



2021 CURRICULUM HANDBOOK

YEARS 10-12

We are committed to challenging all students in their learning, promoting enthusiasm for learning, connectedness to the world and a passion for personal excellence.

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Welcome from our Principal

Our school was created in 2014 with a vision of becoming a high performing government school of first choice in the area. We are proudly achieving this vision, with outstanding student learning growth data testament to the effectiveness of the research-based teaching and learning practices we employ at our school. Through high quality practices, we aim to create global citizens who are successful in their lives and careers and to equip them with the skills and attributes to form positive relationships.

“

We are committed to fostering a culture of high academic expectations and high expectations of student learning, where every student is challenged and engaged in their learning.



Since our foundation, our school has shown exceptional improvement across a number of areas and was deemed an Influence School by the Department of Education and Training in 2018 and 2019. This is the highest category that can be reached by a school. With our trajectory of exceptional results over time, we are now considered a leader in our system and are working to influence and support other schools to achieve best practice.

Our positive and welcoming school culture is underpinned by our school values of Diversity, Aspiration, Respect and Excellence (DARE) alongside consistently high academic expectations, as well as high expectations with regard to student conduct. This is strengthened by our student leadership structure where House Captains across Years 7-12 are actively involved in leading whole school student activities and enacting positive change at our school. There is an extensive extra-curricular program offered before school, at lunchtimes and after school, where all students can strive to attain badges and excel in the areas of Communication, STEM, Arts, Philanthropy and Sport.

Our teaching and learning culture is focused on challenging and growing all students and our teachers are exemplary, passionate educators. There is an emphasis on teacher professional learning and we work closely with universities to ensure our teachers are using highly effective, research-based practices. Teachers use data to inform planning and teaching for each student, resulting in a highly personalised program that ensures each and every student is challenged in their learning regardless of their entry level. There is an emphasis on language learning at our school and our differentiated specialist French language programs have received national and international recognition.

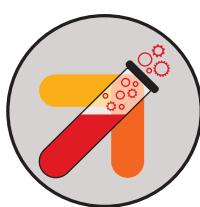
As well as our rigorous general program, we also offer an accredited Select Entry Accelerated Learning (SEAL) program and are one of a limited number of Academy of Accredited SEAL (TAASS) schools in the state. We are also an accredited International Student Provider and offer our International students a highly supportive environment and exemplary academic program.

I extend an invitation to families to come and visit on one of our scheduled school tours and observe first-hand the innovative and exciting programs that are happening in our school.

Maria Karvouni
PRINCIPAL

EXTRA-CURRICULAR PROGRAM

Auburn High School students are encouraged to contribute to the culture and community of our school through participation in our extensive extra-curricular programs. One of our school values is Diversity and our extra-curricular program recognises and celebrates the wide range of interests and strengths of our students. There is a wide variety of lunch time and after school clubs, activities and programs available at different times throughout the year and participation counts towards earning Extra-curricular Badges and House Colours.



Extra-curricular clubs and activities include:

- Futsal Clinics
- Futsal Cup
- Written Word Book Club
- History Club
- Chess Club
- Robotics Club
- Coding Club
- Choir

- Rock Band
- Guitar Ensemble
- Sports team training
- Meditation
- Yoga
- Fitness Club
- Boxercise
- Titration Club
- Debating Club

- Public Speaking Competition
 - Crystal Growing Club
 - Knitting Circle
 - Anime/ Manga Club
 - Language Club
 - School Production
 - French Film Club
- ...and many more.



CURRICULUM

School with choices.

Year 10 is an exciting stage in your lifelong learning pathway. You will engage in a broad range of subjects in depth and begin to plan your senior secondary program of study.

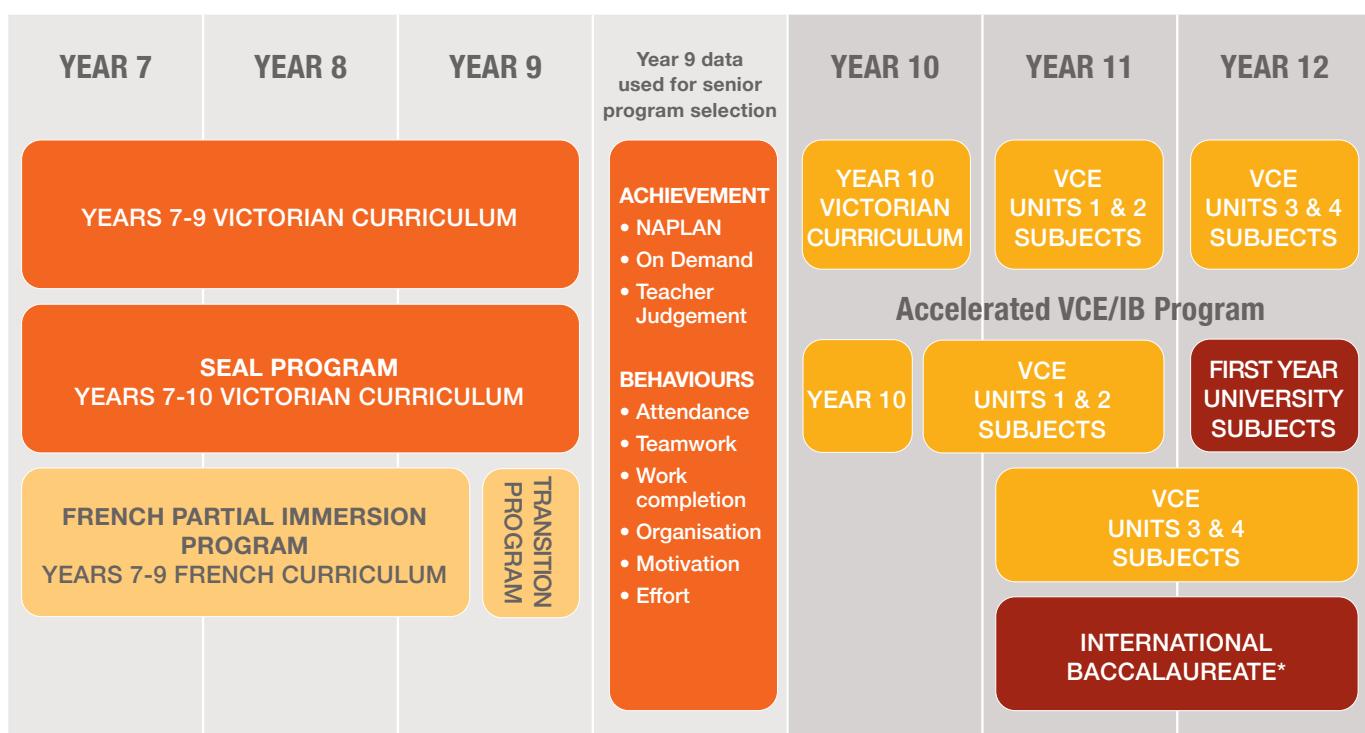
Careers planning strategies are in place to help you develop a course that will lead to a senior years pathway that is relevant to your interests and strengths.

We are excited to offer students in Year 10 the opportunity to undertake an accelerated VCE pathway. Acceleration is offered based on student achievement data and learning behaviours. More than 60% of Year 10 students undertook at least one VCE subject.

We wish you well at Auburn High School in your planning.

Program structure

This graphic illustrates the possible pathways for students at Auburn High School upon completion of their Year 7-9 program.



*The IB pathway will become available to students in 2023.

YEAR 10 COURSE SELECTION

Year 10 Course Selection

- Students will receive subject recommendations based on their achievement data and learning behaviours.

Recommendations will include student suitability for acceleration into the VCE in 2021. These recommendations are based on:

- Student achievement against the Victorian Curriculum standards
- Progressive Achievement Testing (PAT) data
- NAPLAN data
- Student Learning Behaviour Reports

Your choices will be subject to teacher and Principal approval.

■ All Year 10 students:

Over the year, you must select **at least** one Semester-long unit of:

- Humanities [H]
- Arts/Technology [A] [T], and
- Health & Physical Education [P].

Students may select an equivalent VCE Unit. For example, Units 1&2 Health and Human Development, Units 1&2 Business Management, if they are recommended to do so.

Year 10 Units Offered

Year Length Subjects

- Science: Advanced
- Mathematics: Advanced
- Mathematics: General
- Mathematics Core
- Language: French

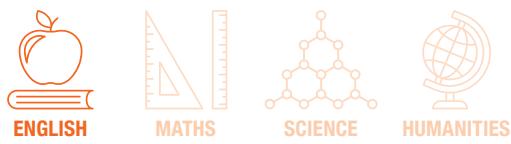
Semester 1 Units:

- English: Advanced
- English: General
- EAL
- Humanities: 2040 Climate Futures
- Humanities: Wars of the World
- Art: Studio Arts – Visual Diary
- Arts: Film Studies
- HPE: Body Systems & Skills
- Science: General

Semester 2 Units:

- English: English Language
- English: Classics
- English: Other Worlds
- English: Core
- Humanities: Building a Business
- Humanities: Trials & Treaties
- Art: Studio Arts: Folio
- Arts: Drama
- HPE: Training Programs
- Chemistry Behaving Badly
- Rocket Science Made Easy
- From Big Bang to Us

YEAR 10 SUBJECTS



Year 10 English

English: Advanced

In this unit, students are exposed to philosophical thinking and what it means to be human from both a theoretical perspective and via an examination of *Frankenstein* and *Blade Runner* in a comparative study. Students then work closely with an established and published Young Adult author as part of a writer in residence program to create their own extended piece of creative writing over a six week period.

English: General – Semester 1

In this unit, students engage with a variety of texts that support and extend students by allowing them to interpret, evaluate and discuss texts to build on their work in previous years. Students will specifically focus on two texts during the semester including *Of Mice and Men*, *Twelve Angry Men* and *Gran Torino*. In addition, students will analyse media texts developing their critical understanding of the contemporary media and the differences between media texts. Students will create texts that emulate the texts that they study, as well as creating their own texts using a thematic approach.

English: Classics – Semester 2

Throughout history, there have been noteworthy texts that have influenced society in various ways. These ‘classic’ texts are integral to understanding literature in all its forms. In this unit of study, students delve into the minds of exemplary authors, playwrights and poets to understand what language and literary features ‘classic’ texts have and why they play such an integral role in our society. The texts studied include *A Doll’s House*, *The Handmaid’s Tale* and poetry from Sylvia Plath.

English Language – Semester 2

This unit develops an appreciation of the power of the English Language. Students consider how the use of language by individuals and groups builds identity, and reflects thinking and values within a society. The influence of political language in creating and disrupting social cohesion is explored through a range of historical and contemporary texts including *The Handmaid’s Tale*.

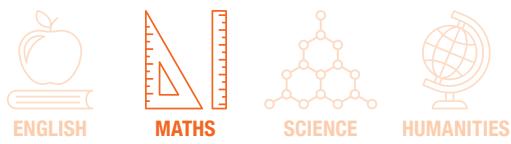
Students analyse the features of formal and informal language in spoken and written texts, and think about variation and word choice, covering aspects such as Australian accent, slang and taboo language (forbidden expressions and swear words included). There is also a focus on language change and the role of digital communication and social media. An enjoyable and rewarding subject for students wanting to study and respond to language systematically and on a higher level. Recommended for students who wish to pursue English Language in the VCE.

English: Other Worlds – Semester 2

We can imagine ‘other worlds’ – be they worlds just slightly different than our own or worlds full of magic and wonder – but it is only through fiction that we can travel to them. In this unit, students delve into various ‘other worlds’ from the science fiction, speculative fiction and fantasy genres. Through these texts, students discover what makes us human, as well as the interrelationship between ‘other world’ texts and our society (such as the dystopian revival that has occurred in modern times). Texts studied include *The Handmaid’s Tale*, *Seeking a Friend for the End of the World* and various short stories from celebrated international authors such as Isaac Asimov, Neil Gaiman and Jules Verne, as well as Australian authors Mira Grant and Trudi Canavan.

English: Core – Semester 2

This unit supports and develops student writing through the median of texts specifically chosen to enhance their comprehension, grammar, vocabulary and their interpretative skills. With a focus on consolidating the skills to manage the rigours of a VCE study this unit help students to develop an ability to plan and construct analytical, comparative and creative text responses. Texts studied in this unit include *Chinese Cinderella* and *The Wave*.



Year 10 Mathematics

At Auburn High School we recognise that every student is at a different point of learning in mathematics and each student has different learning needs. The courses listed below are designed to enable each student to optimally grow in their mathematical journey in Year 10 and beyond.

Mathematics: Advanced – Full Year

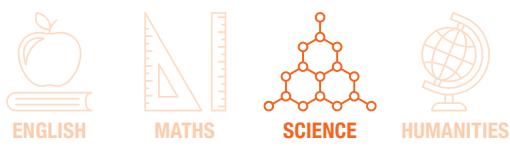
This subject is designed to develop mathematicians as confident, competent problem solvers and for students considering Maths Methods or Specialist Maths in Year 12. Students develop skills in defining, planning and solving problems stretching across multiple areas of mathematics such linear and quadratic algebra, graphing functions, writing geometric proofs, unit circle relations and statistical inferencing. The resilience to work with challenging math tasks and struggle productively is essential to find success in this environment. Advised for students with an understanding mathematics at a conceptual level.

Mathematics: Standard – Full Year

This subject is designed to develop an understanding of mathematical concepts leading specifically into either Further Mathematics or Maths Methods in Year 12. Students develop skills in linear and quadratic algebra, sketch graphs of linear and quadratic functions without the use of technology, find areas and volumes of 3D shapes, apply geometric rules to similarity and congruence and draw box plots. The willingness to practice regularly is essential to find success in this class. Recommended for students with a good grasp of fractions and the ability to work with algebra.

Mathematics: Core – Full Year

This subject is designed to develop an understanding of mathematical concepts leading into Further Mathematics in Year 12. Students develop skills in linear algebra and graphs, quadratic algebra, apply trigonometry and measurement ideas to projects, understand consumer financial mathematics in personal financial planning and statistical inferencing. It is suitable for students looking to develop mathematical skills that are useful for life. The willingness to practice regularly is essential to find success in this class. Recommended for students with a developing understanding of linear algebra.



Year 10 Science

Science: Advanced – Full Year

This subject is designed to introduce students to concepts, skill and ideas drawn from the VCE sciences. Students study select dot points from the VCE Biology, Chemistry, Physics and Psychology study design with a focus on conducting investigations.

Topics include; phylogenetic trees, collision theory, rates of reactions, organic chemistry – alkanes, mole calculations, electromagnetic spectrum, spectroscopy of stars and astronomy, biochemistry of neurons and memory.

Science: General – Semester 1

In this semester-length subject, students undertake a general science curriculum in terms 1 and 2 exploring the 4 main branches of science Chemistry, Biology, Physics and Earth science.

Science: Specialties – Semester 2

In these semester-length subjects, students have the opportunity to select one of three electives that best matches their scientific interests. These electives have a focus on two or more branches of science and explore concepts using a series of scientific investigations.

■ Chemistry Behaving Badly

[Focus: Chemistry, Biology, Psychology]

This subject engages students in a theoretical and experimental study of the atoms of life, atomic structures, chemical reactions and pharmaceuticals (organic chemistry). Students study the diversity of biological life and Natural Selection behaviours.

■ Rocket Science Made Easy

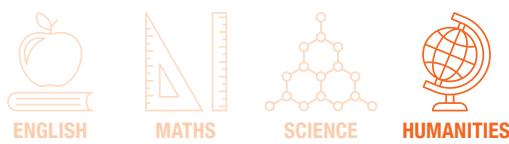
[Focus: Chemistry, Physics]

This subject engages students in a theoretical and experimental study of the atmospheric elements. Students study energy and chemical reactions in relation to atmospheric conditions. The unit also involves a study of the physics of motion and rocket-science.

■ The Big Bang to Us

[Focus: Biology, Earth Science]

This subject engages students in a theoretical and experimental study of the Universe. Students study astronomical objects including the formation of the Earth. Students undertake a study of biodiversity, ecosystems and Natural Selection.



Year 10 Humanities

Humanities: Wars of the World – Semester 1

Are you interested in understanding the links between global conflicts in the 20th Century? In the first term, students take a time walk through some of the most brutal global conflicts in the 20th Century. Students study the Second World War, including Australians fighting in the Middle East and the War in the Pacific, the Cold War and Australia's involvement in the Korean, Vietnam and more recently Gulf Wars, and the cause and effect of 9/11, the conflict in Afghanistan and the current conflict in Syria.

In the second term, students complete a student directed inquiry and investigate a current conflict of choice based on the topics and themes we have covered. This inquiry unit will offer authentic opportunities to consider the causes of modern conflict and the devastating effects they have on communities around the globe.

Humanities: 2040 Climate Futures – Semester 1

Do you ever wonder what the world will look like in the year 2040? You will be in your mid-30s, but what else will have changed? So much of what we see and hear about the future is 'doom and gloom', and leaves us feeling helpless and dismayed. We all know about media sensationalism, so how serious are the problems facing our environment?

The first term of this semester-based elective involves an analysis of the issue of climate change through a range of different lenses. Students explore the scientific and historical data behind the climate change debate, as well as a geographical analysis of key areas affected, before investigating the tumultuous relationship between environment and big business, and the political barriers to enacting effective climate change policy. Finally, students have the opportunity to explore optimistic innovations within the sustainability sphere.

During the second term, students engage in a self-directed inquiry-based project. They work to identify an area of interest and conduct relevant research on a given issue, before developing solutions that could contribute to a brighter future for our society.

Humanities: Trials & Treaties – Semester 2

It is not long until you will be a part of the voting population where your choices will have a direct impact on not just the governance of Australia but how we can contribute positively to our global society. In the first term of this semester based elective students explore how rights and freedoms are/are not protected for marginalised communities. Students consider not just the legal system but also the factors that influence the development and impact of government policy and constitution protection.

In the second unit, students consider Australia's role on an international scale. Specially, what global commitments have we made and how do treaties ensure we fulfil these commitments. In the second term, students complete a student directed inquiry and investigate a legal dilemma of choice based on the topics and themes we have covered. This inquiry unit offer authentic opportunities to consider how our system of governance provides production for all people.

Humanities: Building a Business* – Semester 2

*Do not select this unit if you are selecting VCE Units 1&2 Business Management.

Have you ever wanted to know how to run a successful business? Building a Business challenges students to develop your creative and critical thinking skills in order to better understand what it takes for businesses to achieve their objectives. The subject examines the areas of enterprise skills, financial planning skills, and corporate social responsibility.

Students learn how to pitch a business idea, develop a business plan, launch a business and evaluate business success. This subject is great preparation for students who wish to undertake VCE Accounting or VCE Business Management in future.

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We have a strong focus on promoting teamwork and resilience, and creating good global citizens.

Languages

French – Full Year

In Year 10 French, students continue building on the linguistic and cultural foundations acquired in Years 7-9. Topics of study include: leisure activities, memories of the past, travel & the world, living in a consumer society, the arts, gastronomy, and health & wellbeing. Students learn to engage with various text types and to communicate with past and future tenses as well as the present. They also learn to compare, give opinions, and tell stories. In Year 10, we keep working on films and engaging with the language outside of the classroom through community events and excursions.

This subject is designed both for students planning to continue on to VCE French and for students who enjoy French but are not yet sure of VCE plans. *Bienvenue!*

Art

Studio Art – Visual Diary – Semester 1

Students develop the skills they need to create a visual diary in which they explore their ideas on a chosen theme and plan for future art making. ‘Studio Art – Visual Diary’ focuses on the process of inspiration, gathering research, mind-mapping, enquiry thinking and experimentation with materials and techniques. Students examine how arts practitioners go through the process of documenting and developing their ideas.

Suitable for students who are interested in pursuing VCE Studio Arts, or who have a general interest in Art, Visual Communication Design, Photography, Animation and Filmmaking.

This subject contains an additional fee. Please see course selection form for details.

Studio Art – Folio – Semester 2

This subject is designed to help student create a cohesive folio of finished artwork. Students trial and refine ways to express their ideas through materials and techniques, subject matter and the use of art elements and principles. Students will explore how artists create and exhibit their work.

Suitable for students who are interested in pursuing VCE Studio Arts, or who have a general interest in Art, Visual Communication Design, Photography, Animation and Filmmaking. It is advisable that students complete “Studio Art – Visual Diary” before this subject, but it is not mandatory.

This subject contains an additional fee. Please see course selection form for details.

Performing Arts

Film Studies – Semester 1

Ever wondered how our world shapes the media you see? In this course, designed as a pathway to VCE Media, students analyse how social and institutional factors from the time of a film's production can influence and impact a media product. From social discourses and historical events to corporations like Disney and the Classification Board, telling your story is not always an easy process. Students build upon prior knowledge of media narratives, skills and terminology. They also implement their learning practically in the development, production and completion of a short film.

This subject contains an additional fee. Please see course selection form for details.

Drama – Semester 2

This course provides students with the opportunity to work collaboratively in ensembles to produce performances with a focus on Performance Skills and Dramatic Elements. Students experiment with Production Areas such as lighting, sound design, costume and make up, exploring how these techniques can be used to enhance performance work and communicate ideas. In this course, students develop techniques in the analysis and evaluation of performance for both their own work and a professional piece of theatre.

This subject contains an additional fee. Please see course selection form for details.

Health and Physical Education

Body Systems & Skills – Semester 1

This subject is designed as an introduction to VCE Physical Education. Students look at the major body systems and how they work together to create movement. Specifically they study the skeletal system, muscular system, cardiovascular system and respiratory system and how they work together to provide movement and improve sports performance. Practical sessions help students to solidify and enhance their understanding of the body systems. The second component of this subject focuses on how we learn skills and practical strategies to teach learners at the different stages of learning.

Training Programs – Semester 2

This elective focuses on the different fitness components that are used in various sports and everyday life and the energy systems that fuel us in sport and life. Practical sessions help to investigate and consolidate this knowledge. Students then use this information to critique the strengths and weaknesses in their own and other peoples' fitness. They gain an understanding about what fitness is, and how to best improve areas of fitness that are most important to them. Students also create a physical activity or training program to help improve areas of fitness and ensure that students meet the requirements set out in the National Physical Activity Guidelines.

Education For Life: E4L

Education For Life – Year 10

This subject is founded on the ideas of:

CHARACTER STRENGTHS: encourage students to recognise and celebrate achievement.

METACOGNITION: provides specific strategies students can employ in their learning.

GROWTH MINDSET: motivates students to exert effort and enjoy the challenge of learning.

MINDFULNESS: focusses attention on the present moment of learning and encourages curiosity.

In Year 10, students direct their attention to their future careers. Students develop their Career Action Plan, write cover-letters, resumes and job applications, and practice interview techniques. Students enhance their study skillset and prepare themselves for the rigours of VCE. Students have opportunity to engage in Work Experience.

VCE COURSE SELECTION

Subject selection and course counsellng timeline of support and programs

Our Pathways Managers, Sub-School Managers and teacher staff provide ongoing and targeted advice to students throughout the school year.

TERM 4

SUBJECT AND COURSE CONFIRMATION

END OF TERM 3

TARGETED COUNSELLING

CLARIFICATION OF OVERALL VCE COURSE PLAN
CONTACTING ALTERNATIVE PATHWAY PROVIDERS

MID TERM 3

SESSIONS HELD IN MATH, ENGLISH AND E4L

PATHWAY SELECTION SHEETS

VCE EXPO

OPT IN COURSE/PATHWAY COUNSELLING WITH STAFF
GOAL SETTING FOR COURSE PRE-REQUISITES

EARLY TERM 3

CURRICULUM HANDBOOKS DISTRIBUTED

INDIVIDUAL SUBJECT RECOMMENDATION LETTERS

ALTERNATIVE PATHWAY DISCUSSIONS

PARENT Q&A SESSIONS

YEAR LEVEL ASSEMBLIES INFORMING STUDENTS

TERM 1 AND 2

E4L LESSONS

CAREER ACTION PLANS

PARENT INFORMATION

STUDENT DATA COLLECTION

STAFF DISCUSSIONS WITH STUDENTS

MORRISBY ONLINE (YEAR 9)

VCE PROGRAM

What is a VCE program?

A “VCE Program” is a set of semester units undertaken over a minimum period of two years. This program is designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

Victorian Curriculum and Assessment Authority Requirements

To meet the graduation requirements of the VCE, each continuing student (other than students returning to study) must satisfactorily complete a total of no fewer than 16 units. These units must include:

- **Three units** from the English Group (English/EAL Units 1-4) English Language (Units 3 & 4) and Literature (Units 3 & 4) including one 3 & 4 sequence and
- **Three sequences** of Units 3 and 4 studies other than English.

English Requirements – The English Group

- No more than two units of English or EAL Units 1 and 2 and Foundation English Units 1 and 2 may count towards the English requirement.
- Students who satisfactorily complete more than four units from the English Group will have the additional units credited towards meeting the total units for VCE. An English sequence will count as a sequence other than English when
 - (a) it is additional to a student satisfying three units from the English group, or
 - (b) the student has satisfied more than one sequence from the English group.
- Students cannot obtain credit for both English Units 3 and 4 and EAL Units 3 and 4.

Victorian Tertiary Admissions Centre (VTAC) Requirements

Successful completion of the VCE

- VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English study is required.
- VCE VET qualifications with revised requirements normally have a sequence at Unit 3 and 4 level.
- No more than two sequences at Units 3 and 4 of the English group of studies can be included in the ‘Primary Four’.

Auburn High School Requirements:

For current 2020 Year 10 students

Students in Year 10 gain ‘clear’ entry into a full VCE program if they have demonstrated the criteria set out below.

Support will provided to students who require an alternative pathway due to an inability to meet the criteria during Semester 1. A meeting with the student, parent, Pathway Manager and Sub-School Manager will be arranged to set academic and behavioural goals for Semester 2.

Recommendations for 2021 pathways and course selection will occur by the end of Semester 2.

Criteria for ‘clear’ entry into the VCE are based on 2020 Semester 1 Reports:

- Rating of ‘6’ in learning behaviours across all core subjects.
 - Approved attendance percentage of at least 90%.
 - A minimum Victorian Curriculum rating of ‘At expected level’ in English.
 - A minimum Victorian Curriculum rating of ‘At expected level’ in Maths.
 - EAL students’ assessment will be based on teacher judgement.
- A. **In addition to the above criteria**, specific VCE unit approval will be determined upon student achievement and teacher recommendation.
- B. **Students who do not meet the criteria for promotion** will negotiate a pathway based on specific subject selection and student interest.
- C. **For current Year 10 students currently accelerating in a VCE Unit:** 2021 VCE unit approval will be dependent upon student achievement and teacher recommendation.

VCE Units Offered

The following VCE Units will run subject to student choices.

Subjects offered in-house at AHS	Units 1&2	Units 3&4
■ Accounting	●	●
■ Biology	●	●
■ Business Management	●	●
■ Chemistry	●	●
■ Applied Computing	●	
■ Software Development		●
■ French	●	●
■ Health & Human Development	●	●
■ History: 20th Century	●	
■ History: Revolutions		●
■ Legal Studies	●	●
■ Media	●	●
■ Physical Education	●	
■ Physics	●	●
■ Psychology	●	●
■ Studio Art	●	●
■ English Language	●	●

Not available for acceleration

■ English	●	●
■ English as an Additional Language (EAL)	●	●
■ Mathematics: Further		●
■ Mathematics: General	●	
■ Mathematics: Methods	●	●
■ Mathematics: Specialist	●	●

VET: available through Inner Melbourne VET Cluster (IMVC)

■ Engineering Studies
■ Laboratory Skills
■ Music Industry (Performance Specialisation)

Important Considerations

- Students enrolling at AHS are expected to complete their VCE program onsite.
In exceptional circumstances, the school may allow one subject enrolment into Virtual School Victoria (VSV) (formally Distance Education) or a VET unit. Students will not be allowed to undertake more than one unit with an external provider.
To be considered for an external provider the following criteria will be used:
 - Students need to demonstrate that they have a high level of organisation and motivation,
 - Students need to demonstrate academic achievement at or above level,
 - Learning behaviour report - all behaviours must be reported at an 8.
- For languages not provided by Auburn High School, we will only allow the student to enrol in an approved external provider (e.g. VSL). The subject needs to be studied in a face-to-face setting, and outside school hours. Students are encouraged to complete their Unit 3 & 4 language studies in Year 11.
- The listed VET subjects are endorsed by Auburn High School and can be included as part of a student's VCE program.
- Year 10 students are not permitted to study a Unit 3&4 subject.

VCE Q & A

Q. How many units should I choose each semester in the VCE?

A. You should choose 6 units per semester in Year 11 and 5 units per semester in Year 12.

Q. How many units should I choose in total for my VCE?

A. Most full time students attempt 22 units over the two years (12 in Year 11 and 10 in Year 12).

Q. Should I consider doing some Unit 3 & 4s when I am in Year 11?

A. If you are a capable student, you should extend yourself.

Unit 3 & 4 studies completed in your first year will be counted as part of your Australian Tertiary Admissions Rank. Increments apply to 5th and 6th subjects in Units 3 and 4.

Q. May I change my VCE course for the second semester?

A. Yes for Unit 2.

However, Units 3 & 4 must be done as a sequence and cannot be changed halfway through the year.

Q If I repeat a Unit 3 & 4 subject will I be penalised?

A. There is no penalty for repeating VCE units.

Repeating a study at Unit 3&4 level may improve your Study Score and enhance your chances of getting into a tertiary course, however you cannot count a unit more than once towards satisfactory completion of the VCE. It is necessary to repeat Unit 3 of VCE studies as well as Unit 4 to gain a Study Score.

Q. Is there special provision due to physical disability or serious illness?

A. Yes.

The Victorian Curriculum and Assessment Authority and the school make “special provision” for students

- with physical disabilities
- who are from non-English speaking backgrounds
- who experience significant hardship during their VCE
- Applications must be made to the VCE Sub-School Manager in the year prior to commencing your VCE studies.
- Please refer to the VCAA Special Provision Policy for more information.

Selecting a VCE Pathway

The Victorian Certificate of Education provides a flexible vehicle to move from a general education to either employment or further education and training.

Within the VCE there is a range of programs and pathways to consider. Students need to be aware of these options.

The four key pathways within the later years are:

Victorian Certificate of Education Units

These are the most commonly selected units. They lead to tertiary and higher education as well as other employment options.

Vocational Education and Training Units

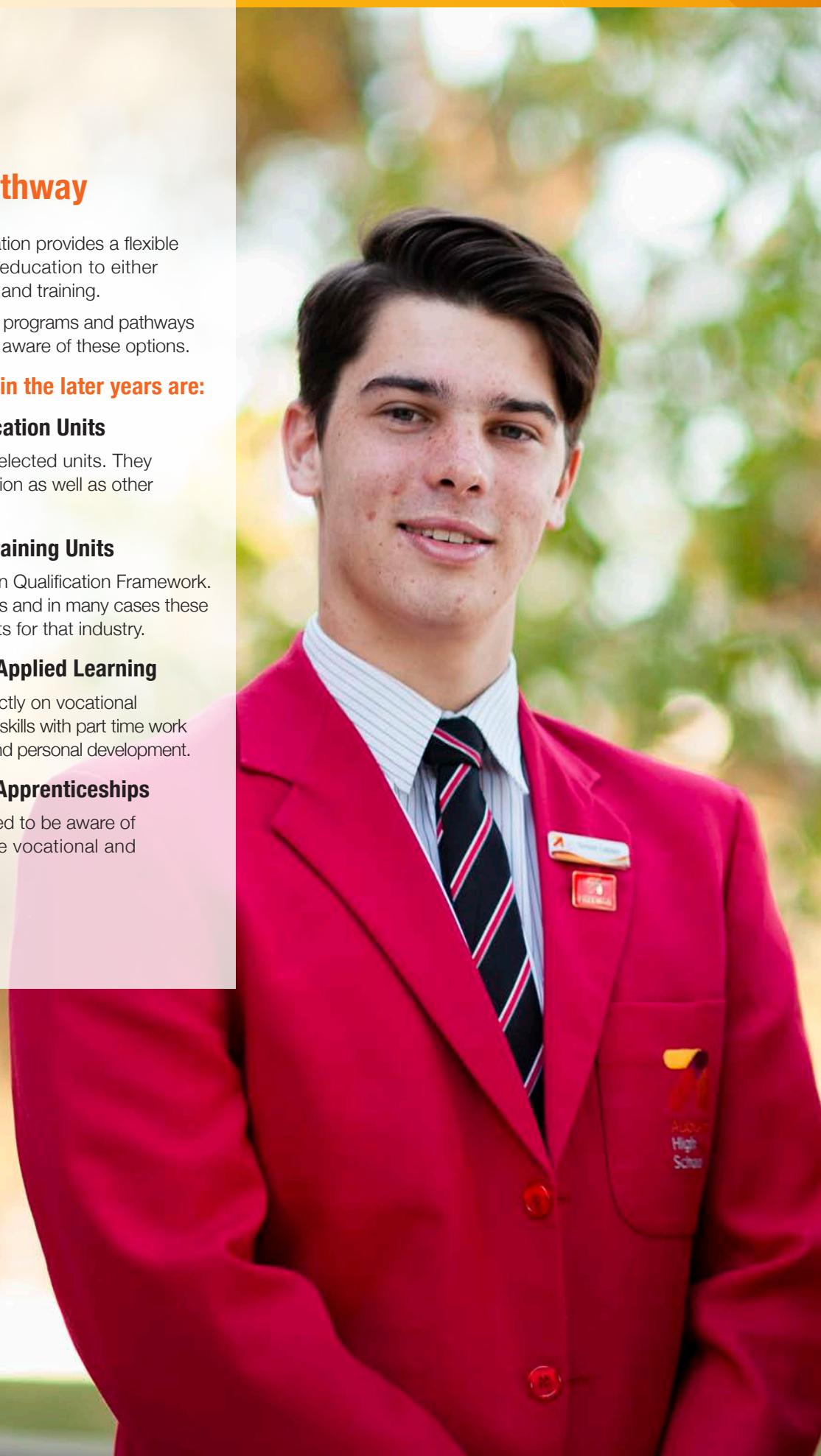
Part of the VCE and the Australian Qualification Framework. They provide industry specific skills and in many cases these satisfy the entry-level requirements for that industry.

The Victorian Certificate of Applied Learning

This certificate focuses more directly on vocational education. It links industry specific skills with part time work as well as literacy and numeracy and personal development.

Part time Traineeships and Apprenticeships

Prospective Year 11 students need to be aware of these options and mindful of the vocational and educational implications.



A starting point

The Job Guide

Students complete a **Career Action Plan**, access *The Job Guide*, *My Future* and VTAC. These resources should be used as a starting point. The Job Guide identifies the types of jobs and the skill levels required to perform them.

The next step on the pathway

Once you have a pathway in mind you need to reflect on how best to achieve that goal. If it involves a Traineeship or VCAL discuss the details with the Careers teacher. If however it involves VCE and VET units, you need to consider the following:

1. The educational requirements or entry prerequisites for that job or course (i.e. subjects that must be successfully completed before you will be considered for the job or course). The details for courses can be found on the VTAC website, or the My Future website, and in documents such as VICTER 2020, the Job Guide or the TAFE Course Directory.
2. Your results in the previous year are the best indicator of likely success. As a general rule we would like students to have achieved a C level in the Victorian Curriculum in a subject or in a related study before they choose to continue in that subject. Students and parents must also be aware of the Auburn High School Promotion Policy for Year 10-11.
3. Once you have identified the prerequisites, consider the balance of the course and the general workload. A combination of Art, Studio Art and VCD sounds great but it is incredibly demanding in terms of time (3 Folios) and, to a lesser extent, expense. Equally, what if you are wrong and the course isn't suitable? By taking such a specific focus you may limit your options.
4. A number of students pursue the maths and sciences because of prerequisites and scaling. Such a choice may not be appropriate. **Please consider the advice of the AHS Careers Advisor, university representatives, teachers and others.**
5. Investigate the option of undertaking a Unit Three and Four subject while in Year 11. The experience can be very productive in the long term while relieving some pressure in the following year.

6. Scaling is a consideration but ultimately, interest and ability are more important factors.

7. Consider a three-year VCE course. This may suit people who:

- a. want to take a more measured approach to the VCE
 - b. are seeking a very high ATAR
 - c. are developing folios
8. Note: there is no penalty for repeating subjects.

■ **Ultimately if a student is uncertain, the key issue is to keep their options open.**

■ **Also be aware universities have prerequisites and other specific requirements governing the entry to some courses e.g. Maths Methods. (Use VTAC 'Course search' and 'Course Link' to check these requirements).**

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We teach our students life skills and habits that will provide a strong foundation for their learning and create success in their lives both at and beyond school.

Choosing a Year 12 course

Effectively this is much easier than choosing a Year 11 course. You already have an understanding of how successful you have been in specific subjects. You have also eliminated a number of other subjects because you didn't choose them in Year 11. Hopefully you have also investigated the pathway that is right for you.

Items to be considered are therefore:

1. Completing the VCE, ensuring you have at least 16 total units and met other course requirements (see page 19).
2. Your Year 11 results.
3. Complementing vocational and personal interests.

4. Identifying prerequisites for tertiary courses and employment (VTAC course search).
5. Considering the implications of the ATAR and scaling (ATAR booklet).
6. Choosing the appropriate subject for your level of ability (based on achievement in Year 11).
7. Recognising that other options are available. Either taking another year or perhaps looking at attempting a first year University extension subject.
8. Continuing studies in languages not offered at Auburn High School. These may be offered through external providers including the Victorian School of Languages (VSL).

Tertiary and higher education

Most students will undertake some form of post-secondary education. Very few students move directly from secondary education to full time employment. Therefore it is important that students understand the process, investigate the choices and identify an appropriate pathway in terms of their education and vocation. The following is a brief summary of issues/information that need to be examined. It is not a definitive study.

Students need to understand the following

- Prerequisite subjects (VTAC website – refer to the specific year they will enter tertiary studies).
- VCE requirements (VCE Handbook).
- The Australian Tertiary Admissions Rank - ATAR (VCAA and VTAC publications).
- Victorian Tertiary Admissions Centre – VTAC (VTAC website www.vtac.edu.au – outlines courses/processes for that year).
- Direct entry to TAFE is applicable for apprenticeships; post Year 10/11 courses and some post-secondary courses.

■ Articulation – movement from one course to another related course such as a Diploma course (TAFE) to a Degree (University) course. Credit transfer may apply (direct contact with course advisers and selection officers advised).

The choices

- Vocational training e.g. Apprenticeships and Traineeships (TAFE Course Directory). Students may be required to do a Pre-apprenticeship course (Certificate II) before commencing an apprenticeship.
- Institutes of TAFE – varying levels of certification. Range of entry points and campuses. (TAFE Course Directory).
- University – different campuses, general or niche degrees, single or double degrees, level of industry involvement, ATAR requirements, selection criteria (Open Days, course descriptions, University handbooks), middle band criteria, CSP (previously HECS) vs fee based courses, distance education, Open Learning and Virtual School Victoria.
- Employment.
- Other.

Details, documentation and assistance are available from the Careers office. While students are counselled in terms of VCE subject choices and VTAC, it is important that they take responsibility for finding out what is available and what suits their particular needs.

VCE SUBJECTS

ACCOUNTING (Refer to VCAA Accounting Study Design 2019-2023)

Rationale

This study focuses on the procedures of accounting and finance and the ways in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision-making. All units focus on accounting and finance for sole-proprietor small businesses. Students are introduced to the use of information technology in accounting procedures in all units.

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.

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.

Assessment

Assessment tasks for these units are 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

Advice to students

It is recommended that students studying Unit 3 & 4 Accounting have studied Unit 1 & 2 Accounting.

Unit 3 and Unit 4 – Financial accounting for a trading business/Recording, reporting, budgeting and decision-making.

While each unit has its particular application, both examine the underlying principles and professional practices of accounting, the managerial role of the accountant and likely future directions in accounting. Unit 3 introduces a double entry system using the accrual basis of accounting. Unit 4 focuses on the analysis of accounting reports and information, and using this evaluation to suggest strategies to improve business performance.

Assessment

Study: Accounting 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

BIOLOGY

(Refer to VCAA Biology Study Design 2016-2021)

Rationale

Biology is the study of living things and how science studies living things. Much of it centres on humans – how our bodies work, how we came to be as we are and how we fit in with other living things on this planet. The course also allows you to gain practical experience in the ways scientists come up with their ideas about living things.

Unit 1 – How do living things stay alive?

In this unit students explain what is needed by an organism to stay alive. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival are also studied, and students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

Unit 2 – How is continuity of life maintained?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Assessment

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.

Advice to students

It is recommended that students studying Unit 3 & 4 Biology have studied Unit 1 & 2 Biology. Some background in Chemistry is advised for students considering Units 3 and 4.

Unit 3 – How do cells maintain life?

Students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Advice to students

It is recommended that students studying Unit 3 & 4 Biology have studied Unit 1 & 2 Biology.

Unit 4 – How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

Assessment

Study: Biology 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	20
2	Unit 4 School-assessed Coursework	20
3	Written examination (2.5 hours)	60

Nature of the Work:

The courses centre on practical work and, in Unit 2, on field work. Most of the work requires researching advances in biology from books, magazines and the internet. An interest in animals, plants and micro-organisms is useful. Some background in Chemistry is advised for students considering Units 3 and 4.

BUSINESS MANAGEMENT (Refer to VCAA Business Management Study Design 2017-2021)

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there are a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

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. This unit explores 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

Suitable tasks for assessment include 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.

Advice to students

It is recommended that students studying Unit 3 & 4 Business Management have studied Unit 1 & 2 Business Management.

Unit 3 – Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4 – Transforming a business

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

Assessment

Study: Business Management 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

CHEMISTRY

(Refer to VCAA Chemistry Study Design 2016-2021)

Rationale

Chemistry is a science that explores the workings of the universe from the smallest particles we know –atoms. Chemistry is a course for students who like patterns, practical experiments and enjoy applied maths. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines, fuels and polymers.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials including metals, molecular materials, ionic crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

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 structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

Assessment

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, a test comprising multiple choice and/or short answer and/or extended response, a report of an independent investigation.

Advice to students

It is strongly recommended that students studying Unit 3 & 4 Chemistry have studied Unit 1 & 2 Chemistry. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

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

In this unit students explore energy options and the chemical production of materials with reference to efficiency, renewability and the minimisation of environmental impact. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

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

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Assessment

Study: Chemistry 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	20
2	Unit 4 School-assessed Coursework	20
3	Written examination (2.5 hours)	60

VCE SUBJECTS

APPLIED COMPUTING (Refer to VCAA Computing Study Design 2020-2023)

Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

Unit 1 – Applied Computing

Students are introduced to the stages of the problem-solving methodology. They focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. As an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. Students use a programming language to create a working software solution. Students prepare, document, monitor project plans, and engage in all stages of the problem-solving methodology.

Unit 2 – Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Assessment

Tasks for assessment in this unit may be selected from: a presentation (oral, multimedia, visual) of an innovative solution, a written report, an annotated visual report, a case study with structured questions, the design of a wireless network or a working model of a wireless network.

Advice to students

It is recommended that students studying Unit 3 & 4 Software Development have studied Unit 1 & 2 Applied Computing.

Unit 3 – Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students respond to teacher-provided solution requirements and designs and develop a set of working modules with a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. Students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. This forms the first part of the School-assessed Task (SAT) that is completed in Unit 4.

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. Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3 into a software solution and evaluate the solution, chosen development model and project plan. This forms the second part of the School-assessed Task (SAT). Students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Assessment

Study: Software Development 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Units 3 and 4 School-assessed Task	20
2	Units 3 and 4 School-assessed Coursework	20
3	Written examination (2 hours)	50

ENGLISH/EAL (Refer to VCAA English/EAL Study Design 2017-2021)

Rationale

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

Unit 1

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

Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

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

Students develop their skills in creating written, spoken and multimodal texts.

Assessment

Suitable tasks for assessment in this unit are:

- an analytical response to a set text, a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s, a text intended to position an audience.

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.

For EAL students at least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

Study: English 3&4

English as an Additional Language 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (3 hours)	50

ENGLISH LANGUAGE (Refer to VCAA English Language Study Design 2016-2023)

Rationale

The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.

In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Unit 1 – Language and communication

In this unit, students consider the way language is organised and explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

Unit 2 – Language change

In this unit, students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected. Students also consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English and the various possibilities for the future of English.

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a folio of annotated texts
- an essay
- an investigative report
- an analysis of spoken and/or written text

- an analytical commentary
- a case study
- short-answer questions
- an analysis of data.

Assessment tasks may be written, oral or multi-modal.

Unit 3 – Language variation and social purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4 – Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Assessment

Study: English Language 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

HEALTH & HUMAN DEVELOPMENT

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

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.

(Refer to VCAA Health and Human Development Study Design 2018-2022)

Unit 1 – Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations.

Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 – Managing Health and Development

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

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Auburn High School have a dedicated staff who are committed to providing students with opportunities to experience success beyond the classroom.

VCE SUBJECTS

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based.

Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

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
- 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. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3 – Australia’s Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the

interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

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.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment

Study: Health and Human Development 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

HISTORY

(Refer to VCAA History Study Design 2016-2021)

Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

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 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.

Assessment

Assessment tasks over Units 1 and 2 should include the following: a historical inquiry, an analysis of primary sources, an analysis of historical interpretations and an essay.

Advice to students

It is recommended that students studying Unit 3 & 4 History have studied Unit 1 & 2 History.

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. 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. 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. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

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

Units 3 and 4 – Revolutions

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. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Assessment

Study: Revolutions 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

LANGUAGES: FRENCH (Refer to VCAA French Study Design 2019-2023)

Rationale

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 a language engages analytical and reflective capabilities and enhances critical and creative thinking. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. A broad range of social, economic and vocational opportunities result from the study of French. 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.

VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Units 1 & 2

On completion of Units 1 and 2, students should be able to:

- establish and maintain an informal, personal, spoken interaction in French
- interpret information from texts and respond in writing in French and in English
- present information, concepts and ideas in writing for a specific audience and purpose.
- respond in writing in French to spoken, written or visual texts presented in French
- analyse and use information from written, spoken or visual texts to produce an extended written response in French
- explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Units 3 & 4

(New Study Design to be implemented in 2020)

On completion of Unit 3 and 4, students should be able to:

- participate in a spoken exchange in French to resolve a personal issue
- interpret information from texts and write responses in French
- express ideas in a personal, informative or imaginative piece of writing in French.
- share information, ideas and opinions in a spoken exchange in French
- analyse information from written, spoken and viewed texts for use in a written response in French
- present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

Entry

Whilst there are no prerequisites for Units 1, 2 and 3, students who wish to study languages at VCE level should have a strong foundational knowledge of that language. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Study: VCE Languages: French 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Examination: oral component (10 minutes)	12.5
4	Examination: written component (2 hours)	37.5

LEGAL STUDIES

(Refer to VCAA Legal Studies Study Design 2018-2022)

Rationale

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. Using contemporary case studies, students apply the role of criminal and civil law processes to resolve disputes, the protection of rights and the role of law to further understand how they themselves can create positive changes to laws and the legal system.

Unit 1 – Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. When is an accused found guilty of a crime? When might you be liable for a civil dispute? Students learn about different areas of our law, such as murder and defamation, as well as developing an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Unit 2 – Sanctions and Remedies

If your rights are infringed, what may need to be determined or resolved? This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students will undertake a detailed investigation of two criminal cases and two civil cases and develop their understanding of the way rights are protected in Australia.

Assessment

Assessment tasks for this unit are selected from the following:

- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral or multimedia).

Advice to students

It is recommended that students studying Unit 3 & 4 Legal Studies have studied Unit 1 & 2 Legal Studies.

Unit 3 – Rights and Justice

The Victorian criminal and civil justice systems aim 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 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 purpose.

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. Students develop an understanding of the Australian Constitution and the High Court, as well as the law-making powers of parliaments. In doing so, they understand the significance of these structures and how they are protecting Australian people through structures that act as a check on parliament in law-making. Students will appreciate the roles that they can take in influencing law reform.

Assessment

Study: Legal Studies 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

MATHEMATICS (Refer to VCAA Mathematics Study Design 2016-2022)

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning for a wide range of students. Each unit is designed to enable students to develop their mathematical knowledge and skills and their ability to apply this to both familiar and unfamiliar situations and effectively use technology to support their learning.

Structure

The study is made up of the following units:

- General Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 1 and 2, 3 and 4
- Specialist Mathematics Units 1 and 2, 3 and 4

General Mathematics Units 1 and 2

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’. General Mathematics Units 1 and 2 may be taken alone or with Mathematical Methods Units 1 and 2. It contains assumed knowledge for related material in Further Mathematics Units 3 and 4.

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. Mathematical Methods Units 1 and 2 should be taken with General Mathematics Units 1 and 2. Mathematical Methods Units 1 and 2 contains the assumed knowledge and therefore must be completed in order to enrol for Mathematical Methods Units 3 and 4.

Specialist Mathematics Units 1 and 2

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’. Specialist Mathematics Units 1 and 2 must be taken in conjunction with Mathematical Methods Units 1 and 2. This is the most advanced Mathematics class that can be undertaken at the Unit 1 and 2 level and should only be selected if you feel very confident with Mathematics.

Assessment

Demonstration of achievement is based on the student’s performance on a selection of the following assessment tasks:

- investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting
- tests of mathematical skills developed across application contexts.

Further Mathematics Units 3 and 4

The areas of study in Further Mathematics are ‘Data analysis’, ‘Recursion and financial modelling’, ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. Further Mathematics Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4.

Mathematical Methods CAS Units 3 and 4

Units 3 and 4 consist of the areas of study ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’. Mathematical Methods Units 3 and 4 may be taken alone or with either Further Mathematics or Specialist Mathematics Units 3 and 4.

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 contains some assumed knowledge for Specialist Mathematics in calculus.

Assessment

Study: Mathematics: Further Mathematics 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Units 3 and 4 School-assessed Coursework	34
2	Written examination 1 (1.5 hours)	33
3	Written examination 2 (1.5 hours)	33

Study: Mathematical Methods 3&4 Specialist Mathematics 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Units 3 and 4 School-assessed Coursework	34
2	Written examination 1 (1 hour)	22
3	Written examination 2 (2 hours)	44

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Our teaching and learning culture is focused on challenging and growing all students and our teachers are exemplary, passionate educators.



VCE SUBJECTS

MATHEMATICS continued...

At the end of Year 10 and Year 11 students will be given a recommendation by their school, from their teacher, based on SAC, assessments and exam results, as to which subject selection will most benefit the student and enable the most optimal results in VCE.

Possible courses:

The sequence you select should be determined by your abilities in specific areas of mathematics and the subject prerequisites of tertiary courses you are interested in attempting. You are advised to attempt the sequence which best extends your capabilities and keeps as many options open for you as possible.

Consult your Careers and Maths teachers before making your selection.

The following combinations of units are the most likely ones to be chosen:

Mathematics Sequences

KEY:

GM General Maths

MM Maths Methods

SM Specialist Maths

FM Further Maths

Selecting your sequence

Sequence A

Students who are having difficulty with Year 10 Mathematics but need a Year 11 maths subject.

Sequence B

Students who are having reasonable success in Year 10 but have difficulty with complex algebra and graphs.

Sequence C, D, E, F or G:

Students who have a sound mathematical background and have a good grasp of Year 10 Mathematics, particularly algebra, graphs and probability.

A	2 Unit Sequence	UNIT 1	UNIT 2	UNIT 3	UNIT 4
		GM	GM		
B	4 Unit Sequence	GM	GM	FMA	FMA
C	4 Unit Sequence	MM	GMMM	FMA	FMA
D	4 Unit Sequence	MM	MM	MM	MM
E	8 Unit Sequence	GM MM	GM MM	FM MM	FM MM
E	8 Unit Sequence	MM SM	MM SM	MM SM	MM SM

Note: Sequences are ordered by increasing difficulty.

MEDIA (Refer to VCAA Media Study Design 2018-2022)

Rationale

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live. 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.

Unit 1 – Media forms, representations and Australian stories

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, its audience and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

This subject contains an additional fee. Please see course selection form for details.

Unit 2: Narrative across media forms

The main purpose of this unit is to enable students to develop an awareness of how stories are constructed in fictional and non-fictional media products. They gain an understanding of specialist production stages and roles within the collaborative organisation of media production. Students also explore how technological developments impact the media and its audience.

This subject contains an additional fee. Please see course selection form for details.

Unit 3: Media narratives and pre-production

The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions through the pre-production process.

This subject contains an additional fee. Please see course selection form for details.

Unit 4: Media production and issues in the media

The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

This subject contains an additional fee. Please see course selection form for details.

Assessment

Assessment tasks for these unit are selected from the following:

- audio-visual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports.

Advice to students

It is recommended that students studying Unit 3 & 4 Media have studied Unit 1 & 2 Media. Capable Media students are encouraged to study Units 1 & 2 early in Year 10.

Assessment

Study: Media 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Units 3 and 4 School-assessed Coursework	20
2	School-assessed Task	40
3	Written examination (2 hours)	40

Entry

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

PHYSICAL EDUCATION (Refer to VCAA Physical Education Study Design 2017-2021)

Rationale

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study.

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 consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

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 then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Assessment

Tasks include: a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement, 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 physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- structure questions.

Advice to students

It is recommended that students studying Unit 3 & 4 Physical Education have studied Unit 1 & 2 Physical Education.

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. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

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 consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Assessment

Study: Physical Education 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	25
2	Unit 4 School-assessed Coursework	25
3	Written examination (2 hours)	50

PHYSICS (Refer to VCAA Physics Study Design Units 1 and 2: 2016-2020, Units 3 and 4: 2017-2021)

Rationale

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Unit 1 – What ideas explain the physical world?

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

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

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Assessment

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

Advice to students

It is recommended that students studying Unit 3 & 4 Physics have studied Unit 1 & 2 Physics.

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. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

Students design and undertake investigations involving at least two independent variables, with at least one of the independent variables being continuous. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4.

VCE SUBJECTS

PHYSICS continued...

Unit 4 – How can two contradictory models explain both light and matter?

Light and matter – which initially seem to be quite different – have been observed as having similar properties. 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 analyse 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 are challenged 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.

Assessment

Study: Physics 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	16
2	Unit 4 School-assessed Coursework	24
3	Written examination (2.5 hours)	60

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We provide a modern teaching and learning environment that promotes curiosity and cooperation to create thinking and aspiring young people.



PSYCHOLOGY

(Refer to VCAA Physics Study Design. Units 1 and 2: 2016-2020, Units 3 and 4: 2017-2021)

Rationale

Psychology is the study of nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Unit 1 – How are behaviour and mental processes shaped?

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.

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.

Assessment

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
- 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
- a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

Advice to students

It is recommended that students studying Unit 3 & 4 Psychology have studied Unit 1 & 2 Psychology.

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 the functioning of the nervous system to explain how a person can 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.

Unit 4 – How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of

PSYCHOLOGY continued...

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 apply a biopsychosocial approach to 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.

Assessment

Study: Psychology 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	Unit 3 School-assessed Coursework	20
2	Unit 4 School-assessed Coursework	20
3	Written examination (2.5 hours)	60

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This environment will be responsive and creative, where knowledge and understanding lead to creativity, cooperation, work, connectedness to the world and adaptability.



STUDIO ARTS (Refer to VCAA Physics Study Design 2017 - 2021)

Rationale

Studio Arts enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

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. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

This subject contains an additional fee. Please see course selection form for details.

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. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks.

This subject contains an additional fee. Please see course selection form for details.

Assessment

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

- a presentation of at least one finished artwork
- an extended response
- a short-answer responses
- a presentation using digital technologies
- an oral presentation.

Advice to students

It is recommended that students studying Unit 3 & 4 Studio Art have studied Unit 1 & 2 Studio Art.

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. 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. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

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. 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.

Assessment

Study: Studio Arts 3&4

Graded assessment:	Type of assessment:	Contribution to study score (%)
1	School-assessed Task 1	33
2	School-assessed Task 1	33
3	Written examination (1.5 hours)	34

Glossary

Assessment task

Graded activities in Units 1 & 2 such as sitting a test, producing a folio of work or a research report.

Victorian Curriculum and Assessment Authority (VCAA)

The body that administers the VCE.

Coursework Assessment

An assessment of each student's level of achievement based on a selection of the assessment tasks designated in the Study Design. Coursework is assessed by the classroom teacher and is awarded a numerical grade.

J

A J result will be recorded for a student who has been absent from class for more than 20% of the lessons and has not been assessed for the unit.

Learning Outcomes

Activities and pieces of work that form an essential part of learning in a VCE unit. Learning Outcomes are assessed as either Satisfactory (S) or Non-satisfactory (N). Each Learning Outcome in a unit must be completed satisfactorily for a student to gain an "S" for the overall result for that unit. Some Learning Outcomes may also be Graded Assessment Tasks.

Middle band criteria

Most institutions who use the ATAR to select students use a two stage process.

Stage 1: Identify students who obviously have achieved or cannot achieve the notional cut off score. Accept or reject on that basis.

Stage 2: Use middle band criteria as published for each course e.g. bonuses, interviews etc. to re-rank the remaining students.

Pre-requisite studies

Studies nominated by individual course authorities (Universities, etc.) which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this condition will not be considered for selection. Many other courses offer a choice from a list of pre-requisite studies. You should check requirements carefully, referring to a publication called VICTER 2019. (See the Careers Teacher and/or your VCE coordinator).

Semester

Half year.

Sequence

2 units at levels 3 and 4 in the same study (subject).

Special Provision

Where a student has a disability, or has been ill, or if personal circumstances have affected the student's work to a significant degree during any semester of VCE studies, they may be eligible to have this taken into consideration. The student must formally notify the College.

Australian Tertiary Admissions Rank

Upon successful completion of the VCE and VTAC criteria each student will be given an ATAR. This ATAR will be determined by the student's result in the 'Primary Four' (i.e. English/EAL plus their best other three subjects) and increments for fifth and sixth subjects, if applicable. The ranking will be a percentage and will indicate the percentage of students they are equal to or above in terms of their results. Tertiary institutions will then use this and other published criteria to determine tertiary offerings.

Unit

A self-contained study of a semester's length.

Units 1 and 2

Level of difficulty usually associated with Year 11.

Units 3 and 4

Level of difficulty usually associated with Year 12.

VCE

Victorian Certificate of Education.

VCAL

Victorian Certificate of Applied Learning

VTAC

The Victorian Tertiary Admissions Centre (VTAC administers a joint selection system on behalf of the universities and TAFE colleges).

Useful Websites

www.jobguide.education.gov.au

Whilst the Job Guide is no longer being published, this website provides some useful links.

<http://joboutlook.gov.au>

Youth Central

www.youthcentral.vic.gov.au

Victorian Curriculum and Assessment Authority (VCAA)

www.vcaa.vic.edu.au

Victorian Tertiary Admissions Centre (VTAC)

www.vtac.edu.au

Australia's Career Information and Guidance Service

www.myfuture.edu.au

Australian Job Search

www.jobsearch.gov.au

ADDITIONAL STUDY OPTIONS

Virtual school Victoria (formerly, Distance Education)

<http://www.distance.vic.edu.au/>

Victorian School of Languages

<https://www.vsl.vic.edu.au/>

ALTERNATIVE PATHWAYS

Schools offering VCAL

<http://schlprv.vcaa.vic.edu.au/schoolsstudiessearch/vcalsearch.asp>

Click on Search for the full list

TAFE Courses Directory: Skills Gateway

<http://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/tafe.aspx?Redirect=1>



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