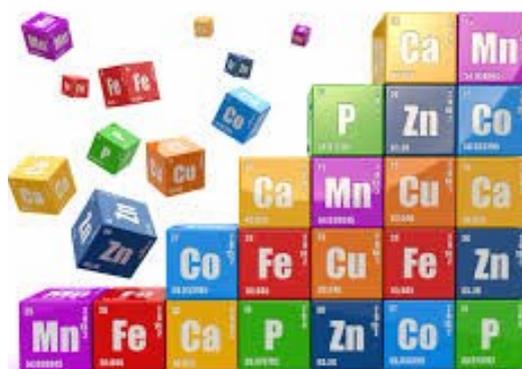
Units 1 and 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 and 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 School-assessed Coursework:	16%
Unit 4 School-assessed Coursework:	24%
End-of-year examination:	60%



DESCRIPTION OF UNITS: ENGLISH

RATIONALE

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development, and thus grow, in confidence and in language skill and understanding.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Unit 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Entry

Students must successfully complete Units 1 & 2 in order to gain entry into Unit 3. Students must undertake Unit 3 prior to commencing Unit 4.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
End-of-year examination:	50%

Each year there may be an excursion/s to see a theatre performance, view a film or attend a lecture which will cost approximately \$40.00.



DESCRIPTION OF UNITS:

HEALTH & HUMAN DEVELOPMENT

RATIONALE

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal 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 on 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 focus area.

Unit 2: Managing health and development

This unit 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. This unit promotes the application of health literacy skills through an examination of 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: Australia’s health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.



DESCRIPTION OF UNITS: HISTORY: EMPIRES OF THE MODERN PERIOD

Unit 1 Spanish Empire (1492–1713)

Unit 2 British Empire (1583–1788)

Area of Study 1: The rise of empires

- What were the foundations and features of the empire?
- What were the significant events and motivating forces that led to the rise of the empire?
- How did individuals, ideas and technologies contribute to the rise and expansion of the empire?
- How did the empire use and express its wealth and power?

In this area of study students focus on the features of empires and what contributed to their rise. They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.

Area of Study 2: Encounters, challenge and change

- How did the empire manage and consolidate its power and influence?
- How did daily life change through exchanges between empire and its colonies?
- What were the consequences of encounters between empire and indigenous peoples?
- To what extent did the empire decline and/or collapse?
- What were the significant legacies of the empire?

In this area of study students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for indigenous peoples.

Option 1 - leads to the American and French Revolutions in Units 3 & 4.

Option 2 - There is also the option (to be discussed with your fellow students and your teacher), of studying Ancient History instead of the above program. Unit 1: Ancient Mesopotamia, Unit 2: Egypt, Unit 3 New Kingdom Egypt and Unit 4 Greece.



Entry

There are no prerequisites for entry to Units 1 & 2. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

DESCRIPTION OF UNITS: INDUSTRY AND ENTERPRISE

Unit 1: Workplace participation

This unit prepares students for effective workplace participation. An exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students develop work-related skills that assist in dealing with issues commonly affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries.

Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a selected issue.

After completing the relevant Occupational Health and Safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning.

Entry

There are no prerequisites for entry to Units 1 & 2.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 & 2

NDSC will determine areas of assessment and levels of achievement.

DESCRIPTION OF UNITS: LEGAL STUDIES

RATIONALE

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Unit 1: Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to 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.

Unit 2: Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.



DESCRIPTION OF UNITS: LEGAL STUDIES

Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit 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 Magistrates’ Court, County Court and Supreme Court within 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 an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the Law

The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting

the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Unit 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Unit 3 & 4

The students’ level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 & 4 examination:	50%



DESCRIPTION OF UNITS: MATHEMATICS

RATIONALE

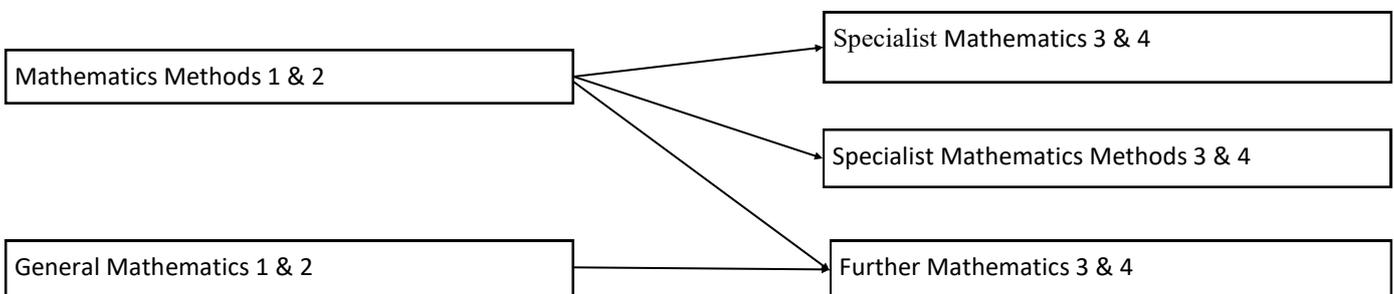
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking, and a means of symbolic communication that is powerful, logical, concise and unambiguous, and a means by which people can understand and manage their environment.

There are a number of different combinations of units (or pathways) described below. Discuss what would best suit you with your Mathematics teacher, careers adviser, parents and others before choosing the units which best suit your needs.

Selecting Units 1 & 2: Students who wish to enter Mathematics Methods 1 & 2 should have successfully completed Year 10 Advanced Mathematics.

Year 11

Year 12



Unit 1: General Mathematics

This unit involves the study of statistics and probability, functions and graphs, algebra and arithmetic. Students are required to apply mathematical knowledge and skills to solve problems in non-routine contexts, including real-life situations; and be able to define key concepts and apply a range of mathematical routines and procedures to solve standard problems. Students will be expected to use technology such as graphics calculators and computers and relevant software.

Unit 2: General Mathematics

This unit involves the study of selected material from the areas of study: statistics, algebra, arithmetic, geometry and measurement, trigonometry. Students practice mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modeling or problem-solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

Unit 1: Mathematics Methods

This unit involves the study of functions, graphs and algebra. Mathematics Methods 1 & 2 are designed as preparation for Mathematics Methods Units 3 & 4. Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations. They learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems.

Unit 2: Mathematics Methods

This unit involves the study of material from the areas of study: function and graphs, algebra, calculus and probability. It is designed, together with Mathematical Methods Unit 1, as a preparation for Mathematical Methods Units 3 & 4. Students practise mathematical algorithms, routines and techniques, and use them to solve standard problems. They apply mathematical knowledge and skills in unfamiliar situations and use technology appropriately and effectively to solve problems.

DESCRIPTION OF UNITS: MATHEMATICS

Unit 3: Mathematics Methods

Mathematical Methods, Units 3 & 4 is a completely prescribed course and involves the study of material from these areas of study: coordinate geometry, circular (trigonometric) functions, calculus, algebra and statistics and probability. Students practice mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

Unit 4: Mathematics Methods

Mathematical Methods Units 3 & 4 is a completely prescribed course and involves the study of material from the areas of study: coordinate geometry, circular (trigonometric) functions, calculus, algebra, and statistics and probability. Content covered in Unit 4 complements content covered in Unit 3.

Students practice mathematical algorithms, routines and techniques, and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

Unit 3: Further Mathematics

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'.

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, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation.

Unit 4: Further Mathematics

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4

The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

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, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation.

Specialist Mathematics Units 3 & 4

Specialist Mathematics Units 3 & 4 are designed to be taken in conjunction with Mathematical Methods Units 3 & 4. They will assist with understanding some of the Mathematical Methods topics.

The course covers the following areas of study: Co-ordinate geometry, circular (trigonometry) functions, calculus, algebra, vectors in two and three dimensions and mechanics. Specialist Mathematics is a prerequisite for some tertiary courses.

DESCRIPTION OF UNITS: MATHEMATICS

Entry

There are no prerequisites for entry to General Mathematics Units 1 & 2 or Mathematical Methods Units 1 & 2. However students attempting Mathematical Methods, in particular, are expected to have a sound background in algebra, function and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1.

Units 3 & 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 & 4 assumes a current enrolment in, or previous completion of Mathematical Methods Units 3 & 4.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Assessment

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Further Mathematics

Unit 3 school-assessed coursework:	20%
Unit 4 school-assessed coursework:	14%
Unit 3 & 4 examination (multiple choice questions):	33%
Unit 3 & 4 examination (Application problems):	33%

Mathematical Methods

Unit 3 school-assessed coursework:	20%
Unit 4 school-assessed coursework:	14%
Unit 3 & 4 examination (no calculators or notes allowed.)	22%
Unit 3 & 4 examinations (CAS calculators and bound book of notes allowed)	44%

Specialist Mathematics

Unit 3 school-assessed coursework:	14%
Unit 4 school-assessed coursework:	20%
Units 3 & 4 examination 1:	22%
Units 3 & 4 examination 2:	44%

Specialist Mathematics carries a bonus ATAR score.

It is challenging work and a great preparation for Mathematics at University.

DESCRIPTION OF UNITS: MEDIA

RATIONALE

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

Unit 1: Media forms, Representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.



DESCRIPTION OF UNITS:

MEDIA

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They 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.

ASSESSMENT FOR THE UNITS

Assessment tasks for this unit are selected from the following:

- Radio or audio sequences
- audio-visual or video sequences
- photographs
- print layouts
- multimedia sequences or presentations
- posters
- tests
- written responses
- oral reports.



There will also be an end of unit Examination.

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	6%
Unit 4 school-assessed coursework:	12%
Unit 3 & 4 school-assessed task:	37%
End-of-year examination:	45%

DESCRIPTION OF UNITS: OUTDOOR & ENVIRONMENT

RATIONALE

The VCE Outdoor & Environmental Studies aims to promote student learning & awareness by:

1. Learning experientially (Learning via first hand experience).
2. Promoting & involving the student in first hand experience.
3. Development of environmental awareness, human impact upon the environment & relationship to environment.
4. Personal growth, development of personal views, aspect of caring (within peers & environment) and community (belonging to group).

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Unit 2: Discovering Outdoor Environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Entry

There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Financial Commitment

All units require an extensive number of days in the field. The program runs 'cost neutral' to the school, which means the participants pay all costs associated with the activities. Generally each unit has cost in the range of **\$400 - \$800** depending on the activities undertaken and their location. Unit 4 will often be completed with either a marine, snow or bush expedition. This is determined by the class.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NWSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
Units 3 & 4 examinations:	50%



DESCRIPTION OF UNITS: PHYSICAL EDUCATION

Unit 4: Training to improve performance

In this unit 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. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Entry

There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

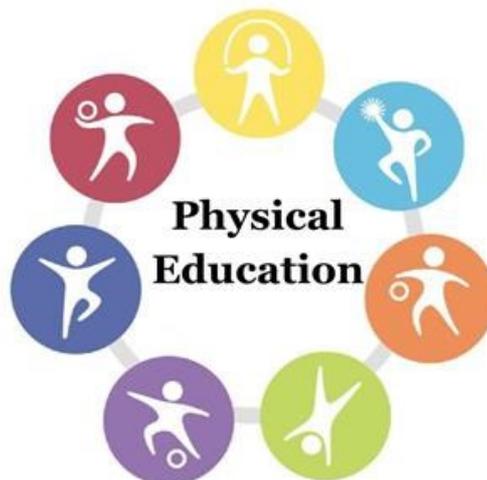
Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed coursework:	25%
End-of-year examination:	50%



DESCRIPTION OF UNITS: PHYSICS

Rationale

Physics is based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, solar systems and galaxies in the Universe. Whilst many scientific understandings in Physics have stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the role of careful and systematic experimentation, and modelling, in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: What do experiments reveal about the physical world?

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students design and undertake investigations involving at least one independent, continuous variable.



DESCRIPTION OF UNITS: PHYSICS

Unit 3

Students will study the technologies that underpin the optical communication industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space and used to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced. Students will also study Einstein's theory of relativity to describe relativistic motion and effects.

Unit 4

This unit covers the areas of motion, gravity, structures and materials, ideas about light and matter and principles of investigation. The unit promotes the development of student' ability to use physics to explain phenomena and events, and technological and social applications. Students gain an understanding of the ways in which knowledge in physics advances and is applied.

Entry

There are no prerequisites for entry into Units 1, 2 & 3 although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

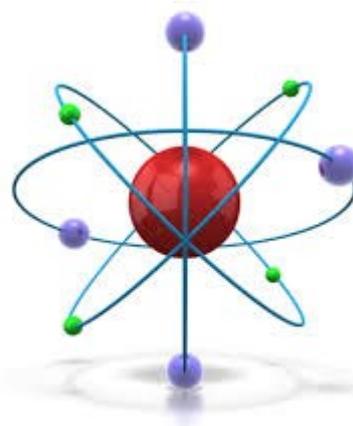
Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	16%
Unit 4 school-assessed coursework:	24%
End-of-year examination:	60%



DESCRIPTION OF UNITS: PRODUCT DESIGN & TECHNOLOGY

RATIONALE

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes, to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Areas of Study

- Product re-design for improvement
- Producing and evaluating a re-designed product

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Areas of Study

- Design within a team
- Producing and evaluating a collaboratively designed product



DESCRIPTION OF UNITS: PRODUCT DESIGN & TECHNOLOGY

Unit 3: Applying the product design process

Students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings.

This unit examines different settings and takes students through the product design process as they design for others. In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Areas of Study

- The designer, client and/or end-user in product development
- Product development in industry
- Designing for others

Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Areas of Study

- Product analysis and comparison
- Product manufacture
- Product evaluation

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 School-Assessed-Coursework (SAC):	12 %
Unit 4 School-Assessed-Coursework (SAC):	8 %
School-Assessed-Task (SAT):	50 %
End of year examination:	30 %



DESCRIPTION OF UNITS: PSYCHOLOGY

RATIONALE

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

Unit 1: How are behaviour and mental processes shaped?

This unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: How do external factors influence behaviour and mental processes?

This unit 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. They 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 an individual and groups.

Unit 3: How does experience affect behaviour and mental processes

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Unit 4: How is will being developed and maintained.

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behavior.

Entry

There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

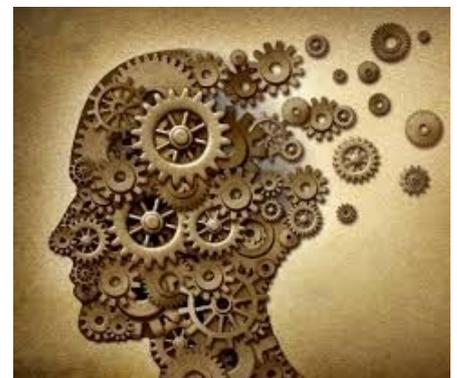
Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	20%
Unit 4 school-assessed coursework:	20%
End-of-year examination:	60%



DESCRIPTION OF UNITS: STUDIO ARTS

RATIONALE

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

Structure

Unit 1: Studio inspiration and techniques

Unit 2: Studio exploration and concepts

Unit 3: studio practices and processes

Unit 4: Studio practice and art industry context

Entry

There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 School-assessed coursework:	10%
Unit 4 School-assessed task:	60%
End-of-year examination:	30%

There are many possible careers in the Arts some of which are listed below:

Advertising (Visual Communication)

Airbrush Artist

Animation

Art Consultant

Art Critics

Art Dealer

Art Teacher

Cartoonists

Desktop Publishing

E book Cover Artist

Engraving

Fashion Designer

Fashion Illustration

Fine Art Photography

Fine Arts

Freelance Artist

Graphic Artist

Graphic Design

Illustrators

Interior Design

Monogram Artist

Museum Director

Painting Restorers

Photographer

Print makers

Sculptors

Set Design

Sketch Artists

Video Game Design

Web Design



DESCRIPTION OF UNITS: SYSTEMS ENGINEERING

RATIONALE

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

Unit 1: Introduction to mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems.

Unit 2: Introduction to electrotechnology systems

In this unit students study fundamental electrotechnology engineering principles. The term 'electrotechnology' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnology systems, which may also include mechanical components or electro-mechanical subsystems.

Unit 3: Integrated systems engineering and energy

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electro technology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Unit 4: Systems control and new and emerging technologies

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

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students' level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	10%
Unit 4 school-assessed coursework:	10%
Units 3 & 4 school-assessed task:	50%
Units 3 & 4 examination:	30%



DESCRIPTION OF UNITS: VISUAL COMMUNICATION & DESIGN

RATIONALE

Visual Communication & Design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions.

Unit 1: Introduction to Visual Communication Design

The primary focus of this unit is on students developing drawing skills as a means of communication and to develop an understanding of how visual communications are shaped by past and contemporary factors.

Unit 2: Applications of Visual Communication Design within the Design Fields

The unit focus on the application of visual communication design knowledge, design thinking skills and drawing methods.

- Students use presentation drawing methods - Isometric, orthogonal and perspective, to communicate ideas in environmental design or industrial/product design.
- They investigate typography and imagery, and apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts.
- Students develop an understanding of the Design Process.

Unit 3: Visual Communication Design Practices

In this unit students create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Students describe how visual communications are designed and produced in the design industry and explain factors that influence these practices. Students will also begin their folio of work applying design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Visual Communication Design, Development, Evaluation & Presentation

The focus of this unit is the final stage of the design process where final presentations are produced and presented. The pitch provides students with the opportunity to reflect on their work and articulate how the visual communication addresses the client needs. The pitch aims to promote the features of each final presentation.

Entry

There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 & 2

NDSC will determine areas of assessment and levels of achievement.

Units 3 & 4

The students’ level of achievement will be assessed through school-assessed coursework and examination as follows:

Unit 3 school-assessed coursework:	25%
Unit 4 school-assessed task:	40%
Units 3 & 4 examination:	35%



TERM DATES & CONTACT DETAILS

2022 TERM DATES

Term 1:	28 January (school teachers start) to 8 April Students commence 31 January
Term 2:	26 April to 24 June
Term 3:	11 July to 16 September
Term 4:	3 October to 20 December

PRINCIPAL: Jacqui Veal

ASSISTANT PRINCIPAL: Steve Panozzo

LATER YEARS LEADER: Tina Moonen

CAREERS ADVISOR: Bev Falls

ADDRESS: Neerim District Secondary College
20 Neerim East Road, NEERIM SOUTH VIC 3831

POSTAL ADDRESS: Neerim District Secondary College
PO Box 18, NEERIM SOUTH VIC 3831

PHONE: (03) 5628 1455

EMAIL: neerim.sc@education.vic.gov.au

WEBSITE: www.ndsc.vic.edu.au



