

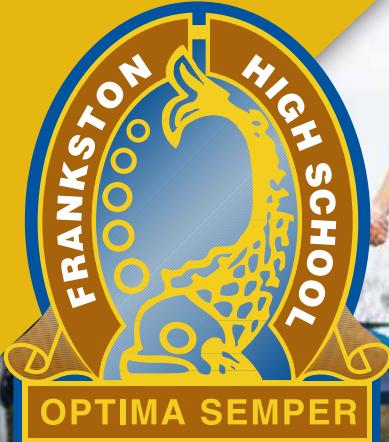


# SENIOR SCHOOL

## Course Selection Handbook

# 2020

TOGETHER WE  
BECOME PURPOSEFUL LEARNERS



# Principal's Welcome

Dear Parents/Carers and Students,

Welcome to the Senior Years of school at Frankston High School. The last two years of secondary school education are of critical importance as our young people choose subjects that reflect their passions and strengths and are prerequisites for further post school learning. Further post school learning refers to courses in the tertiary sector or apprenticeship pathways.

At Frankston High School we are able to provide a great breadth of subject and pathway choices to support the diverse range of student interests across our school. We offer VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning). This allows our students to choose from a myriad of VCE and VET subjects as well as being able to participate in our structured workplace learning recognition program.

This handbook is an essential resource in supporting students and their families in the course counselling process. We ensure trained course counsellors meet with Year 10 students and their families to ensure each student is well informed when making certificate and subject choices. Our advice is for students to select subjects they have a passion for and also any subjects that are prerequisites for particular career pathways they are interested in pursuing. If choices are made with these criteria in mind then students are more likely to discover career pathways that are very rewarding.

As you would be aware, Frankston High School has a very proud history of supporting students in achieving excellent learning outcomes. We know from research studies that students who graduate from Year 12 and proceed onwards with further learning are more likely to have more prosperous lives compared to students who graduate and enter into employment without any further learning opportunities. We are committed to supporting every student to qualify for further learning pathways that are aligned with their aspirations and which will ultimately allow them to achieve their dreams.

I hope you find this handbook useful as you navigate through the final few years of secondary school. Please be reassured that myself and my staff are only too happy to assist you throughout this important time in making the best choices for each and every student.

Yours sincerely



Principal

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*Thanks to Tavishek Sharma, a VCE student, for contributing photographs to this handbook.			

## Introduction

This handbook contains information about the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) for students enrolled at Frankston High School.

Frankston High School also offers a comprehensive range of Vocational Education and Training (VET) units.

This handbook should be used by students to help them plan their pathway through the senior school by selecting a program and subjects that lead to their intended career and post school destination.

In selecting their senior years program, students will be provided with counselling from within the school to assist them in making these important decisions. It is also very important that students take control and undertake their own research to ensure that they are making the best choices for them.

### Senior School Highlights

- Two year course of study
- Excellent teachers
- Exceptional learning environment and facilities
- High achieving school with excellent VCE results – 2018 Study Score Median of 32
- Introduction of ONE Intermediate VCAL class in 2020 (select entry ONLY)
- iSupport Program to support students, emotionally and academically through their senior school years
- Structured Workplace Learning available in both VCE and VCAL
- Opportunities to participate in careers education and counselling
- Extra curricula opportunities in sport, student leadership and our school production

## Key Contact List

Frankston High School has a leadership team who oversee all aspects of the Senior School.

The structure of the group is:

<b>Ms Helen Wilson</b>	Campus Principal - Senior Campus
<b>Mr Simon Cameron</b>	Director of Student Management and Engagement: Year Level 12
<b>Ms Ellen D'Ambra</b>	Director of Student Management and Engagement: Year Level 11
<b>Ms Elise Roper</b>	Assistant Year 12 Coordinator
<b>Mr Paul Don</b>	Assistant Year 11 Coordinator
<b>Mrs Kirsten Bakker</b>	Student Wellbeing Coordinator
<b>Mrs Sharon Bourne</b>	Careers Coordinator
<b>Mrs Carolyn McIver</b>	VET Coordinator
<b>Ms Mindy Fischer</b>	Senior School Office Manager



# CAREER ACTION PLAN

All students need to complete this Career Action Plan before their course counselling interview. Please bring it to your interview.



## Career Action Plan - Step 1

Making decisions about what to study in Year 11 and 12—and beyond— involves reflecting on what you have already experienced. It also involves considering what you might like to experience in the future. Here are some activities to help you think about your interests and strengths.

Complete the sentences below.



Which studies have you tried? Think about what you are currently studying. List your favourite and most enjoyable subjects, topics, activities or learning experiences from over the last 2 years.

### Favourites

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Looking at your list above, list your 3 most **favourite** subjects in order of preference

1. <hr/> <hr/>	2. <hr/> <hr/>	3. <hr/> <hr/>
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Think about the activities listed below and identify how much you enjoy each one

How much do you enjoy...	Love It	Like It	It's okay	Not really	Hate it
Doing things outside	<input type="checkbox"/>				
Helping Others	<input type="checkbox"/>				
Working with technology	<input type="checkbox"/>				
Organising things	<input type="checkbox"/>				
Caring for people	<input type="checkbox"/>				
Talking to other people	<input type="checkbox"/>				
Finding out how things work	<input type="checkbox"/>				
Being creative	<input type="checkbox"/>				
Building things	<input type="checkbox"/>				
Working in a team	<input type="checkbox"/>				
Working on your own	<input type="checkbox"/>				

Looking at your list of favourite subjects and the activities you enjoy doing the most, read the Senior School Handbook to identify the VCE and/or VET subjects or VCAL subjects that are most like the subjects on your list. You can list up to six subjects. These may or may not be the subjects you select to study in 2020.

## Career Action Plan - Step 2

Time to take the career interest test. Time to take a brief ‘vocational test’ that may help you to consider the type of career field you may enjoy working in, in the future.

**Follow the steps listed below.**

- Go to [www.fhscareers.com](http://www.fhscareers.com)
  - Select ‘for students’ from the toolbar.
  - Select ‘student secure area’ from the drop down box.
  - Register as a user via using your email address and gaining a password.  
*You must manually enter the password when logging in as copy and paste methods tend to fail in this system.*
  - Login in as a student user.
  - **Select Career Planner and once you have had a read of this page select ‘get started’.**  
Undertake the Career Interest Test (ALL SECTIONS).

What did the career interest test suggest would be a suitable career field for you? Do you agree? List 3 pieces of information that stood out to you as being important to you as you work through your career ideas.

## Favourites

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## Career Action Plan - Step 3

## Putting it together

## Career field/s you may follow in the future

**It is also normal not to know just yet.**

But...you may know that you want to study at university or TAFE or join the Australian Defence Force or Victorian Police Force or get an apprenticeship or traineeship or get a job or create your own job. You could list any of these above. Or you may know what career field interests you at this point in time, for example, health science. Please list it above. Think about what it is that excites you and go from there.

You will have 17 jobs over 5 careers according to the data from the Foundation for Young Australians.

You can also check the employment projections for a large number of jobs on the Job Outlook website (<https://joboutlook.gov.au/>).

There are so many different websites you can use to help you. Some of them are listed below.

- [www.vtac.edu.au](http://www.vtac.edu.au)
  - [www.myfuture.gov.au](http://www.myfuture.gov.au)
  - [www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)
  - [www.courseseeker.edu.au](http://www.courseseeker.edu.au)
  - [www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx](http://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx)

### Selecting your senior program

Time to select a program and subjects for 2020

#### Choosing studies

When choosing studies think about what interests you and what you are good at. Check out the studies Frankston High School offers. If you are in Year 10 you now have the choice between a VCE and VCAL program. To find out what each program is, check out the VCE and the VCAL sections in this handbook.

#### Stuck? Consider a broad program

If you have no idea which studies you want to take up in two years, don't panic! Keep your VCE study program broad with studies across the areas you are interested in and are good at. You may also find that an Intermediate VCAL program might provide you with the vocational education program you would most enjoy. To find out what each program is, check out the VCE and the VCAL sections in this handbook.

#### How not to choose studies

Don't choose studies if you don't like them or aren't good at them. Choosing studies simply because of how they were scaled doesn't guarantee you a 'good' ATAR. If you perform well in all of your studies, you will increase your chance of getting a 'good' ATAR regardless of whether or not the studies are scaled up or down.

#### Quick tips

Keep in mind, the decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. It doesn't hurt, however, to do some investigation and planning so that you give yourself the best opportunity to be happy with your choices in the long run.

#### Some university and TAFE courses require prerequisites too!

In **Year 10** it's important to get an idea of the kinds of tertiary courses available and to research eligibility and application requirements. This includes the type of Year 12 qualification required and the prerequisite studies you must complete to be eligible for selection. In **Year 11** it's important to confirm the prerequisite studies set for your preferred tertiary course/s.

#### Prerequisites are VCE studies you must have completed to be eligible for selection into a course.

Prerequisites set the knowledge and skills you need to understand a course's content. If you haven't completed the required prerequisites (or equivalent) for a course, you won't be selected. This is why it is important to look ahead to what you might want to study after school, before selecting your Year 11 and 12 subjects.

Prerequisites are set two years in advance so that Year 10 students know what prerequisite studies are needed for courses commencing the year after they complete school. Year 11 students should also consult the prerequisite list again to confirm their subjects ensure their eligibility to apply for specific tertiary degrees.

Prerequisites for 2022 are available from the '2022 Prerequisites' list ([vtac.edu.au/publications](http://vtac.edu.au/publications)) and the VTAC Prerequisite and Course Explorer ([vtac.edu.au/explorer](http://vtac.edu.au/explorer)). They will also be available on Compass and the Frankston High School careers website.

#### Things to know about prerequisites

- Prerequisites can change from year to year and are published two years in advance. Make sure you look up the prerequisites for the year you want to apply to a course.
- Be aware, prerequisites can differ between similar sounding courses.
- Minimum study scores for prerequisites are your VCE study score, not your scaled study score.
- If you fail to meet a prerequisite, talk to the institution about pathways into the course that allow you to complete the prerequisites (or equivalent).

**Write down the prerequisite studies required for your preferred tertiary course (if you have identified a degree/s)**

#### Course 1 and Institution

#### Prerequisite Studies

#### Course 2 and Institution

#### Prerequisite Studies

#### Final advice for selecting subjects and a senior school program

- Select studies that are based on interests, careers, further study and your strengths.
  - You should choose a course with the flexibility to enable you to vary your pathway if required.
  - The course should fulfill the requirements to successfully complete a two year program, ie., an ATAR or non-ATAR VCE or VCAL (Year 11 Intermediate & Year 12 Senior).
- \* Do not select subjects because of scaling.

#### Myths about scaling

Many students believe that to achieve their best possible ATAR they need to choose studies which have been scaled up in previous years. This is not true and can work against you.

Choosing a study that you are not very good at, or engaged in, simply because it may be scaled up would be a mistake. If you are concerned about your score, you need to be sure you are good at a study and that you are engaged in doing your best.

It is most likely that a 'scaled down' score in a study you performed well in will be higher than a 'scaled up' study in which you didn't.

### Career Action Plan - Step 4

**YOU WILL ONLY BE ABLE TO COMPLETE THIS SECTION AFTER YOU HAVE READ THE RELEVANT INFORMATION IN THIS HANDBOOK. DO YOUR RESEARCH BEFORE FILLING IT IN!**

After you have read the information provided in this handbook you need to complete the following course plan for your VCE or if you are in Year 11 in 2020, you may wish to complete a VCAL program and you can fill out your VET selection in the chart. (all other subjects are set for Intermediate VCAL).

## VCE Course Plan (You need to complete a 2 year plan)

Career Goal						
Prerequisite Subject(s)						
YEAR 11	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Back-up Subjects x 3
Subjects are divided into two units. Unit 1 is completed during Semester One & Unit 2 is completed during Semester 2.	English/EAL					
OR						
YEAR 12	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Back-up Subjects x 3
Subjects are divided into two units. Unit 3 is completed during Semester One & Unit 4 is completed during Semester.	English/EAL					

## Intermediate VCAL Course Plan

Career Goal			
VET Subject Preference 1		VET Subject Preference 2	
Structured Workplace Learning Placement Ideas:			

### Tips

- Don't leave subject selection to the last minute
- Ask questions and seek advice
- Do your own research
- Select a program that will allow you to achieve success
- Reflect honestly on yourself and on your preferred learning style
- Consider different pathways to the career field you are interested in



# VCE

## The Structure of VCE at Frankston High School

In **Year 11** all Frankston High School students' study **six subjects**, only one of which is compulsory and that is English/English as an Additional Language (EAL).

In **Year 12** all Frankston High School students' study **five subjects**, only one of which is compulsory and that is English/English as an Additional Language (EAL).

A subject at VCE level is divided up into four units.

One Semester = One Unit. In the subject of English, for example....

<b>YEAR 11</b>	<b>2020 Semester One</b> English Unit 1	<b>2020 Semester Two</b> English Unit 2
	<b>2021 Semester One</b> English Unit 3	<b>2021 Semester Two</b> English Unit 4
<b>YEAR 12</b>		

## What is the VCE?

The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions.

This handbook provides information to assist students in planning their pathway through the VCE. We encourage students to read the handbook carefully and use it to ask questions about the subjects in which they have an interest.

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.

### Who should do VCE?

- Students who are realistically seeking a university pathway should do their VCE.
- Students who prefer to work independently.
- Students who are committed to doing the required hours of regular homework and study (revision).
- Students who are well equipped to devote the time and energy to the production of sustained written responses to prompts in all subjects.
- Students who passionately conceptualise and produce folios reflecting their creativity.
- Students who are prepared to challenge themselves and can comprehend abstract concepts.
- Students who achieve satisfactory results in tests and exams and have demonstrated the capacity to prepare for their exams.
- Students with excellent organisation and time management skills.
- Students who are prepared inside and outside of class to work intensively with their teachers.
- Students who are prepared to devote a significant amount of time to their studies over school holiday periods and complete trial exams during the September school holidays.

## VCE Assessment

### Outcomes

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study.

The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For an ATAR - VCE students Unit 3 & 4 work is graded on a scale from A+ to E. These marks are used with the external exam results to calculate a study score, which is used to determine a student's Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these gives the student an N for the unit for both ATAR (scored) and non-ATAR (unscored) VCE students. It is from the studies outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.

### Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be graded tasks in each unit. Students will also be required to sit a school based examination at the end of each unit.

## ATAR - VCE Program

For students undertaking an ATAR-VCE for Units 3 &4 there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

## Non-ATAR - VCE Program

For students undertaking a non-ATAR VCE in Units 3 & 4 there will be School Assessed Coursework (SAC) for each unit.

Students undertaking a non-ATAR VCE program do not complete the external examinations. Students will not receive an ATAR at the end of the year. Students need a minimum of four Unit 3 & 4 sequences, with one of the subjects being from the English group, for the calculation of an ATAR. They also need to pass a minimum of 16 Units over the two years to qualify for the award of VCE.

## Calculating the ATAR

ATAR stands for Australian Tertiary Admissions Rank, so it is a rank – not a score. It is represented as a number between 0 and 99.95 in intervals of 0.05, with 99.95 being the highest rank.

Because the ATAR is a rank, there is no pass or fail ATAR. Everyone who receives an ATAR has successfully passed the VCE. The ATAR simply demonstrates each student's achievement in relation to all other students in the Year 12 age group. Someone receiving an ATAR of 55, for example, has performed better than 55 per cent of the Year 12 age group that year.

Subjects aren't scaled because of how 'hard' or how 'easy' we think they are. In reality, every subject is scaled in the same way: based on the strength of the competition in a particular year. VCE Study Scores are standardised rankings, or relative positions, reported on a scale between 0 and 50, with a middle ranking of 30. So, a student with a Study Score of 30 has performed better than half the students in that subject for that year. Scaling is applied to determine the difficulty in achieving the middle ranking – the median study score of 30 – in each subject.

Take Economics as an example. To scale this subject, VTAC looks at all of the students who took Economics this year and calculates the average of each of these students, across all of their other VCE studies. Where the average study score of a subject is above the mean (30), then the study is scaled up, because it shows that those students performed above average overall, meaning that there was higher competition in Economics – it was harder to get that middle score of 30. If Economics students performed below average in all of their other studies, then Economics would scale down, because that shows us that there was less competition in Economics this year.

An ATAR aggregate is calculated by adding:

- the scaled study score in any one of the English studies, plus
- the scaled study scores of the student's next best three permissible studies, plus
- 10 per cent of the scaled study score for a fifth study (where available), plus
- 10 per cent of the scaled study score for a sixth study (where available).

For example,

STUDY	STUDY SCORE	SCALED STUDY SCORE	AGGREGATE CONTRIBUTION
English	31	28.79	28.79
Further Mathematics	41	40.00	40.00
Business Management	40	38.00	38.00
Health and Human Development	40	37.15	37.15
Psychology	35	33.00	3.30
Visual Communication Design	35	31.00	3.10
<b>AGGREGATE</b>			<b>150.34</b>
<b>Aggregate converted to an ATAR</b>			<b>85.85</b>

The aggregate will be converted into a ranking of between 0 and 99.95 (the ATAR).

## Important Considerations about ATARs and Scaling

When choosing subjects for next year it is important that students do not choose to study particular subjects because they think doing those studies will help them get a higher ATAR. An ATAR represents a student's performance across all of their studies and they are more likely to do well at subjects they enjoy.

It is also important that students do not choose to study a subject based on scaling. There is no point in a student selecting a study that they struggle with simply because it has traditionally been scaled up. Scaling is dependent on the performance of the students studying in a particular year. Therefore, it can change year to year.

Some subjects require a student to study the Unit One and Unit Two sequence prior to undertaking the Unit Three and Unit Four sequence. This is strongly recommended by VCAA and the list of VCE subjects provides details on VCE subjects.

Some subjects are only available at the Unit One and Unit Two level, therefore valuable for vocational purposes but not providing a pathway to a Unit Three or Unit Four sequence and consequent Study Score.

Many Frankston High School students have already begun their VCE journey via undertaking a Unit One and Unit Two sequence of a study whilst in Year 10.

**Students must apply to continue to study that subject beyond Year 10 as it is not simply assumed that they shall continue with the study. Students who have not studied a Unit One and Two subject in Year 10 are eligible to apply to study a Unit Three and Four subject in their Year 11 studies. Students will need to submit an expression of interest form to be considered for a Year 12 subject. This form is due in to the Senior School office by 3.30pm on July 16, 2019. The Expression of Interest form can be found on Compass.**

## 2020 VCE Subject and VCE VET List

Please Note: VET descriptions can be found in the Frankston High School VETiS booklet which can be found on Compass and the Frankston High School careers website (<https://www.fhscareers.com/>).

SUBJECT	DESCRIPTION	VCE	VET
VCE Accounting	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
Acting (Screen)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Agriculture (Breeding & Caring of Animals)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Agriculture (Organic Produce & Horticulture)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Animal Studies (Domestic Pets)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Applied Fashion & Design	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Art		X	
Automotive – Mechanical	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Beauty Services	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Biology		X	
Building and Construction (Carpentry)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Business Management		X	
Business	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Chemistry	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
Community Services	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Dance	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Design Fundamentals (Graphic Design)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Digital Games Creation	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X

SUBJECT	DESCRIPTION	VCE	VET
VCE Drama		X	
Early Childhood Education and Care	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Engineering - Mechanical	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Engineering-Fabrication	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Electrotechnology	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE English	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
VCE English as an Additional Language (EAL)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
VCE Environmental Science		X	
Equine Studies	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Events Management	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Food Studies (formally Food and Technology)		X	
VCE Language French	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
Furniture Making	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Geography		X	
Health Services Assistance	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Health and Human Development		X	
VCE History 20th Century	This subject can only be studied at the Unit One and Unit Two level.	X	
VCE History Revolutions	This is a subject that can only be selected at the Unit Three and Unit Four level.	X	
Hospitality (Front of House)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Information Technology - Computing	This subject can only be studied at the Unit One and Unit Two level.	X	
VCE Information Technology – Informatics	This is a subject that can only be selected at the Unit Three and Unit Four level.	X	

SUBJECT	DESCRIPTION	VCE	VET
VCE Information Technology – Software Development	This is a subject that can only be selected at the Unit Three and Unit Four level.	X	
Interior Decoration (Retail)	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Language: Japanese Second Language	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
Kitchen Operations – General Cooking/ Chef	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Kitchen Operations – Patisserie	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		
Laboratory Skills	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Languages other than English	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
VCE Legal Studies		X	
VCE Literature		X	
VCE Mathematics - Foundation	This subject can only be studied at the Unit One and Unit Two level and does not lead into any VCE Year 12 Maths subject.	X	
VCE Mathematics - Further	This is a subject that can only be selected at the Unit Three and Unit Four level.	X	
VCE Mathematics - General (Further)	This subject can only be studied at the Unit One and Unit Two level. General Mathematics can lead into Further Mathematics in Year 12.	X	
VCE Mathematical Methods	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
VCE Mathematics - Specialist	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
VCE Media	It is strongly recommended that students complete Units One and Two prior to undertaking Units Three and Four of this subject.	X	
VCE Music Performance	It is strongly recommended that students complete Units One and Two prior to undertaking Units Three and Four of this subject.	X	
Music Performance	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Music Sound Production	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Outdoor and Environmental Studies		X	
VCE Physical Education		X	

SUBJECT	DESCRIPTION	VCE	VET
VCE Physics	This is a subject that requires students to satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	
Plumbing	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Product Design and Technology		X	
VCE Psychology		X	
Screen & Media – Games Design	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Screen & Media – Multimedia	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Sport and Recreation	VCE Students who successfully gain a place in this subject will complete their VET at Frankston High School (part of normal timetable).		X
VCE Structured Workplace Learning Recognition - SWLR	This subject provides students with credit for Units 1 and 2. It can be selected as a part of a Year 12 program but it will only provide Units 1 and 2 credit and will not contribute to an ATAR. Students must complete and submit an application to be considered for VCE-SWLR.	X	
VCE Studio Art		X	
Tourism	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
Visual Arts	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.		X
VCE Visual Communication Design	This is a subject that requires a student to undertake and satisfactorily complete Units One and Two prior to undertaking Units Three and Four.	X	

## 2020 Intermediate VCAL Units

Intermediate VCAL Literacy

Intermediate VCAL Numeracy

Intermediate VCAL Personal Development Skills (PDS)

Intermediate VCAL Work Related Skills (WRS)

SWLR - VCAL Structured Workplace Learning

VET - Vocational Education and Training

## VCE Accounting

### Career Advice

Do you enjoy stats? You're a natural with numbers. You would thrive off crunching the sums for governments, companies or your own business. You're perfect for Accounting. Many students who study VCE Accounting will go on to further studies and careers in business and finance.

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.



### Year 11 – Units 1 & 2

#### **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.

#### **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.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: a folio of exercises utilising manual methods and ICT, structured questions utilising manual methods and ICT, an assignment including use of ICT, a case study including use of ICT, a classroom presentation, role-play or debate, a report utilising ICT.

### Year 12 – Units 3 & 4

#### **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.

#### **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.

### Assessment

The student's performance in each outcome will be assessed using one or more of the following: structured questions (manual and ICT-based), folio of exercises (manual and ICT-based), a case study (manual and ICT-based), a report (written, oral or ICT-based). The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

## VCE Art

### Career Advice

If you have creative flair and an artistic leaning Art will allow you to explore and experiment with your expressive nature. Entwined with theory, the program will support you towards realising your creative vision through research, art history, traditional practice methods, and contemporary approaches to art in materials and process.

VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. For specific Art related occupations please visit <https://www.fhscares.com/?page=career-targets&area=1>. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.



### Year 11 – Units 1 & 2

#### **UNIT 1: ARTWORKS, EXPERIENCE AND MEANING**

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning.

Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists.

#### **UNIT 2: ARTWORKS AND CONTEMPORARY CULTURE**

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group's sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in Unit 1 may be selected from the following: an extended written response, short-answer responses supported by visual references, an annotated visual report, a presentation using digital technologies, an oral presentation, the creation of a range of visual responses to a selection of set tasks and documented evidence of the art process. Suitable tasks for assessment in Unit 2 may include: an extended written response, short-answer responses, an annotated visual report, a presentation, creation of a range of visual responses including at least one finished artwork, documentation of the art process using visual language and the Analytical Frameworks.

### Year 12 – Units 3 & 4

#### **UNIT 3: ARTWORKS, IDEAS AND VALUES**

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

#### **UNIT 4: ARTWORKS, IDEAS AND VIEWPOINTS**

In Unit 4, students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view.

### Assessment

Production of a body of work that presents explorations within selected art forms and that clearly demonstrates the development of the student's thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, and includes at least two finished artworks that resolve the student's intentions.

The level of achievement for Units 3 and 4 is also assessed by an external end-of-year examination, which will contribute 30 per cent.

## VCE Biology

### Career Advice

Biology teaches critical thinking and practical skills and enables you to study life in all its forms, from microbes to plants and animals, while learning about animal and plant biology, microbiology, genetics, molecular biology, social and ethical issues surrounding science.

In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.



### Year 11 – Units 1 & 2

#### UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

Students examine the cell and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises the resources of its habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

#### UNIT 2 - HOW IS CONTINUITY OF LIFE MAINTAINED?

Students focus on the different types of cell reproduction and the transmission of biological information from generation to generation through the cell cycle for growth, repair and replacement.

Students develop an understanding of the processes involved in cell division, describing the characteristics of each of the phases of both mitosis and meiosis. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions to discuss the uses of genetic screening and its social and ethical issues.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: a report of a fieldwork activity, annotations of a practical work folio of activities or investigations, a bioinformatics exercise, media response, data analysis, problem solving involving biological concepts, skills and/or issues, a reflective learning journal/blog related to selected activities or in response to an issue, a test comprising multiple choice and/or short answer and/or extended response, a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation, a report of an investigation into genetics and/or reproductive science.

### Year 12 – Units 3 & 4

#### UNIT 3: HOW DO CELLS MAINTAIN LIFE?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. In this unit students investigate the workings of the cell, including cell structure, permeability, the effects of enzymes and molecular interactions, and other cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students learn about the human immune system and the interactions between its components to provide immunity to a specific antigen.

### Assessment

The level of achievement for Units 3 and 4 is also assessed by an external end-of-year examination, which will contribute 60 per cent to the study score. Practical work is a central component of learning and assessment.

Assessment may take the form of some of the following: a report related to practical activities, annotations of activities or investigations from a logbook of practical activities, a graphic organiser, a bioinformatics exercise, an evaluation of research, a media response, data analysis, a response to a set of structured questions, problem solving involving biological concepts, skills and/or issues, a reflective learning journal/blog related to selected activities or in response to an issue.

#### UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

In this unit, students consider change to a population's gene pool over time, including biological evolution by natural selection that leads to the rise of new species. They examine change in life forms using the human fossil record, and investigate modern contexts in order to consider the biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies for both the individual and the species.

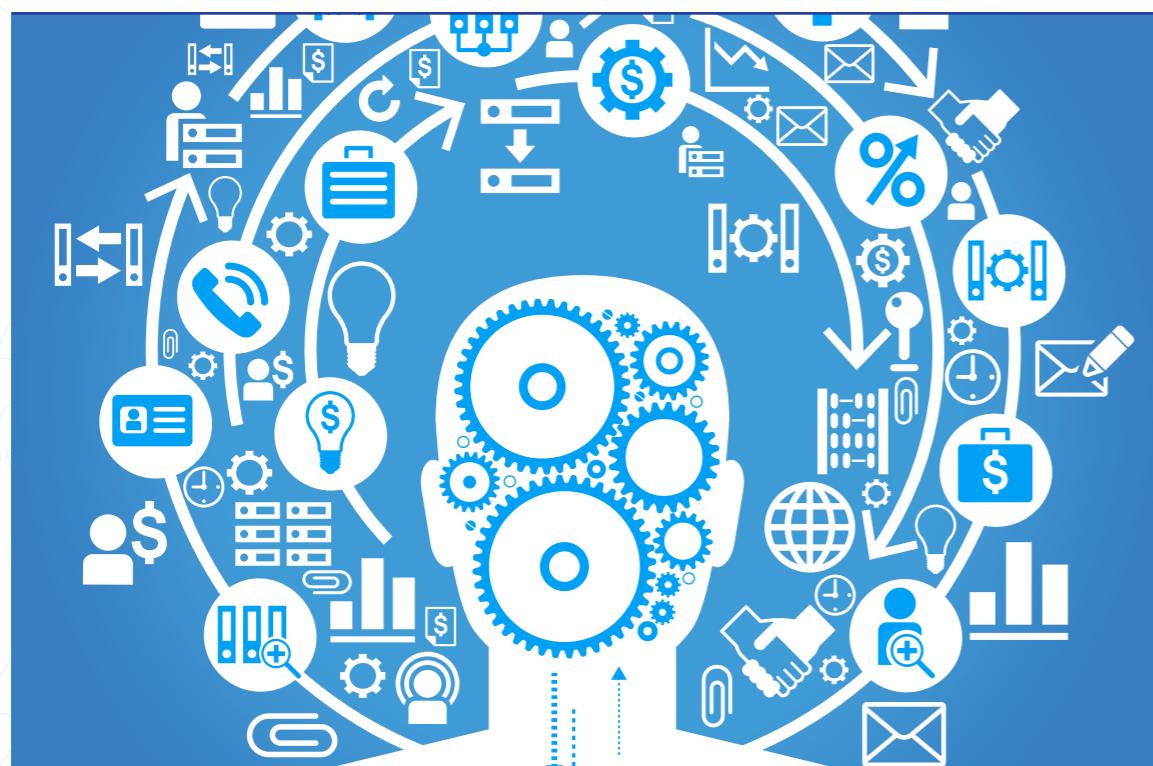
## VCE Business Management

### Career Advice

Do you want to become an innovator, a creative force, a member of the business world? Do you aspire to continue your family's business, join a global company or launch your own start-up? Business Management will help you begin your journey.

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, human resource management and event management. Visit our careers website to find specific occupations related to Business Management (<https://www.fhscares.com/?page=career-targets&area=4>).



### Year 11 – Units 1 & 2

#### 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.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: a case study analysis, a business research report, development of a business plan and/or feasibility study, an interview and a report on contact with business, a school-based, short-term business activity, a business simulation exercise, an essay, a business survey and analysis, a media analysis.

### Year 12 – Units 3 & 4

#### UNIT 3: MANAGING A BUSINESS

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.

#### 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.

### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. The student's performance on each outcome is also assessed using one or more of the following: a case study, structured questions, an essay, a report, a media analysis

## VCE Chemistry

### Career Advice

Chemistry is everywhere in the world around you! It's in the food you eat, the clothes you wear, water you drink, medicines, air, cleaners... you name it. Chemistry helps you to understand the world around you. It means learning how to be objective and how to reason and solve problems. 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. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture. Additional occupation links to chemistry can be found at our careers website (<https://www.fhscares.com/?page=career-targets&area=5>).



### Year 11 – Units 1 & 2

#### **UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?**

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.

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.

#### **Assessment**

All assessments at Units 1 and 2 are school-based. Practical work is a central component of learning and assessment. Suitable tasks for assessment may be selected from the following: annotations of a practical work folio of activities or investigations, a report of a practical activity or investigation, a modelling activity, media response, problem-solving involving chemical concepts, skills and/or issues, a reflective learning journal/blog related to selected activities or in response to an issue, data analysis, tests comprising multiple choice and/or short answer and/or extended response.

### Year 12 – Units 3 & 4

#### **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. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. 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.

#### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 60 per cent. Students may also be required to complete any of the following: analysis and evaluation of stimulus material, a laboratory investigation, a reflective learning journal/blog, a comparative study, annotations of practical activities, a report of a student investigation, analysis of data, a graphic organiser illustrating a chemical process, a response to a set of structure questions, tests, a structured scientific poster according to the VCAA standard template.

#### **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 nature of a water molecule and the intermolecular forces between water molecules.

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. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

#### **UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?**

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. They study the ways in which organic structures are represented and named. They analyse organic compounds and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They investigate key food molecules through an exploration of their chemical structures, and the way in which they are both broken down and reformed as a result of chemical reactions involving enzymes and coenzymes. They use the language of chemistry to explain observations.

## VCE Drama

### Career Advice

Through drama you can become anyone, anywhere, at anytime. By understanding drama you can learn to understand anyone, anywhere, anytime. Plays often capture the essence of a culture or a group within that culture. They reveal the attitudes and opinions of their day. It helps with building self-confidence, speaking in public, and developing interpersonal skills. Drama will help you to be more aware of how your physical presentation can affect the way people see you.

Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism. Visit our careers website to discover the range of occupations related to drama (<https://www.fhscares.com/?page=career-targets&area=12>).

### Year 11 – Units 1 & 2

#### **UNIT 1: INTRODUCING PERFORMANCE STYLES**

In this unit students' study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

#### **Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: demonstrate the use of play-making techniques to devise and develop a solo and/or ensemble drama works based on stories and/or characters, analyse the drama work created and performed, write an analysis in response to structured questions, document the processes used to create and develop stories and characters in drama.

#### **UNIT 2: AUSTRALIAN IDENTITY**

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

### Year 12 – Units 3 & 4

#### **UNIT 3: DEVISED ENSEMBLE PERFORMANCE**

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

#### **UNIT 4: DEVISED SOLO PERFORMANCE**

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

#### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an end-of-year performance examination, which will contribute 35 per cent to the study score, and an end-of-year written examination which will contribute 25 per cent to the study score.

Students will also complete the following tasks:

- development and presentation of characters within a devised ensemble performance
- analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- complete a written analysis and evaluation of a play selected from the Unit 3 Playlist
- demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used
- a one- to two-minute presentation of a solo demonstration devised from given stimulus material AND a short oral or written statement, which describes techniques used in the demonstration
- analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

## VCE English

### Career Advice

English (or EAL) is the subject that all students must achieve a satisfactory result in to be eligible to be awarded their VCE. It is a prerequisite for nearly all university courses.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

VCE English is a prerequisite for nearly all university and many TAFE level tertiary qualifications. Specific occupations related to the study of English can be found at our careers website (<https://www.fhscaresers.com/?page=career-targets&area=11>).

### Year 11 – Units 1 & 2

#### UNIT 1: READING AND CREATING TEXTS/ANALYSING AND PRESENTING ARGUMENT

Students explore how meaning is created in a text. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the context in which it is created and read. Students also focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument.

#### Assessment

All Unit 1 and 2 assessments are school-based. Suitable tasks for assessment in this unit are an analytical response to a set text; a creative response to a set text; an analysis of the use of argument and persuasive language in text/s; a text intended to position an audience; a comparative analytical response to set texts; and/or a persuasive text that presents an argument or viewpoint.

#### UNIT 2: READING AND COMPARING TEXTS/ANALYSING AND PRESENTING ARGUMENT

In Unit 2, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. In this unit, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

### Year 12 – Units 3 & 4

#### UNIT 3: READING AND CREATING TEXTS/ANALYSING ARGUMENT

In Unit 3, students read and respond to texts analytically and creatively. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. In this unit, students analyse and compare the use of argument and language in texts that debate a topical issue. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts.

#### Assessment

Units 3 and 4 are assessed by an external end-of-year examination, which will contribute 50 per cent.

Students will also complete the following tasks:

- an analytical interpretation of a selected text in written form
- a creative response to a selected text with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text
- an analysis of the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media
- a detailed comparison which analyses how two selected texts present ideas, issues and themes
- construct a sustained and reasoned point of view on an issue with a written statement of intention to accompany the student's own oral presentation (oral presentation).

#### UNIT 4: READING AND COMPARING TEXTS/PRESENTING ARGUMENT

In Unit 4, students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts. They analyse the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed in two texts. In this unit, students also build on their understanding of both the analysis and construction of texts that attempt to influence (persuade) audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue.



## VCE English as an Additional Language (EAL)

### Career Advice

EAL (or English) is the subject that all eligible English as an Additional Language students must achieve a satisfactory result in to be eligible to be awarded their VCE.

### English as an Additional Language Enrolment in EAL

**is available only to students who have approved EAL status.**

A student may be eligible for EAL status if:

- they have been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years or they are a student of Aboriginal or Torres Strait Islander descent whose first language is not English  
*(Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent out of Australia during school vacations should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.)*
- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. Ref: VCAA Administrative Handbook

### Year 11 – Units 1 & 2

#### UNIT 1: READING AND CREATING TEXTS/ANALYSING AND PRESENTING ARGUMENT

Students explore how meaning is created in a text. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students also focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit are: an analytical response to a set text, a creative response to a set text, an analysis of the use of argument and persuasive language in text/s, a text intended to position an audience, a comparative analytical response to set texts, a persuasive text that presents an argument or viewpoint.

*\*For EAL students at least one text should be in spoken form or have a spoken component to allow for the assessment of listening skills*

#### UNIT 2: READING AND COMPARING TEXTS/ANALYSING AND PRESENTING ARGUMENT

In Unit 2, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. In this unit students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

### Year 12 – Units 3 & 4

#### UNIT 3: READING AND CREATING TEXTS/ANALYSING ARGUMENT /LISTENING TO TEXTS

In Unit 3, students read and respond to texts analytically and creatively. Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. In this unit, students analyse and compare the use of argument and language in texts that debate a topical issue. Students are also required to listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

### Assessment

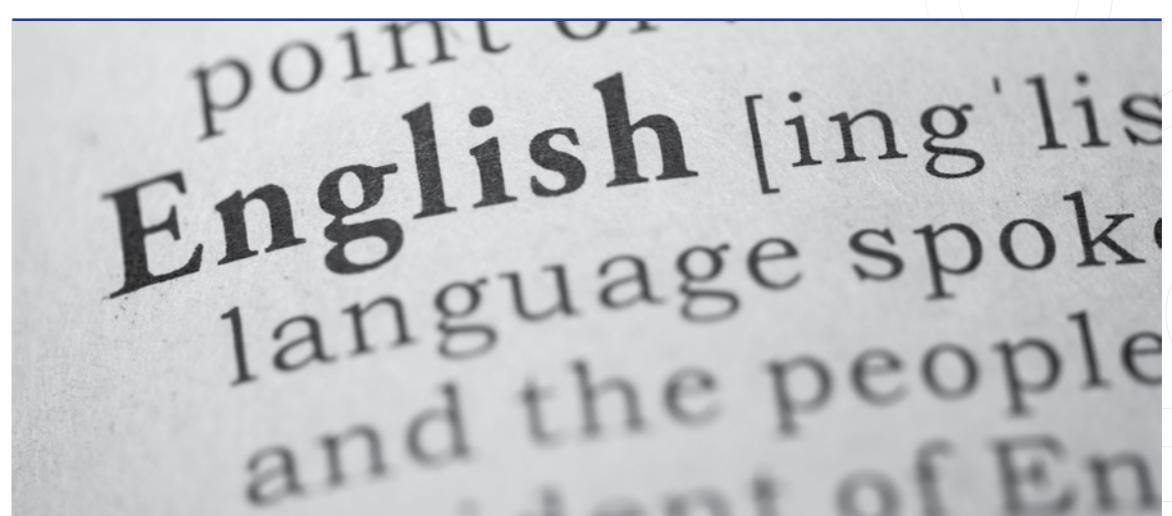
The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent.

Students will also complete the following tasks:

- an analytical interpretation of a selected text in written form
- a demonstration of understanding of two to three texts that present a point of view on an issue through:
  - short-answer responses
  - note form summaries
- an analysis and comparison of argument and the use of persuasive language in written form
- comprehension of a spoken text through:
  - short-answer responses
  - note-form summaries
- a detailed comparison in written form of how two selected texts present ideas, issues and themes
- a written statement of intention to accompany the student's own oral presentation
- a point of view presented in oral form using sound argument and persuasive language.

#### UNIT 4: READING AND COMPARING TEXTS/PRESENTING ARGUMENT

In Unit 4, students compare the presentation of ideas, issues and themes in texts. Students explore the meaningful connections between two texts. They analyse the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed in two texts. In this unit, students also build on their understanding of both the analysis and construction of texts that attempt to influence (persuade) audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue.



## VCE Environmental Studies

### Career Advice

Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science and communicate their views from an informed position.

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography. More information on occupations related to Environmental Science can be found at our careers website (<https://www.fhsCareers.com/?page=career-targets&area=13>).

### Year 11 – Units 1 & 2

#### **UNIT 1: HOW ARE EARTH'S SYSTEMS CONNECTED?**

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit.

#### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: a fieldwork report, a case study, a report of a practical activity involving the collection of primary data, annotations of a practical work folio of activities or investigations, a research investigation involving the collection of secondary data, a model of an aspect of Earth systems, a logbook of practical activities, analysis of data/results including generalisations/conclusions, media analysis/response, problem solving involving environmental science concepts, skills and/or issues, a test comprising multiple choice and/or short answer and/or extended response, a reflective learning journal/blog related to selected activities or in response to an issue, a report of a student-designed and/or adapted and/or extended investigation related to ecosystem, a report of a case study involving the management of a selected pollutant of local interest.

#### **UNIT 2: HOW CAN POLLUTION BE MANAGED?**

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

### Year 12 – Units 3 & 4

#### **UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?**

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

#### **UNIT 4: HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?**

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation, test predictions, and recognise the limitations of provisional and incomplete data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence.

#### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent to the study score. Practical work is a central component of learning and assessment.

Students may also complete a written report drawing on data collected from fieldwork or other sources, a multimodal presentation, a written response to a set of questions, an oral presentation drawing on data collected from fieldwork or other sources, evaluation of the principles of sustainability and environmental management, analysis and evaluation of a selected environmental case study, annotations of practical activities, a model of climate concepts, a graphic organiser, media analysis, a reflective journal/blog, practical investigation related to biodiversity or energy used from an environmental management perspective, a structured scientific poster.

## VCE Food Studies

### Career Advice

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality. More information on occupations related to Food Studies can be found at our careers website (<https://www.fhscares.com/?page=career-targets&area=14>).

### Year 11 – Units 1 & 2

#### **UNIT 1: FOOD ORIGINS**

Students explore the origins and cultural roles of food and gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures. They examine the history and culture of food in Australia, both pre and post-European settlement. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students consider the development of food production, processing and manufacturing industries and consider how producers and consumers today have been influenced by immigration and other cultural factors.

#### **Assessment**

All assessments at Units 1 and 2 are school-based. Students may complete the following tasks: a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures, a short written report, an oral presentation, a practical demonstration, a video or podcast, a range of practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration, research inquiry, an oral presentation, structured questions, folio, tests.

#### **UNIT 2: FOOD MAKERS**

In this unit students investigate food systems in contemporary Australia. They investigate both commercial food production industries and food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### Year 12 – Units 3 & 4

#### **UNIT 3: FOOD IN DAILY LIFE**

This unit investigates the many roles and everyday influences of food. Students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children.

#### **UNIT 4:**

#### **FOOD ISSUES, CHALLENGES AND FUTURES**

In this unit students examine debates about global and Australian food systems, relating to issues of the environment, ethics, technologies, food access, food safety, and the use of agricultural resources.

Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practice and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging.

#### **Assessment**

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

Students may also complete the following tasks: a written report, media analysis, research inquiry, structured questions, case study analysis, an annotated visual report, an oral presentation, a practical demonstration, a video or podcast, a range of practical activities related to healthy food choices based on the Australian Guide to Healthy Eating and sustainable and/or ethical food choices.



## VCE Languages: French

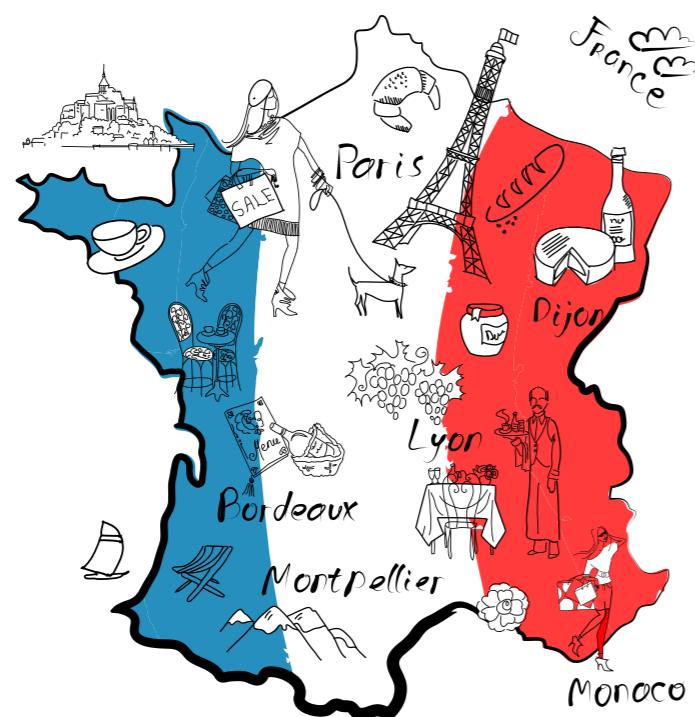
### Career Advice

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely learned language after English and the sixth most widely spoken language in the world. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Proficiency in French is an advantage for anyone considering a career in these or other international organisations. France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and the cream of foreign students.

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

The study of French contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.



### Year 11 – Units 1 & 2

#### UNIT 1

In this unit students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes listed in the Study Design. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

#### UNIT 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes list. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

#### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: students write a personal answer to an email and/or an informative blog in response to texts, they may respond in a written letter to a radio announcement or edition. Students may also describe, in writing, an experience seen from different perspectives, write a reflective article on cultural insight, evaluate opposing arguments put forward on an issue, narrate a life story, event or incident that highlights an aspect of culture and/or tell the class a personal or reflective story about a cultural event. Students may also present and explain an aspect of culture, referring to a portfolio or powerpoint presentation.

**Year 12 – Units 3 & 4****UNIT 3**

In this unit students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

**Assessment**

The level of achievement for Units 3 and 4 is assessed by two external end-of-year examinations (written and oral), which together will contribute 50 per cent to the study score.

Students will also answer questions in French on their family life, school, leisure and future. They also have to present a topic in French that they have studied in detail. They are required to interpret information from texts and write responses in French. Assessment tasks include responses to specific questions or instructions using information extracted from written, spoken and viewed text. Students are asked to express ideas in a personal, informative or imaginative piece of writing in French.

**UNIT 4**

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

**VCE Geography****Career Advice**

Are you keen to undertake fieldwork? Are you interested in local and global environments? Geography will provide you with the opportunity to gain a glimpse into careers which investigate environmental monitoring and management and ecologically sustainable development.

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Geography can lead you to a diverse range of jobs, from being an urban planner to a park ranger. You can find more information about occupations related to the study of Geography at our careers website (<https://www.fhscares.com/?page=career-targets&area=15> ).

**Year 11 – Units 1 & 2****UNIT 1: HAZARDS AND DISASTERS**

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards studied will include bushfires, floods, biological hazards such as disease and introduced species. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

**UNIT 2: TOURISM**

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

**Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit are: a fieldwork report of approximately 1500–2000 words and at least one of: structured questions, a case study, a report, a folio of exercises.

## Year 12 – Units 3 & 4

### **UNIT 3: CHANGING THE LAND**

Students investigate two aspects of geographical change: change to land cover and change to land use.

Land cover is the natural state of the biophysical environment developed over time and includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students examine the causes and distribution of processes that are changing land cover in many regions of the world including deforestation, desertification and melting glaciers and ice sheets

### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. Students will also complete an analysis of geographic data and describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses. They will analyse, describe and explain land use change and assess its impacts by responding to structured questions and provide a fieldwork report.



### **UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES**

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students investigate two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places, along with the factors that influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

## VCE Health & Human Development

### **Career Advice**

If you're interested in health research, community health, global and local health issues, environmental health or health promotion - or even if you aren't sure which health science area is for you - this subject can help you find your area of interest.

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## Year 11 – Units 1 & 2

### **UNIT 1: UNDERSTANDING HEALTH AND WELLBEING**

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.

### **Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis, an oral presentation, such as a debate or a podcast, a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation, structured questions, including data analysis.

### **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.

**Year 12 – Units 3 & 4****UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and as being 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). Students 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.

**Assessment**

The level of achievement for Units 3 and 4 is assessed by an end-of-year examination, which will contribute 50 per cent. A student's performance on each outcome is also assessed using one or more of the following: exam style questions, case studies and data analysis.

**UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

## **VCE History: Twentieth Century History 1918–1939**

(Year 11 Units 1 & 2 ONLY)

**Career Advice**

Studying History provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making.

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues.

It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. Specific occupations related to the study of History can be found at our careers website (<https://www.fhscares.com/?page=career-targets&area=17>).

**Year 11 – Units 1 & 2****UNIT 1:  
TWENTIETH CENTURY HISTORY 1918 –1939**

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929.

**Assessment**

All assessments at Units 1 and 2 are school-based. Assessment tasks over Units 1 and 2 may include the following: a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, essay writing.

**In Year 12 students study VCE History: Revolutions.**

**Please see the subject description for VCE History: Revolutions**

**UNIT 2:  
TWENTIETH CENTURY HISTORY 1945 –2000**

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

## VCE History: Revolutions (Russian & Chinese Revolutions)

### Career Advice

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues.

It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced. Specific occupations related to the study of History can be found at our careers website (<https://www.fhscares.com/?page=career-targets&area=17>).

### Year 11 – Units 1 & 2

History in Year 11 is not the same as the Year 12 program. If you wish to study history in Year 11 you need to select Twentieth Century History. Please read the previous subject description.

### Year 12 – Units 3 & 4

#### UNIT 3: THE RUSSIAN REVOLUTION

Students will study in depth the significant historical causes and consequences of the Russian Revolution and the resulting change to society during this period. Students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

#### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination. The examination will contribute 50 per cent. Each of the following four assessment tasks must also be completed: a historical inquiry, an analysis of primary sources, an evaluation of historical interpretations, an essay.

#### UNIT 4: THE CHINESE REVOLUTION

Students will study in depth the significant historical causes and consequences of the Chinese Revolution and the resulting change to society during this period. Students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

## Information Technology: VCE Computing (Year 11 Units 1 & 2 ONLY)

### Career Advice

Computer scientists, software engineers, programmers and other computing professionals are experts on how technology works and how computing can address even the most complicated and intricate problems. This subject will provide you with an introduction to the types of skills and knowledge you need to develop for a career in the rapidly evolving information and communications technology industry.

VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge. An important component of the study is the opportunity for students to develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem solving.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management. Specific occupations related to the study of information technology can be found at our careers website (<https://www.fhscares.com/?page=career-targets&area=7> ).

### Year 11 – Units 1 & 2

#### UNIT 1: COMPUTING

Students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. They examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.

They predict the impact on users if the network solution were implemented. Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

#### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: using digital systems and techniques, create a solution in response to a need, visual presentations, oral presentations, written reports.

#### UNIT 2: COMPUTING

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

### Year 12 – Units 3 & 4

Computing only exists at Units 1 and 2 level (Year 11).

Computing can lead to VCE Units 3 & 4 Informatics AND/OR VCE Units 3 & 4 Software Development in Year 12.

## Information Technology: VCE Informatics

VCE Informatics Units 3 & 4 (follows Units 1 & 2 Computing)

### Career Advice

Like never before, computational thinking is becoming part of our everyday world. Informatics is the study of the structure and behaviour of natural and artificial systems that generate, process, store, and communicate information. Across a broad range of fields from biomedical research to speed dating, and using the power and possibility of technology, informatics turns data into solutions that people can use every day. Demand for this skill continues to grow every day.

In Informatics Units 3 and 4 students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. They investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project.

Data analysis is involved in every area of our lives and the demand for data scientists continues to increase. Specific occupations related to the study of information technology can be found at our careers website (<https://www.fhscareers.com/?page=career-targets&area=7> ).



### Year 11 – Units 1 & 2

Year 11 Units 1 & 2 Computing is the predecessor to Year 12 Units 3 & 4 Informatics.

### Year 12 – Units 3 & 4

#### UNIT 3: INFORMATICS

In this unit students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. They investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

#### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. Students will also design a solution, develop it using a relational database management system and diagrammatically represent how users interact with an online solution when supplying data for a transaction. They may complete an annotated, diagrammatic representation of a user's interactions with an online solution and/or a written report.

#### UNIT 4: INFORMATICS

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

## Information Technology: VCE Software Development (Units 3 & 4 ONLY)

### Career Advice

Computing subjects provide a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Specific occupations related to the study of information technology can be found at our careers website (<https://www.fhscares.com/?page=career-targets&area=7>).

### Year 11 – Units 1 & 2

VCE Units 1 & 2 Computing leads to VCE Units 3 & 4 Software Development.

### Year 12 – Units 3 & 4

#### **UNIT 3: SOFTWARE DEVELOPMENT**

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules

#### **UNIT 4: SOFTWARE DEVELOPMENT**

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. In response to teacher-provided designs, students will also create working modules to meet specific needs. In response to a case study, students may complete a written report and/or an annotated visual report.

## VCE Language: Japanese Second Language

### Career Advice

Research has now shown that bilingual (can speak two languages) young adults not only fare better in the job market, but are also more likely to demonstrate empathy and problem-solving skills. An interview study of employers shows that employers prefer to both hire and retain bilinguals. Today, high-powered Fortune 500 companies hire bilingual and biliterate employees to serve as client liaisons. We are truly global citizens and learning another language is definitely an advantage today.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours.

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: hiragana, katakana and kanji are used for writing. Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between the elements and patterns in Japanese and English, such as word order. Japanese cultural values are expressed in the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and rules about respect and status.

The study of Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

You can find more information about occupations related to the study of languages at our careers website (<https://www.fhscares.com/?page=career-targets&area=21> ).



**Year 11 – Units 1 & 2****UNIT 1**

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

**Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: participate in a conversation, interview or role play, give a talk to the class, listen to a conversation and view a map to write directions, write a personal answer to an email, write an informative blog in response to texts, respond in a written letter to a radio announcement or editorial, describe in writing an experience seen from different perspectives, write a reflective article on a cultural insight, evaluate an issue, narrate a life story, tell the class a personal story about a cultural event, present and explain an aspect of culture.

**UNIT 2**

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes list. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

**Year 12 – Units 3 & 4****UNIT 3**

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

**Assessment**

The level of achievement for Units 3 and 4 is assessed by two external end-of-year examinations (oral and written examinations), which together will contribute 50 per cent to the study score. Students will also complete the tasks from the following list: participate in a three-to four-minute role-play and interview, interpret information from texts and write responses in Japanese, respond to specific questions or instructions using information from written, spoken and viewed texts, express ideas in a personal, information or imaginative piece of writing in Japanese, write a written response for a specific audience and purpose, write an approximately 500-ji evaluative or persuasive piece of writing.

**UNIT 4**

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## Languages

Students interested in studying a language that is not on offer on-campus at Frankston High School should enquire with their Course Counsellor for details as to how to enrol in another language study. This may be via distance education or face-to-face tuition.

Students cannot enrol for Second Language courses in VCE Units 3 & 4 Chinese, Indonesian or Japanese until they have made sure that they are eligible to study Chinese, Indonesian or Japanese as a Second Language. Eligibility is sought from VCAA through the student's home school.

### The Victorian School of Languages (VSL)

The Victorian School of Languages (VSL) is a government school with a strong history of commitment to the provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school's language program is delivered through face-to-face teaching in language Centres across the state and through Distance Education mode.

Currently the VSL offers over 40 languages around Victoria to 13,000 students in **face-to-face classes** and 1400 students in **distance education**. The VSL also offers courses which students can study via Distance Education. Students complete and submit course work in their own time, and have regular phone/video conferencing lessons with specialist teachers based at the VSL.

Distance Education is only offered at Secondary school level.

### **The VSL offers Distance Education in the following Languages at VCE level\*:**

Language	VCE
Arabic	✓
Chinese - Mandarin	✓
Chinese - Mandarin FL	✓
Chinese - Mandarin SLA	✓
Classical Greek	✓
French	✓
German	✓
Greek	✓
Hindi	✓
Indonesian	✓
Indonesian FL	✓
Italian	✓
Japanese	✓
Japanese FL	✓
Latin	✓
Spanish	✓

\*Please note the list from VSL is based on their 2019 Language subject offerings and is subject to change. Check the VSL website for up-to-date information for your year of intended study.

**Face-to-face tuition:** <https://www.vsl.vic.edu.au/Languages.aspx>

**Distance education:** <https://www.vsl.vic.edu.au/Languages.aspx>

**The VSL face-to-face section offers tuition in the following languages at VCE level\*:**

Language	VCE
Arabic	✓
Bosnian	✓
Bulgarian	✓
Chin (Hakka)	✓
Chinese (Culture and Society)	✓
Chinese - Mandarin	✓
Chinese - Mandarin FL	✓
Croatian	✓
Dutch	✓
Filipino (Tagalog)	✓
French	✓
German	✓
Greek	✓
Hebrew	✓
Hindi	✓
Hungarian	✓
Indonesian	✓
Indonesian FL	✓
Italian	✓
Japanese	✓
Japanese FL	✓
Karen	✓
Khmer	✓
Korean	✓
Korean FL	✓
Macedonian	✓
Malayalam	✓
Maltese	✓
Persian	✓
Polish	✓
Portuguese	✓
Punjabi	✓
Romanian	✓
Russian	✓
Serbian	✓
Sinhala	✓
Spanish	✓
Tamil	✓
Turkish	✓
Vietnamese	✓
Vietnamese FL	✓

## VCE Legal Studies

### Career Advice

The law plays a significant role in all aspects of our lives, from our relationships with each other, to the way in which our system of government operates. Legal Studies offers students interested in careers in the law with a glimpse into the workings of Australia's legal system. This subject is a great fit for students interested in working in community services, criminal justice, social welfare, law enforcement, border protection, the armed forces, legal education and human rights, in both the government and non-government sectors.

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

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.

### Year 11 – Units 1 & 2

#### **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.

#### **Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: a folio of exercises, structured questions, a classroom presentation, a role-play, a debate, a report, a question-and-answer session.

#### **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.

### Year 12 – Units 3 & 4

#### **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.

#### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. The student's performance on each outcome will also be assessed using one or more of the following: a case study, structured questions, an essay, a report in written format, a report in multimedia format, a folio of exercises.

#### **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.



## VCE Literature

### Career Advice

Literature is a central part of many lives. Reading and writing are the basic principles involved in the study of English and serve as the gateway to a deeper level of thought. Students develop their higher order thinking skills in Literature. A love of reading and writing is a must for students intending to study Literature.

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

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

### Year 11 – Units 1 & 2

#### UNIT 1: APPROACHES TO LITERATURE

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts to help them to develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

#### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit are: an essay (comparative, interpretive, analytical or discursive), a debate, a reading journal, a close analysis of selected passages, an original piece of writing responding to a text/s studied, an oral or a written review, a multimedia presentation, participation in an online discussion, performance and commentary.

#### UNIT 2: CONTEXT AND CONNECTIONS

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

### Year 12 – Units 3 & 4

#### UNIT 3: FORM AND TRANSFORMATION

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

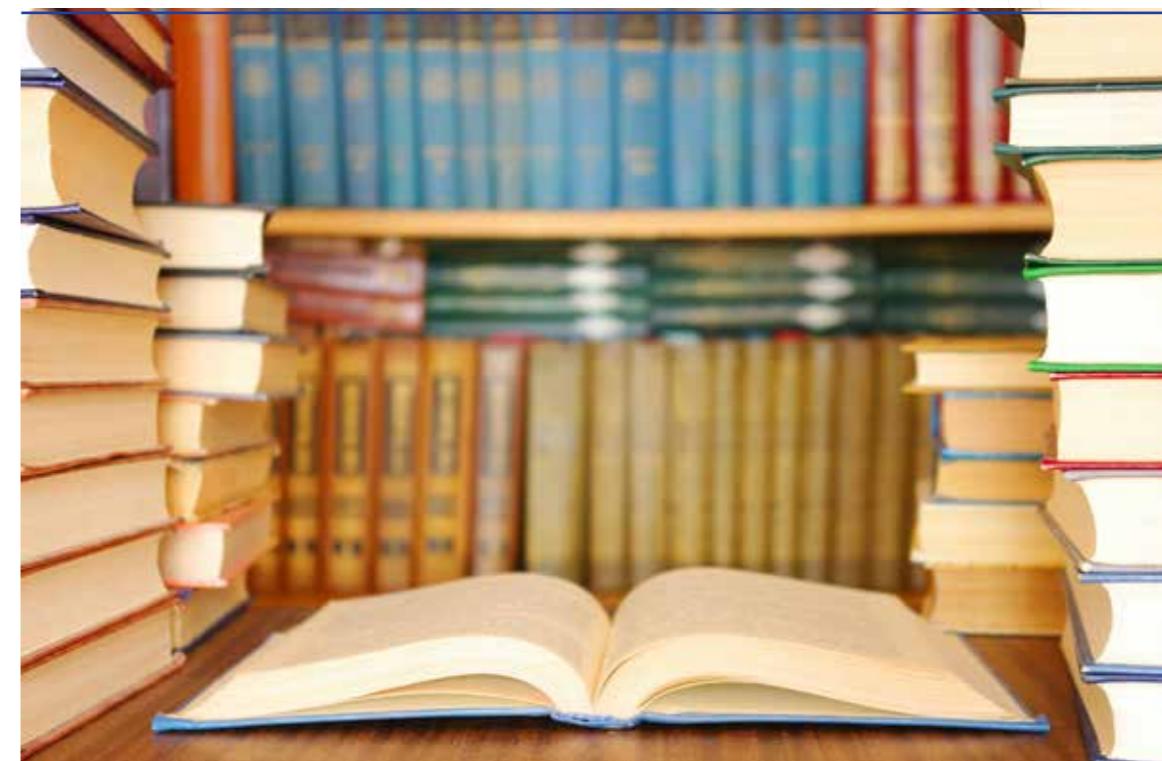
#### UNIT 4: INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view.

They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

#### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. Students may also complete the following: compare a dramatised version of a scene or scenes from a text with the original text, compare a print text with the text's adaptation into another form, compare the performance of either a substantial individual text or group of texts with the original text, respond creatively to a text, re-create or rework an aspect of a text, submit a reflective commentary, complete a written interpretation of a text supported by close textual analysis, analyse literary features, analyse the linkages, parallels and contrasts between different passages from a text.



## VCE Mathematics

### Career Advice

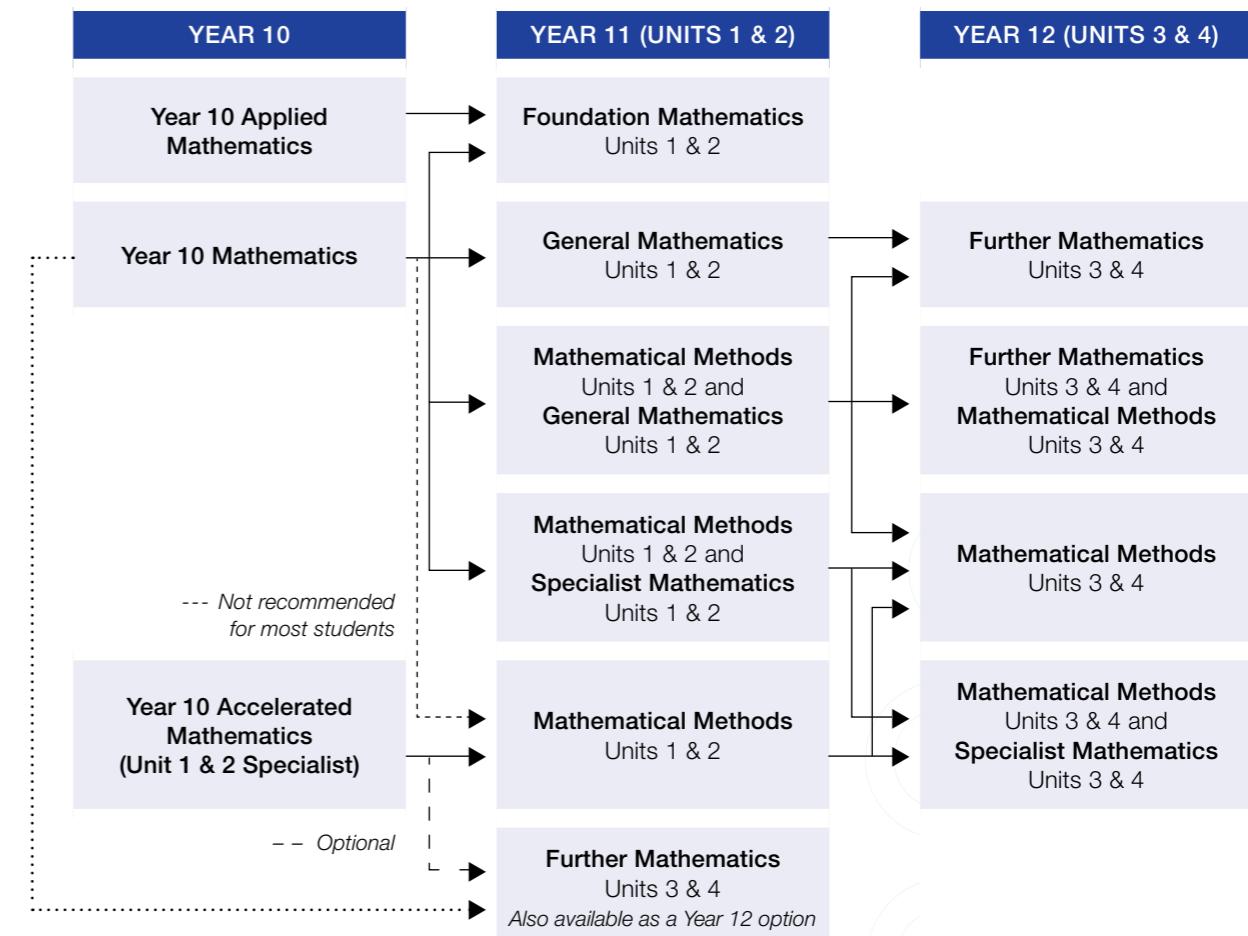
Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

You can find information about occupations related to the study of Mathematics at our careers website (<https://www.fhscareers.com/?page=career-targets&area=22>).



## VCE MATHEMATICS PATHWAYS



## Year 11 – Mathematics Options

### Year 11: Foundation Mathematics Units 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and **who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics** in the following year.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’. All four areas of study are to be completed over the two units.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

#### Assessment

All assessments at Units 1 and 2 are school-based.

Demonstration of achievement is based on the student’s performance on a selection of the following assessment tasks: investigations and projects, assignments, summary or review notes of mathematics that students have encountered in their work or study, tests of mathematical skills developed across application contexts.

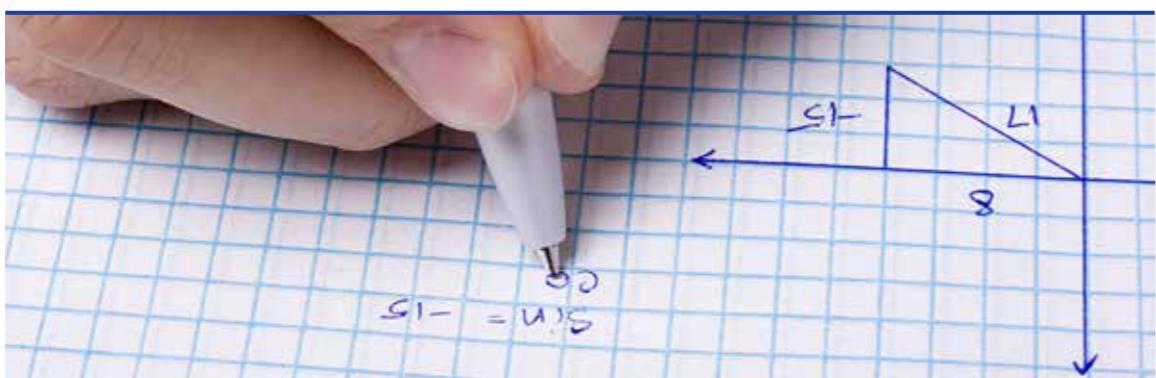
### Year 11: General Mathematics Units 1 and 2

General Mathematics provides for different combinations of student interests and **preparation for study of VCE Further Mathematics at the Unit 3 and 4 level**. The areas of study for General Mathematics Unit 1 and Unit 2 are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

#### Assessment

All assessments at Units 1 and 2 are school-based. Demonstration of achievement is based on the student’s performance on a selection of the following assessment tasks: assignments, tests, summary or review notes, modelling tasks, problem-solving tasks and mathematical investigations.



### Year 11: Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. **They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.** Students can progress into Further Mathematics in Year 12 from Units 1 & 2 Mathematical Methods.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout the unit as applicable.

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’. Material from the ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’ areas of study is organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

#### Assessment

All assessments at Units 1 and 2 are school-based. Demonstration of achievement is based on the student’s performance on a selection of the following assessment tasks: assignments, tests, summary or review notes, modelling tasks, problem-solving tasks, mathematical investigations.

### Year 11: Specialist Mathematics Units 1 and 2

**Mathematical Methods must also be selected in conjunction with Specialist Mathematics.**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

**Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.** The areas of study for Units 1 and 2 of Specialist Mathematics are ‘Algebra and structure’, ‘Arithmetic and number’, ‘Discrete mathematics’, ‘Geometry, measurement and trigonometry’, ‘Graphs of linear and non-linear relations’ and ‘Statistics’.

#### Assessment

All assessments at Units 1 and 2 are school-based. Demonstration of achievement is based on the student’s performance on a selection of the following assessment tasks: assignments, tests, summary or review notes, modelling tasks, problem-solving tasks, mathematical investigations.

## Year 12 Mathematics Options

### Year 12: Further Mathematics Units 3 and 4

**General Mathematics Units 1&2** is the prerequisite for this Year 12 subject. Students can also select **Further Mathematics** if they have completed **Mathematical Methods/Specialist Mathematics.\***

Further Mathematics consists of two areas of study, a compulsory Core area of study and an Applications area of study. The Core comprises ‘Data analysis’ and ‘Recursion and financial modelling’. 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’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. **Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics:** ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’.

#### Assessment

The level of achievement for Units 3 and 4 will be assessed by two external end-of-year examinations. The examinations will each contribute 33 per cent. Students also complete an application and modelling or problem-solving tasks of increasing levels of complexity.

### Year 12: Mathematical Methods Units 3 and 4

**Mathematical Methods Units 1 & 2** is the prerequisite for this Year 12 subject.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. **Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on**, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

#### Assessment

The level of achievement for Units 3 and 4 is assessed by two external end-of-year examinations. The examinations will contribute 22 and 44 per cent respectively. Students are also required to complete an application task, a function and calculus-based mathematical investigation of a practical or theoretical context, a modelling or problem-solving task, one of which is related to the Probability and Statistics area of study.

## Year 12: Specialist Mathematics Units 3 and 4

**Specialist Mathematics Units 1 & 2** is the prerequisite for this Year 12 subject.

Students must also select **Mathematical Methods Units 3 & 4** to study this subject.

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The selection of content for Unit 3 and Unit 4 is constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

**Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4.**

In Unit 3 a study of Specialist Mathematics typically includes content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and statistics’ areas of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

#### Assessment

The level of achievement for Units 3 and 4 will be assessed by two external end-of-year examinations. The examinations will contribute 22 and 44 per cent respectively. Students also complete an application task - mathematical investigation of a practical or theoretical context, a modelling or problem-solving task related to the Mechanics or Probability and statistics area of study.

#### ATAR Calculation and VCE Mathematics

There are restrictions to how many studies from the same study area grouping can contribute to your aggregate.

Mathematics study area group restrictions are:

1. At most, two results from the same study area grouping can be included in the calculation of the primary four, ie., two of your three scaled Mathematics study scores.
2. At most, three results from the same study area grouping can contribute to the calculation of your aggregate, ie., your third Mathematics scaled study score (lowest) will be included as 10% towards your overall aggregate (aggregate converts into ATAR ranking).

## VCE Media

### Career Advice

If you are interested in media, journalism, film making, multimedia, the web, computer games, and all forms of communication, then media is for you. What we know of the world, and how we act in it, is critically related to our use of communication technologies, from language to screen, and from text to social networks. This subject will help you develop your own critical eye.

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. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

You can find more information about occupations related to the study of Media at our careers website (<https://www.fhscaresers.com/?page=career-targets&area=23> ).

### Year 11 – Units 1 & 2

#### **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. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

#### **Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this unit may be selected from the following: audiovisual or video sequences, radio or audio sequences, photographs, print layouts, sequences or presentations using digital technologies, posters, written responses, oral reports.

#### **UNIT 2: NARRATIVE ACROSS MEDIA FORMS**

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. 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.

### Year 12 – Units 3 & 4

#### **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. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

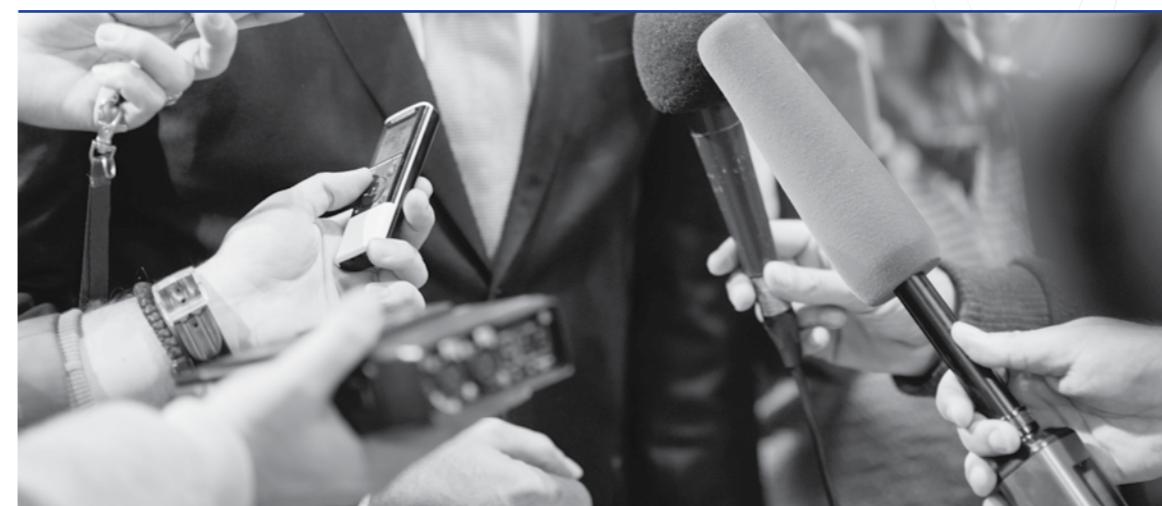
#### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 40 per cent. Students will also research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

They will complete a research portfolio, production exercises, develop and document a media production and media production design, produce, refine and resolve a media product and create a media product developed from their media production design.

#### **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.



## VCE Music Performance

### Career Advice

Music offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. You can find more information about occupations related to the study of Music at our careers website (<https://www.fhscares.com/?page=career-targets&area=25>).

Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making.

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances.

Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.



### Year 11 – Units 1 & 2

#### UNIT 1: MUSIC PERFORMANCE

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### UNIT 2: MUSIC PERFORMANCE

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: performances of at least three works, a demonstration of material chosen to address challenges in performance of works, an explanation of how selected material supports an instrumentalist and their preparation of works performed, written, aural, written and practical tasks, a composition or an improvisation and accompanying documentation that describes use of music language.

### Year 12 – Units 3 & 4

#### UNIT 3: MUSIC PERFORMANCE

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### UNIT 4: MUSIC PERFORMANCE

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

### Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year performance examination, which will contribute 50 per cent, and an external end-of-year aural and written examination which will contribute 20 per cent. Students will also be required to demonstrate and discuss techniques relevant to the performance of selected works, discuss how the selected material is supporting their development as an instrumentalist, identify, re-create, notate and transcribe short excerpts of music, discuss the interpretation of expressive elements of music in pre-recorded works, sit a test that includes aural and theory and written and practical components.

## VCE Outdoor and Environmental Education

### Career Advice

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments.

Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

You can find more information about occupations related to the study of Outdoor and Environmental Education at our careers website (<https://www.fhscareers.com/?page=career-targets&area=26>).

### Year 11 – Units 1 & 2

#### **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. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

#### **Assessment**

All assessments at Units 1 and 2 are school-based. The major assessment task is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken. Additionally, at least one task for assessment of each outcome to be completed is selected from the following: a case study, an oral presentation including the use of multimedia and podcasts, data analysis, structured questions, written responses, including essays and web discussion forums.

#### **UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

### Year 12 – Units 3 & 4

#### **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 a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

#### **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 relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

#### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. Students are also required to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences in a journal or report and undertake at least one task from the following: a case study, a multimedia presentation or podcast, a written report. Students analyse and evaluate the factors influencing societal relationships with outdoor environments through a journal or report demonstrating links between theoretical content studied and practical experiences undertaken AND at least one task from the following:

- data analysis
- structured questions

# VCE Physical Education

## Career Advice

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

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

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

You can find more information about occupations related to the study of Physical Education at our careers website (<https://www.fhscareers.com/?page=career-targets&area=28>).

## Year 11 – Units 1 & 2

### UNIT 1: THE HUMAN BODY IN MOTION

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

### UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. Students study and apply the social-ecological model and/or The Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## Assessment

All assessments at Units 1 and 2 are school-based. Assessment tasks may include the following: a written report analysing participation in at least four physical activities, a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities, a case study analysis, a data analysis, a critically reflective folio/diary of participation in practical activities, a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file, a multimedia presentation, a physical simulation or model, an oral presentation, a written report, structured questions.

## Year 12 – Units 3 & 4

### UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

### 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.

## Assessment

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 50 per cent. Students also complete a laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise. They also complete a response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery: a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio/diary of participation in practical activities, a visual presentation, a multimedia presentation, structured questions. Students may also complete a written report analysing data, a response which links chronic adaptations of the cardiovascular system, respiratory and muscular systems to training methods and improved performance.



## VCE Physics

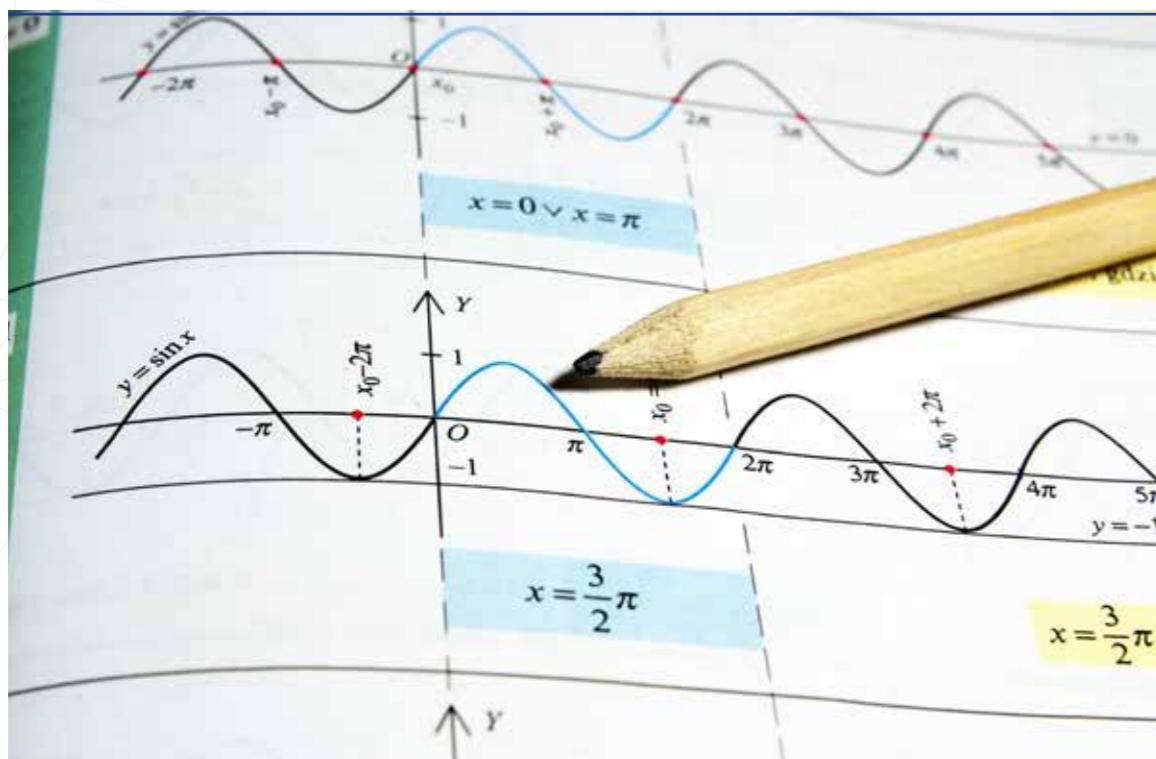
### Career Advice

Physics is a natural science 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, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

You can find more information about occupations related to the study of Physics at our careers website (<https://www.fhscares.com/?page=career-targets&area=29>).



### Year 11 – Units 1 & 2

#### UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Physicists explore concepts which often requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised.

#### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: an annotated folio of practical activities, data analysis, design, building, testing and evaluation of a device, an explanation of the operation of a device, a proposed solution to a scientific or technological problem, a report of a selected physics phenomenon, a modelling activity, a media response, a summary report of selected practical investigations, a reflective learning journal/blog related to selected activities or in response to an issue , a test comprising multiple choice and/or short answer and/or extended response.

#### UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit 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.

### Year 12 – Units 3 & 4

#### **UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?**

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

#### **Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 60 per cent to the study score. Students may also complete: annotations of at least two practical activities from a practical logbook, a report of a student investigation, a report of a physics phenomenon, data analysis, media analysis/response, design, building, testing and evaluation of a device or model, an explanation of the operation of a device or model, a proposed solution to a scientific or technological problem, a response to structured questions, a reflective learning journal or blog related to selected activities or in response to an issue, tests (short answer and extended response).

#### **UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?**

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

## VCE Product Design and Technology

#### **Career Advice**

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.



**Year 11 – Units 1 & 2****UNIT 1:  
SUSTAINABLE PRODUCT REDEVELOPMENT**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

**Assessment**

All assessments at Units 1 and 2 are school-based. Assessment tasks may include: a design folio, a finished product and records of production and modifications, an oral presentation supported by notes and/or visual materials, a short written report that includes materials testing or trialling activities, industry visits, technical reports, a case study analysis.

**Year 12 – Units 3 & 4****UNIT 3:  
APPLYING THE PRODUCT DESIGN PROCESS**

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

**Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 30 per cent. Students will also produce a folio comprising: an end-user/s' profile, a design brief, evaluation criteria, research, visualisations, design options with justification of the selected option, working drawings of final option, a scheduled production plan, a list of relevant processes used for larger scale production, and a record of progress and modifications. Students produce a functional product that conforms to standards of quality indicated in the design brief, a written report that includes an evaluation of the product, relevant end-user/s instructions or care labels which highlight the features, assembly, care and/or repair of the 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 end user/s' 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.

**VCE Psychology****Career Advice**

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

**Year 11 – Units 1 & 2****UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?**

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students 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. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

**Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: a report of a practical activity involving the collection of primary data, a research investigation involving the collection of secondary data, a brain structure modelling activity, a logbook of practical activities, a report and/or investigation, analysis of data/results including generalisations/conclusions, media analysis/response, problem solving involving psychological concepts, skills and/or issues, a test comprising multiple choice and/or short answer and/or extended response, a reflective learning journal/blog related to selected activities or in response to an issue. Practical work is a central component of learning and assessment.

**UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In 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. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

**Year 12 – Units 3 & 4****UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?**

The nervous system influences behaviour and the way people experience the world. 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. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

**Assessment**

The level of achievement for Units 3 and 4 is assessed by an external end-of-year examination, which will contribute 60 per cent to the study score. Students may also complete tasks selected from: annotations of at least two practical activities from a practical logbook, evaluation of research, a report of a student investigation, analysis of data including generalisations and conclusions, a flow chart, media analysis/response, a response to a set of structured questions, a reflective blog/learning journal related to selected activities or in response to an issue, a test. Practical work is a central component of learning and assessment.

**UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?**

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

**VCE - VET Sport and Recreation**

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable Vocational Education and Training (VET) certificate.

The Certificate III in Sport and Recreation (VCAA Program 3) is delivered over two-years. This course offers students a nationally recognised vocational qualification as well as VCE Units 1 to 4.

Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

This program is an examinable subject and students complete a VCAA exam at the end of the Units 3 and 4 sequence. It can also be taken in Year 12 only but students will not receive the full Certificate III qualification.

**The VCE VET Sport and Recreation program aims to:**

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries.
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

**Learning Areas**

- planning a session and facilitating groups
- conducting warm-up and cool-down programs
- safety and the sport environment
- social media and creative thinking
- first aid and emergency situations
- managing conflict

**Job Opportunities**

- pool lifeguard
- sports retail
- sports trainer
- swim teacher
- after school sports programs
- recreation officer
- sport and recreation attendant
- leisure services officer

**Year 11 Units 1 and 2**

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement

- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations
- Conduct sport, fitness or recreation events
- Develop and update officiating knowledge

**Year 12 Units 3 and 4**

- Participate in WHS hazard identification, risk assessment and risk control
- Develop and update knowledge of coaching practices
- Conduct basic warm-up and cool down programs

- Plan and conduct programs
- Facilitate groups
- Educate user groups

## STRUCTURED WORKPLACE LEARNING RECOGNITION - SWLR

Structured workplace learning (SWLR) provides an opportunity for students to apply the skills and knowledge they have learnt in their VCE VET program within an appropriately matched work place. The learning experiences help students to relate the theoretical information to a real world work context and develop their employability skills.

Frankston High School students in Year 11 and 12 (2020) will be able to undertake this program as part of their Year 11 course. This program involves students completing a work placement one day per week or week block placement. Structured Workplace Learning Recognition will be timetabled, with students completing pre-placement activities, workplace learning and post placement reflection.

The learning undertaken in a formally structured workplace placement is valid and authentic, providing students with the connection between theory and application.

Students who meet all the requirements of the SWLR program will be credited with two VCE units at the Unit 1 & 2 level (equivalent to two semesters of a Year 11 subject). **Students must have a VCE VET course as part of their VCE program to be eligible for SWLR and the work placement must be connected to the VCE VET course they are completing.**

### Benefits of SWLR

#### Better quality placement

- Greater alignment to the VCE VET program
- Greater care in choice of placement
- Employer understands the VCE VET program students are undertaking

#### Preparation for employment

- Documented reflection by the student
- Identification of strengths and opportunities
- Better understanding of industry career options and pathways

#### Credit for learning in the workplace

- Demonstrates the value of SWL to parents, students and employers
- VCE credit at Units 1 and 2

**Students who wish to complete this subject need to submit an application form to the Senior School office by 3.30pm, July 16, 2019. The application form can be found on Compass News Feed and the Frankston High School Careers website.**

## VCE Studio Art

### Career Advice

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists.

Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

### Year 11 – Units 1 & 2

#### UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit.

#### UNIT 2: STUDIO EXPLORATION AND CONCEPTS

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.

### Assessment

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment may be selected from the following: an outline of a proposed investigation of studio practice using visual language, a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques, an exploration proposal, a presentation of at least one finished artwork, an extended response, short-answer responses, a presentation using digital technologies, an oral presentation.

## Year 12 – Units 3 & 4

### **UNIT 3: STUDIO PRACTICES AND PROCESSES**

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit.

### **Assessment**

The level of achievement for Units 3 and 4 is also assessed by an external end-of-year examination, which will contribute 30 per cent. Assessment tasks may include a combination of the following: structured questions, an annotated visual report, an essay, a presentation using digital technologies, a series of short responses, an oral presentation with supporting visual evidence.

### **UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

## VCE Visual Communication Design

### **Career Advice**

Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

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 about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.



**Year 11 – Units 1 & 2****UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN**

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

**Assessment**

All assessments at Units 1 and 2 are school-based. Suitable tasks for assessment in this subject may be selected from the following: folio of observational, visualisation and presentation drawings created using manual and/or digital methods, written and/or oral descriptions and analysis of historical and contemporary design examples, folio of typography and image ideas and concepts created using manual and digital methods, written reports, oral report of a case study supported by written notes and/or visual materials, a presentation using digital technologies, final presentations of visual communications.

**UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS**

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

**Year 12 – Units 3 & 4****UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

**Assessment**

The level of achievement for Units 3 and 4 is also assessed by an external end-of-year examination, which will contribute 35 per cent. In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief. A folio of conceptual developments for each need. Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief. Final presentations in two separate presentation formats that fulfill the communication needs of the client as detailed in the brief. Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications.

**UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION**

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

# VCAL

Intermediate VCAL is being introduced to Frankston High School in 2020.  
Senior VCAL will be introduced to Frankston High School in 2021.

An Intermediate VCAL Program will be introduced in 2020.

## Expression of Interest in 2020 Intermediate VCAL Program

Entry into a 2020 Intermediate VCAL Program is subject to the following process:

- Completion and return of an application form by 3.30pm on July 16th, 2019 (to the Senior Campus office).
- Attend a course counselling interview with Ms Wilson, Mr Cameron, Ms D'Ambra, Ms Bourne
- Evidence of good behaviour as demonstrated on Year 10 reports and on coordinators' records
- Evidence of required commitment to studies (demonstrated through student results and work habits as reflected in Year 10 reports)
- Parent-student interview
- Students may be offered a provisional place in the 2020 Intermediate VCAL Program at mid-year which will be confirmed by the end of the year
- A signed contract upon being accepted into the 2020 Intermediate VCAL Program.

Students who apply for a Victorian Certificate of Applied Learning (VCAL) program are likely to be interested in going on to:

- Vocational education
- Doing an SBAT/Apprenticeship/Traineeship
- Employment

VCAL is a program that requires a strong commitment to ALL of the following:

- Working effectively at all times with teachers and other students in class and on team projects
- Working in teams on community-based projects and representing Frankston High School with pride at all times
- Contributing ideas and discussion to develop projects with others
- Finding and keeping a structured work placement every week
- Frankston High School attendance policy
- Working to your full potential in Literacy, Numeracy, PDS, WRS and VET.

*Note that all competencies in each VCAL strand need to be demonstrated and evidence provided to achieve the award of the VCAL certificate.*

## What is the Victorian Certificate of Applied Learning (VCAL)?

The VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12.

VCAL is an approach that emphasises the relevance of what is being learnt to the 'real world' outside the classroom, and makes that connection as immediate and transparent as possible. This focus on a real-life application will often require a shift from a traditional focus on discrete curriculum areas, as students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the workforce.

As a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out-of-school context for students to demonstrate the relevance of what they have learnt.

Of equal importance, applied learning is concerned with nurturing and working with a student in a holistic manner, which recognises their personal strengths, interests, goals and previous experiences. Working with the whole person involves valuing skills and knowledge that may not normally be the focus of more traditional school curricula. It also means taking into account differences in preferred learning styles and ways of learning.

If a student chooses to do the VCAL, they will gain practical experience and 'employability' skills, as well as the skills they will need to go onto further training in the workplace or at a TAFE. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

## What does a VCAL program look like?

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students study Intermediate VCAL in Year 11 & Senior VCAL in Year 12.

**Students attend classes at school on 3 days per week.** Students do their VET program on one of the days that they are not required to attend classes at school. Students are required to obtain and attend their structured workplace learning placement on the other day that they are not required to attend classes at school.

Subjects studied in Intermediate and Senior VCAL include:

- Literacy
- Numeracy
- Work Related Skills (WRS)
- Industry Specific Skills (VET)
- Personal Development Skills (PDS)
- All students must also find a Structured Workplace Placement (SWL)

**ALL STUDENTS MUST SELECT A VET SUBJECT.** This list is in Part C of this handbook (VET section). A full description of each VET certificate can be found in the Frankston High School VETiS handbook which can be found on Compass or the Frankston High School website (<https://www.fhscares.com/> ).

**PLEASE NOTE:** Students attend classes for 3 days per week, complete both a VET program and a structured workplace learning placement over the two days when they are not at school.

## What is VCAL Structured Workplace Learning?

As a part of the VCAL Intermediate and Senior program students are required to undertake Structured Workplace Learning (SWL).

Structured Workplace Learning (SWL) involves a student finding an industry placement aligned with their VET program, which can give them experience and an understanding of work and career opportunities within that industry. The student generally observes various aspects of the work within the industry and is given relevant tasks to complete under supervision from an allowed staff member.

Therefore, SWL provides an opportunity for students to apply what they have learnt in their VET program to the real-world work context and develop their employability skills.

## Assessment and Reporting in VCAL

The award of satisfactory achievement for a VCAL unit is based on a decision that the student has achieved the learning outcomes specified for the unit. Students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

To be awarded a satisfactory 'S' result students must demonstrate successful completion of all learning outcomes in the unit. Successful completion may be demonstrated during one integrated assessment activity or may be spread over a number of different activities.

A student is awarded a certificate when they gain credits for 10 units that fulfill the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study.

## Where to after VCAL?

Through VCAL students will gain practical work-related experience and a qualification that will be recognised by TAFE institutes, some tertiary providers and employers. Together these will help students move from school into work, an apprenticeship or traineeship and/or further training.

### If a student is considering entering university straight from school, VCAL is not the best choice.

Students planning to go straight into university usually undertake VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC).

Entry straight from school is not the only route into university. Some people study a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

## Who should study a VCAL program?

- Students with sound organisation and time management skills.
- Students with evidence of good behaviour as demonstrated on Year 10 reports and on coordinators' records.
- Students who learn through experience, group work and the application of interpersonal and organisational skills to real world learning opportunities.
- Students seeking to develop their employability skills.
- Students who are prepared to work effectively with their teachers both in and outside of the classroom.
- Students who will achieve success in practical work-related experience and a qualification that will be recognised by vocational education providers and employers.

## VCAL Literacy

### Course Overview

Study in Literacy is designed to:

- develop knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community
- develop knowledge, skills and attributes relevant to the practical application of numeracy in the contexts of everyday life, further learning, work and community
- provide pathways to further study and work.

### Outcomes for Year 11 Intermediate VCAL Literacy

#### Writing and Reading

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write a range of texts on everyday subject matters that include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the unit, students will be able to read, comprehend and write a range of texts within a variety of contexts.

#### Learning Outcomes

- |   |  |
|---|--|
| <b>1. Writing for Self-expression</b><br>Write a recount, narrative or expressive text.   | <b>6. Reading for Practical Purposes</b><br>Demonstrate that meaning has been gained from reading an instructional or transactional text.    |
| <b>2. Writing for Practical Purposes</b><br>Write an instructional or transactional text.   | <b>7. Reading for Knowledge</b><br>Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.     |
| <b>3. Writing for Knowledge</b><br>Write a report or explanatory text.  | <b>8. Reading for Public Debate</b><br>Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text. |
| <b>4. Writing for Public Debate</b><br>Write an argumentative or discursive text.   |  |
| <b>5. Reading for Self-expression</b><br>Demonstrate that meaning has been gained from reading a narrative, recount or expressive text. |  |

#### Intermediate Oral Communication

At the end of this unit, students will be able to use and respond to spoken language, including some unfamiliar material within a variety of contexts.

#### Learning Outcomes

- |  |   |
|--|---|
| <b>1. Oracy for Self-expression</b><br>Use and respond to language to communicate story and life experience.     | <b>3. Oracy for Practical Purposes</b><br>Use and respond to spoken language in instructions and transactions.                        |
| <b>2. Oracy for Knowledge</b><br>Use and respond to spoken language in informative talks in a range of contexts. | <b>4. Oracy for Exploring Issues and Problem-solving</b><br>Use and respond to spoken language to explore issues or resolve problems. |

## VCAL Numeracy

### Course Overview

The purpose of this unit is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design. It also includes the use of software tools and devices applied to tasks that are part of the students' normal routine but extends to applications outside their immediate personal environment such as in the workplace and the community.

At the end of the unit, students will be able to attempt a series of both single and multi-step operations or tasks with some confidence, select the appropriate method or approach required, and communicate their ideas both verbally and in writing. They will be at ease with performing straightforward calculations either manually and/or using software tools and devices.

### Outcomes

#### UNIT 1

##### **1. Numerical Skills and Processes**

Perform routine multi-step computations with and without software tools and devices.

##### **2. Financial Literacy**

Make decisions and perform routine monetary calculations involving money, manage personal finances and understand risk in familiar situations

##### **3. Planning and Organising**

Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data, resources and solve routine multi-step problems.

##### **4. Measurement, Representation and Design**

Use units of measurement to measure, represent and interpret objects, plans and diagrams.

##### **5. Numeracy for Interpreting Society**

Data. Can use and create everyday tables and graphs to represent and interpret public information that is of interest or relevance.

##### **6. Numeracy for Interpreting Society**

Numerical Information. Can identify and translate everyday numerical concepts to interpret public information, which is in texts of interest or relevance.

#### UNIT 2

##### **1. Design a Numeracy-based Project Plan in a Familiar Industry Area**

##### **2. Apply Numerical Skills in an Industry Context**

##### **3. Use Appropriate Software Tools and Devices to Represent Data**

##### **4. Communicate the Results of the Project**

## VCAL Personal Development Skills (PDS)

### Course Overview

The Personal Development Skills units are designed to develop:

- self awareness
- improved health and wellbeing
- commitment to, and achievement of, personal goals
- social and community awareness
- civic and civil responsibility.

### Intermediate VCAL Personal Development Skills - Unit 1

The purpose of this unit is to focus on the development of self, through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program for this unit includes:

- subject-specific knowledge applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- skills applicable to a relevant personal, social, health and wellbeing, educational and/or family project or activity
- development of self-management skills
- development of leadership skills
- development of interpersonal skills.

#### OUTCOMES FOR UNIT 1

1. Plan and organise a complex project or activity.
2. Demonstrate knowledge and skills in the context of a complex project or activity.
3. Demonstrate self-management skills for goal achievement in the context of a project or activity.
4. Describe leadership skills and responsibilities.
5. Demonstrate interpersonal skills to communicate ideas and information.
5. Actively contribute to group cohesion to manage a complex social issue or community activity.

### Intermediate VCAL Personal Development Skills - Unit 2

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community.

The focus of the learning program for this subject includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant community, social or civic project or activity
- problem solving and comprehension skills
- presentation and research skills
- communication skills
- planning and organisation skills
- team work and group cohesion.

The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

#### OUTCOMES FOR UNIT 2

1. Research and analyse the roles of citizens/members in a community.
2. Plan and organise a complex community project or activity.
3. Use a range of communication strategies to raise awareness of a complex social issue or community activity.
4. Manage problems related to a complex social issue or community activity.
5. Actively contribute to group cohesion to manage a complex social issue or community activity.

## VCAL Work Related Skills (WRS)

### Course Overview

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

### Outcomes

#### UNIT 1

The purpose of this unit is to provide a focus for more complex development of appropriate skills and knowledge in order to provide the necessary OHS preparation for the workplace.

1. Learn about conditions and entitlements of a specific industry.
2. Obtain and communicate information in response to a work-related OHS issue.
3. Develop knowledge and understanding of OHS in a work-related context.
4. Identify workplace safety hazards.
5. Work in a team to follow safe work procedures within a work-related activity.
6. Use information and communications technology and other technology in relation to a work-related activity.

#### UNIT 2

This unit provides a focus for the development of work-related and vocational skills in a context appropriate to the task through:

- integrating more complex learning about work-related skills with prior knowledge and experiences
  - enhancing the development of employability skills at a more complex level in relevant work-related contexts
  - developing more complex critical thinking skills that can be applied to work-related problem-solving situations
  - developing more complex work-related planning and organisational skills that incorporate evaluation and review
  - developing more complex work-related skills, which can be transferred to other work contexts.
1. Research information for a work-related activity.
  2. Communicate information and ideas for a work-related activity.
  3. Plan, organise and manage a work-related activity.
  4. Identify and solve common work-related problems.
  5. Work in teams to undertake a work-related activity.
  6. Use information and communications technology and other technology in relation to a work-related activity.

# VOCATIONAL EDUCATION AND TRAINING (VET)

The Frankston High School VETiS booklet can be found on Compass or on the Frankston High School Careers Website (<https://www.fhscareers.com/>). This is where a full description of each of the available VET programs can be found.

## Vocational Education and Training (VET)

Vocational Education and Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training that contributes to their VCE or VCAL.

### Why choose VET?

VET offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCAL
- develop skills that equip students for the workforce and further study.

### How does VET contribute to the VCE and VCAL?

VET may contribute to the VCE at the Units 1 and 2 or Units 3 and 4 level, and may also contribute to the Australian Tertiary Admission Rank (ATAR). ATAR contribution varies depending upon the VET program.

How does VET contribute to the VCAL? VET contributes to the VCAL through satisfying the requirements of the Industry Specific Skills or Work Related Skills strands. Each completed 90-hour block of VET equals one VCAL unit.

### What you need to know about VET?

All VET programs have both theory and practical components and students must be prepared and able to complete both components of the course. VET programs are assessed according to competency – that is, the student can demonstrate the ability to do or understand the material in the unit being covered.

Students must also realise that they are expected to display the maturity, responsibility and confidence to successfully participate in an adult learning environment as many VET programs are delivered off campus.

#### Successful completion of VET in a senior secondary program can provide students with:

- a VCE and/or VCAL certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO)
- two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency/modules completed in the VET qualification
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

#### Students value VET because it:

- allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

#### Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

## VCE VET Subject List

Subject	Course Venue	Registered Training Organisation	Schedule	Block Credit
Cert II & III in Acting - Screen	Elizabeth Murdoch	Australian College Dramatic Arts	Wed 1.00 – 4.00	Block Credit
Cert II in Agriculture – Breeding & Caring of Animals	Elizabeth Murdoch	Goulburn Ovens TAFE	Wed 1.30 – 4.30	Block Credit
Cert II in Agriculture – Organic Produce & Horticulture	Bayside Christian	Goulburn Ovens TAFE	Access Skills Training	Block Credit
Cert II in Animal Studies – Domestic Pets	Elizabeth Murdoch	Box Hill Institute	Wed 1.00 - 4.00	Block Credit
Cert II in Applied Fashion Design	Elizabeth Murdoch	Elizabeth Murdoch	Wed 1.30 – 4.30	Block Credit
Cert II Automotive - Mechanical	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Block Credit
Cert III Beauty Services	Holmesglen	Holmesglen	Wed 1.30 – 4.30	Block Credit
Cert II Building & Construction - Carpentry	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Block Credit
Cert III in Business	Chisholm Frankston	Chisholm	Wed 1.30 – 5.00	Study Score
Cert II in Community Services	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Study Score
Cert II in Dance	Elizabeth Murdoch	Elizabeth Murdoch	Wed 1.30 – 4.30	Study Score
Cert III Design Fundamentals – Graphic Design	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Block Credit
Cert III Digital Games Creation	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Block Credit
Cert III Early Childhood Education and Care	Holmesglen	Holmesglen	Wed 1.30 – 4.30	Block Credit
Cert II Engineering Studies - Mechanical	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Study Score
Cert II Engineering Studies - Fabrication	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Study Score
Cert II in Electro technology	Chisholm Frankston	Chisholm	Wed 12:30 – 4:30	Block Credit
Cert II in Equine Studies	Toorak College	Box Hill	Wed 1:30 – 4:30	Study Score
Cert III in Events Management	Holmesglen	Holmesglen	Wed 2.00 – 6.00	Block Credit
Cert II in Furniture Making	Chisholm Frankston	Chisholm	Wed 1.00-6.00	Study Score
Cert III Health Services Assistant	Chisholm Frankston	Chisholm	Wed 1.00 - 5.00	Study Score
Cert II in Hospitality – Front of House	Holmesglen	Holmesglen	Wed 2.30 – 7.00	Study Score
Cert II Kitchen Operation – General Cooking /Chef	Chisholm Frankston	Chisholm	Wed 1.00 – 5.00	Study Score

Subject	Course Venue	Registered Training Organisation	Schedule	Block Credit
Cert II Kitchen Operation - Patisserie	Chisholm	Chisholm	Wed 1.00-5.00	Study Score
Cert III Interior Decoration - Retail	Mt Eliza SC	Box Hill	Wed 1.30 – 5.00	Block Credit
Cert III in Laboratory Skills	Holmesglen	Holmesglen	Wed 1.30 – 5.30	Study Score
Cert III Screen & Media - Multimedia	Chisholm Frankston	Chisholm	Tues 4.00 - 9.00	Study Score
Cert III Music Performance	Mt Eliza SC	Ausmusic (Collarts)	Wed 1.30 – 5.00	Study Score
Cert III Music Sound Production	Mt Eliza SC	Ausmusic (Collarts)	Wed 1.30 – 5.00	Study Score
Cert II Plumbing	Chisholm	Chisholm	Wed 12.30 – 4.30	Block Credit
Cert III Screen Media – Games Design	Mt Eliza SC	Academy of Interactive Entertainment	Wed 1.30 – 4.00	Study Score
Cert III Sport and Recreation	Frankston High	IVET	Timetabled	Study Score
Cert II Tourism	Chisholm	Chisholm	Wed 1.00 – 5.00	Block Credit
Cert II Visual Arts	Chisholm	Chisholm	Wed 5 – 9.00pm	Block Credit

### VCE VET Subject Advice

There are VCE/VET subjects available in abundance to Year 11 and Year 12 students at Frankston High School. These subjects run on a yearly schedule, some being two year programs and a few being one year programs. Many VCE/VET subjects are two year subjects in order for a student to gain the aligned certificate with the study. An example of this is below –VCE/VET Furniture Making is a Certificate II in Furniture Making (Pre Apprenticeship) along with giving a student credit to their ATAR via a Study Score. If a student wishes to gain the full certificate and the ATAR contribution they must do this subject for two years as this is an industry based subject that has associated hours of study requirements for full completion.

A student cannot join a VCE/VET course mid-year or in the second year of a two year certificate.

VCE/VET and VET subjects can offer credit to the ATAR either via a Study Score or via Block Credit (this is calculated using 10 percent of the lowest study score of the primary four subjects which is then added to the aggregate score - this can be a most useful contribution to a student program).

**PLEASE NOTE: CHANGES MAY OCCUR TO THIS SCHEDULE IN 2020. FINAL COURSE AVAILABILITY TO BE CONFIRMED. PLEASE USE VETIS COURSE OPTIONS AS A GUIDE ONLY.**

### VCAL VET Subject Advice

Students in the Intermediate VCAL program in 2020 must select a VET program as it is a compulsory part of the program.

The additional VET options for VCAL students will allow students to participate in some day long VET programs. This is not an option for VCE students. VCE students studying a VET program complete this study every Wednesday afternoon. VCAL students are required to attend school three days per week (typically Monday, Tuesday and Thursday) and are able to participate in day long VET programs.

### VCAL VET SUBJECT LIST

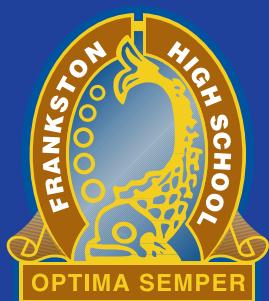
**PLEASE NOTE: CHANGES MAY OCCUR TO THIS SCHEDULE IN 2020. FINAL COURSE AVAILABILITY TO BE CONFIRMED. PLEASE USE VETIS COURSE OPTIONS AS A GUIDE ONLY.**

Subject	Course Venue	Schedule
Cert II & III in Acting - Screen	Elizabeth Murdoch	Wed 1.00 – 4.00
Cert II in Agriculture – Breeding & Caring of Animals	Elizabeth Murdoch	Wed 1.30 – 4.30
Cert II in Agriculture – Organic Produce & Horticulture	Bayside Christian	Wed 1.30 – 4.30
Cert II in Animal Studies – Domestic Pets	Elizabeth Murdoch	Wed 1.00 – 4.00
Cert II in Applied Fashion Design	Elizabeth Murdoch	Wed 1.30 – 4.30
Cert II Automotive - Mechanical	Chisholm Frankston	Wed 1.00 – 5.00
Cert III Beauty Services	Holmesglen	Wed 1.30 – 4.30
Cert II Building & Construction – Carpentry	Chisholm Frankston	Wed 1.00 – 5.00
Cert III in Business	Chisholm Frankston	Wed 1.30 – 5.00
Cert II in Community Services	Chisholm Frankston	Wed 1.00 – 5.00
Cert II in Dance	Elizabeth Murdoch	Wed 1.30 – 4.30
Cert III Design Fundamentals – Graphic Design	Chisholm Frankston	Wed 1.00 – 5.00
Cert III Digital Games Creation	Chisholm Frankston	Wed 1.00 – 5.00
Cert III Early Childhood Education and Care	Holmesglen	Wed 1.30 – 4.30
Cert II Engineering Studies – Mechanical	Chisholm Frankston	Wed 1.00 – 5.00
Cert II Engineering Studies – Fabrication	Chisholm Frankston	Wed 1.00 – 5.00
Cert II in Electro technology	Chisholm Frankston	Wed 12.30 – 4.30
Cert II in Equine Studies	Toorak College	Wed 1.30 – 4.30
Cert III in Events Management	Holmesglen	Wed 2.00 – 6.00
Cert II in Furniture Making	Chisholm Frankston	Wed 1.00 - 6.00
Cert III Health Services Assistant	Chisholm Frankston	Wed 1.00 - 5.00
Cert II in Hospitality – Front of House	Holmesglen	Wed 2.30 – 7.00
Cert II Kitchen Operation – General Cooking /Chef	Chisholm Frankston	Wed 1.00 – 5.00
Cert II Kitchen Operation – Patisserie	Chisholm	Wed 1.00 – 5.00
Cert III Interior Decoration – Retail	Mt Eliza SC	Wed 1.30 – 5.00
Cert III in Laboratory Skills	Holmesglen	Wed 1.30 – 5.30
Cert III Screen & Media - Multimedia	Chisholm Frankston	Tues 4.00 - 9.00
Cert III Music Performance	Mt Eliza SC	Wed 1.30 – 5.00
Cert III Music Sound Production	Mt Eliza SC	Wed 1.30 – 5.00
Cert II Plumbing	Chisholm Frankston	Wed 12.30 – 4.30
Cert III Screen Media – Games Design	Mt Eliza SC	Wed 1.30 – 4.00
Cert III Sport and Recreation	Chisholm Frankston	Wed 1.30 – 4.00
<small>**Please Note: VCAL students cannot complete VET Sport and Recreation at Frankston High School because it cannot be timetabled into a VCAL program.</small>		
Cert II Tourism	Chisholm Frankston	Wed 1.00 – 5pm
Cert II Visual Arts	Chisholm Frankston	Wed 5pm – 9pm

## VET PROGRAMS ONLY AVAILABLE TO VCAL STUDENTS

Subject	Course Venue	Schedule
Cert II Computer Assembly & Repair	Chisholm Frankston	Wed 1pm – 5pm
Cert III Design Fundamentals – Photography	Chisholm Frankston	Wed 9am – 1pm
Cert III Business – Legal Administration	Chisholm Frankston	Wed 9am – 3pm
Cert III Beauty Services	Chisholm Frankston	Wed 9am – 3pm
Cert III Makeup	Chisholm Frankston	Wed 9am – 3pm
Cert III Digital Cyber Security	Chisholm Frankston	Wed 8.30am – 12.30





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