OUR SCHOOL MISSION
Excellence Respect Inclusion Creativity Critical Thinking Global Citizenship

The college nurtures positive, respectful relationships between students, staff, parents and the broader community. This approach ensures that individual integrity and dignity remain intact at all times.

The college promotes a learning community atmosphere that enables students to experiment, take risks, make mistakes, achieve and excel with their learning in a safe and supportive environment.

All Staff work together as a professional learning community to ensure the best outcomes for all students. Evidence-based practice, differentiation and a high level of personal and system accountability are paramount.

OUR SCHOOL PHILOSOPHY
Officer Secondary College’s philosophy is centred on learning and relationships and is reflected in our motto “Learning Together; Learning to Lead; Together we Inspire”

- We believe learning is maximized when it takes place in an environment enriched with high expectations, personalisation, challenge, inclusion and support.

- We promote and celebrate the pursuit of lifelong learning and are committed to nurturing the ‘whole’ person. We recognize the importance of equipping our students with the social and emotional skills that will enable them to compete on the world stage. Building high self-esteem, learning confidence and respect for others are central to this.

- We believe that all students can learn, be critical thinkers and independent learners through personalized learning, personal endeavor and commitment.

- We recognize and value the uniqueness and potential of each individual. A diverse curriculum, varied teaching styles, diverse learning environments and an extensive array of opportunities are available to all students.

- We encourage and cultivate independent thought and promote the building of character. This enables students to contribute in their communities in a meaningful and positive way.
CONTENTS

Page 2       Letter from the Principal
Page 4       College Structure for 2020
Page 5       Year 11 & 12 - Which Certificate? VCE or VCAL
Page 6       VET Studies
Page 7       Higher Education Studies
Page 8       Year 11
Page 9       Year 12
Page 10      Terms Used In this Document
Page 11      VCE Requirements
Page 13      VCAL Requirements
Page 15      VCE/VCAL
Page 18      Curriculum Pathways From Year 7-12
Page 22      Curriculum Structure For Year 11 and 12
Pages 28     VCAL
Pages 34     VCE Units
Page 70      VET Units

Key Dates

Tuesday 16th July  Parent Information Evening
Tuesday 13th August Year 11 Course Selection interview day
Tuesday 15th August Year 12 Course Selection interview day
Early Term 4      Notification to students of course allocation, Appeal Process Week for Subject choices
Monday 18th November Head start commences (students are expected to have textbooks for Head start)
Friday 6th December Head start concludes, Change of subject requests closes
Letter from the Principal

Dear Parents and Students

The purpose of this handbook is to provide information to all stakeholders about the structure of the Year 11-12 courses, including core and elective subjects being offered in 2020, in VCE, VET and VCAL. You are embarking upon a critical phase as your child prepares to select their Later Years (Year 11-12) pathway. Transitioning into this phase is very exciting, but can also be daunting.

It requires you and your child to think about the future:

- What careers are they interested in?
- What are their strengths and interests?
- What University and TAFE colleges offer the courses are they interested in?
- What subjects are prerequisites (or required) to enter those courses?

To assist your child with this process, they will be given access to course counselling and advice from experienced practitioners in this area.

For parents, it is vital that you engage in a discussion with your child about their career pathways and reflect upon these things when selecting subjects. It is crucial that you carefully consider all options before you assist your child to select their senior course.

The curriculum that Officer Secondary College offers, continues to embed the essential core competencies that provide the requisite skills for future-ready young people. The College has high expectations for all learners, and students will continue to develop and apply the skills to monitor their own learning and to set aspirational goals.

Please read this handbook carefully to ensure that you have a full understanding of the information and instructions it contains. If you require any further assistance prior to the information evening, or throughout the Course Selection process, please contact Ms Jennifer Lavin, Later Years Leader on 5942 4000.

Michaela Cole
Principal
LEADERSHIP TEAM
Principal Mrs Michaela Cole
Assistant Principal-Curriculum Mrs Elizabeth Godwin
Assistant Principal-Learning Culture Mr Hamish Moffett
Assistant Principal-Teaching and Learning Excellence Mr Lachlan Yeates

CURRICULUM LEADER
Curriculum Leader 7-9 Mr Jack Deen
Curriculum Leader Later Years Ms Jennifer Lavin
Careers/VET/MIPS Leader Mrs Michelle Dowsett
VCAL Coordinator Mrs Laitini Matautia

CURRICULUM PLT LEADERS
Mathematics Ms Kate Weymouth
Science Ms Megan Feore
English Ms Nicola Studd
Humanities Ms Elissa Noble
Arts Mrs Kerrilee Pearson
Technology Mr Luigi Spoto
Health and Physical Education Mr Josh Godwin
LOTE-Chinese Ms Serena Gu

SUB SCHOOL LEADERS
Perkins and Chisholm Mr Marc Fleming
Florey and MacKillop Ms Natasha Glaister
Monash and Paterson Mr Beau Rawlyk

SENIOR LEARNING COMMUNITY LEADERS
Perkins and Chisholm Ms Ellyce Wallace
Florey and MacKillop Mr Alison McAuley-Hines
Monash and Paterson Ms Tracey Collie
Year 11 & 12 - Which Certificate - VCE or VCAL or Headstart?

In Victoria, secondary school students have a choice of two senior secondary certificates, both of these indicate the satisfactory completion of secondary schooling. Both of these certificates are administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA).

The two certificates are the VCE and VCAL. Headstart enables students who have a clear Pathway in a certain industry to begin their apprenticeship while completing their Senior School studies. At OSC, Students who complete the Headstart program will also gain their VCAL qualifications.

**VCAL: The Victorian Certificate of Applied Learning**

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

Officer Secondary College offers Intermediate VCAL which is offered at Year 11 and Senior VCAL offered at Year 12. The preparatory Bridging course is offered at Year 10. Within the VCAL program, there is scope for students who wish to start an apprenticeship to undertake the Headstart Program.

VCAL is designed to cater for any students who wishes to acquire skills that will provide a pathway towards further vocational training or employment. VCAL has Competency-based assessment which is not centered around testing and examinations. This course does not provide numeric assessment and does not provide the basis for the generation of an ATAR. The VCAL certificate can lead to tertiary studies through completion of further certificates or diploma/degree based courses. Those students who do VCAL are more likely to be pursuing a pathway in training at TAFE, doing a traineeship or apprenticeship, or gaining employment at the completion of their schooling. The VCAL is a hands-on, vocationally oriented option for Students. The VCAL course is focused on the development of skills related to work and industry specific skills. An ongoing focus on Literacy and Numeracy is a compulsory aspect of the course and VCAL also includes a Personal Development Strand. These aspects of the course are completed at school whilst Work Related Skills is delivered through structured workplace placement 1 or 2 days per week. The Industry Specific Strand can be completed through a VET option.

**Headstart Program**

Head Start is a new model for apprenticeships and traineeships for school students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCAL at school. The program helps students to develop skills and experience that employers value. Head Start helps students to get the best start in their career. Head Start is being designed in consultation with industry and the Victorian Skills Commissioner, to ensure that training under Head Start is high-quality and in areas of industry demand. Head Start apprenticeships and traineeships will only be offered with employers who make a genuine commitment to supporting students to complete their VCE or VCAL, their VET Certificate and recognition for their apprenticeship or traineeship.

**VCE: The Victorian Certificate of Education**

The VCE is a certificate that acknowledges the successful completion of Years 11 and 12. VCE provides a pathway to further study at University, Technical and Further Education (TAFE) as well as to employment. Through the design of courses, VCE caters for a wide variety of student ability and interest. The standards-based Assessment system is designed to generate a score (ATAR) usable for tertiary entrance. This includes assessments as part of each study design which includes School Based Assessment and examinations. The only compulsory subject in VCE is a study of English. VCE study designs also provide opportunity to complete detailed study in a variety of areas across all areas of the curriculum. Year 12 VCE assessments are conducted under the VCAA conditions and include examinations. After all assessments, each subject will be granted a numeric assessment (Study Score) which is the basis for the generation of an ATAR (Australian Tertiary Admission Rank). The ATAR is used as the basis for entry to many university courses and a large number of TAFE courses.
VET Studies

VET- Vocational Education and Training

Vocational Education and Training as part of a VCE and VCAL allows students to include vocational studies as part of their course. Once successfully completed VET Programs lead to a nationally recognised qualification thereby offering students the opportunity to gain both the VCE/VCAL and a nationally portable VET qualification.

There are several levels of VET courses and these are offered as part of the senior school.

- Certificate III- are generally 2-year course commencing at Unit 1 and 2 or Intermediate VCAL.
- These will be offered on-site at Officer Secondary College or are taught at TAFE institutions.

VET programs aim to:

- Increase the options available for students to participate in vocational education and training during their secondary schooling,
- Enhance both employment and education for young people by developing partnerships between schools and employers,
- Provide students with the option of undertaking a broad range of studies to meet their individual needs, and
- Respond to the needs of industry by providing young people with a greater range of more relevant skills.

Parents should be aware that the cost for student enrolment in VET Courses is determined by the College or outside service provider, and varies from course to course. This cost is met by parents and is in addition to college fees.

The Contribution of a scored VCE VET program is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequences.
- The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.
- A contribution to the ATAR is subject to receiving a study score
- Students may choose not to receive a study score; however, in that case they will not be eligible for any ATAR contribution from the Units 3 and 4 sequences of that scored VCE VET program.

Higher Education Studies

Higher Education-Tertiary Extension Studies

Very capable Year 12 students have the opportunity to extend their learning in a specific subject area by completing a first-year standard University subject as part of their Year 12 program. University studies at Year 12 are endorsed by the VCAA. Students who successfully complete an extension study can have this included as their increment for their fifth or sixth study included in the calculation of their ATAR.

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

The VCAA has issued the following student eligibility guidelines for students:

- Studies are designed for independent high achieving students
- Students should have an active enrolment at a VCE level and have completed at least one Unit 3 and 4 study
- Students have achieved a high study score for VCE preparatory study and/or prerequisite of the Higher Education study in a previous year.

Please read the information below carefully as each University offers different subjects and different entry requirements.

Australian Catholic University

Deakin University
https://www.deakin.edu.au/courses/entry-pathways/accelerate

Federation University
https://federation.edu.au/future-students/study-at-feduni/destination-feduni/details#apply

Latrobe University
https://www.latrobe.edu.au/study/vce-plus

Monash University
https://www.monash.edu/study/why-choose-monash/information-for-high-achieving-students/monash-extension/how-do-i-apply

RMIT
https://www.rmit.edu.au/study-with-us/levels-of-study/pre-university-study/rmit-extension

University of Melbourne
Year 11

The critical focus of Year 11 is to prepare all participating students for their final year of secondary education. During this year students refine their academic skills in a wide range of areas. Students need to ensure that they complete work to a high academic standard that meets the criteria of the study design for the subject area.

Students are expected to be responsible for their own learning and to further develop the ability to work as an independent learner. Students are responsible for selecting their own academic focus targeted toward their own interests and abilities. Officer Secondary College will provide guidance with subject selections but students are encouraged to attend Higher Education Open Days to gain further advice on subject selections. Selections are finalized after consideration of academic ability, personal interests, career pathways, further study pre-requisite requirements and availability of subjects.

The Learning Community Leaders, Teachers and Sub-School leaders provide additional support for students throughout the academic year.

Students are expected to attend a course counselling appointment as part of the subject selection process to assist in developing a pathway to further study.

During the year students are encouraged to continue involvement in co-curricular activities such as: sport, the arts, College productions, leadership activities to maintain a balanced approach to the school year.
Year 12

Year 12 is a significant academic year for all students. Students are required to approach their studies with commitment and to prepare fully for all assessment including end of year examinations.

All students are also expected to assume a leadership role in many ways even if they do not hold a formal leadership position at the college. As a role model for the junior students, involvement in all aspects of college life is expected. Participation and leadership in co-curricular activities can also provide a necessary additional focus to academic studies.

Students at Year 12 will be provided with support by teachers, curriculum leaders, careers counsellors, well-being and Learning Community staff. All students are encouraged to access support should they require this throughout the year.

Academically, subject choice decisions can have a direct influence on future course and career options. All students will have timetabled study lessons and it is expected that effective use is made of this class-time. Students can access the resource centre, study centre or learning community area during these times.

Year 12 program includes:

- Unit 3 and 4 English study
- Four subjects-Units 3 and 4, Higher Education Studies, VET
- Study lessons (4 per week)
- Intervention sessions (Wednesday and Friday morning)
- Learning to Learn (Monday, Tuesday and Thursday morning)

VCE Studies at Officer Secondary College are offered on the understanding that each subject must have sufficient student numbers for a class to be offered. Studies with insufficient student demand will be withdrawn. In selecting courses students should be aware of the advice, published by the VCAA. Students may enter studies at the level of Unit 1, 2 or 3. In some studies, it is advised that students complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or/and be willing to complete preparatory tasks. Subject advice is published in the study design for each study. Units 3 and 4 are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of a study. In some instances, the Officer Secondary College will recommend Units 1 and 2 have been successfully completed before commencing Units 3 and 4. Parents and students should discuss these recommendations further during course counselling opportunities.
Terms Used In This Document

**VCE** refers to the Victorian Certificate of Education

**SAC** refers to School – based Assessed Coursework.

**SAT** refers to School Assessed Tasks

**VET** is the Vocational Education and Training in Schools program

**ATAR** is the Australian Tertiary Admission Rank used by tertiary institutions to select students for courses

**VCAA** is the Victorian Curriculum and Assessment Authority who administer the VCE

**VCAL** is the Victorian Certificate of Applied Learning

**VTAC** is the Victorian Tertiary Admission Centre that is responsible for calculating a student's ATAR score and tertiary selections.
VCE Requirements

SATISFACTORY COMPLETION OF A PROGRAM

Award of the VCE Certificate

To gain their VCE, Students are required to satisfactorily complete a minimum of 16 Units. This must include:

- At least three Units from the English group, two of these Units must be Units 3 and 4 studied in a consecutive year.
- At Year 12-An additional three Unit 3/4 sequences of studies other than English, which may include other English sequences once the English requirement has been met. [NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study).]

ASSESSMENT IN THE VCE

SATISFACTORY COMPLETION OF UNITS 1 - 4:

For satisfactory completion of a Unit, a student is required to demonstrate achievement of each of the Outcomes for the Unit that are specified in the study design. The decision about satisfactory completion of Outcomes is based on the teacher’s assessment of the student’s performance on each of the work tasks designed for the Unit. The student receives an S for a Unit when all outcomes are achieved satisfactorily.

To achieve an S for an outcome, a student is required to:

- Produce work that meets the required minimum standard for each task. (Students will be given the opportunity to re-sit or resubmit work in order to achieve this minimum standard if necessary).
- Submit work on time.
- Submit work that is clearly their own.

- Observe the VCAA and school rules (including attendance). If one or more learning outcome is N (Not Satisfactory) then the overall result for the unit will be N. Attendance in class is critical to the completion of the VCE. The VCAA requires that a student attend sufficient class time to complete work. Officer Secondary College has an attendance requirement of 90% for satisfactory completion of VCE units for the Unit. That is, no more than 10% of classes can be missed without an Approved Absence. Breach of these rules may result in the awarding of an N

APPROVED ABSENCE

An approved absence would include events such as excursions, sport and community service. Examples of approved absences are:

- Absence due to a medical reason supported by a medical certificate (issued on the day of absence);
- Interschool Sport; State or National Sport Representation
- Appointments with staff members e.g. Learning Community Leader or Counsellors;
- Excursions or incursions;
- Preparation for College events e.g. Production, the Musical and Instrumental program;
- Student Leadership Meetings;
- VET/VCAL; and/or Work Placements.

Other absences require written application to the Principal for approval. The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment is being conducted will not be afforded the opportunity to re-sit. NB: Satisfactory performance in end of Semester Examinations is a necessary pre-requisite for promotion.
ASSESSMENT OF LEVELS OF PERFORMANCE UNITS 1-4

Units 3 and 4: In each Study at Units 3 and 4 level there will be ungraded School Assessed Coursework, graded School Assessed Coursework and an external examination. Studies may consist of School-Assessed Tasks (SATs) and School-Assessed Coursework (SACs).

- School-Assessed Coursework (SACs) apply in most VCE Studies. Graded SACs may be tests, essays, practical work or extended analysis tasks over a number of periods, and contribute to a study score in each study. Ungraded School-Assessed Coursework (Work Tasks) do not contribute to the final grade, however, are critically important as Students need to complete each of the Work Tasks to provide evidence of meeting the outcomes in order to achieve an S in each Unit.
- School Assessed Tasks (SATs) apply in the following studies: Visual Communication Design, Product Design & Technology, Studio Arts, Systems Engineering and Media.
- The graded assessments are used to produce a Study Score out of 50 for each Study.

Units 1 and 2: In Units 1 and 2 the graded and ungraded School Assessment Coursework are similar in nature to those in Units 3 and 4 of the corresponding Study. The marks awarded in Units 1 and 2 are not reported to the VCAA but will be shown on the Officer Secondary College reports. For Units 1 and 2, only the S or N is reported to the VCAA at the end of each Unit.

STUDY SCORES AND ATAR - YEAR 12

On completion of each Units 3 and 4 study, the overall achievement for the study is calculated and reported by the VCAA as a Study Score.

A scale of 0 to 50 is used to rank students. This shows the student’s achievement relative to that of all other students undertaking that subject within Victoria.

As part of the national scheme to allow students in all states access to universities and tertiary courses, a student’s ATAR (Australian Tertiary Admission Rank) is calculated from the student’s scaled Study Scores for individual subjects.

Scaling is used to take into account the varying difficulty of each subject.

This task is undertaken by the Victorian Tertiary Admissions Centre (VTAC).

The ATAR is calculated by combining the Scaled Score from:

- English, Literature, English Language or English EAL result
- Next three highest results
- 10% of the fifth score, and
- 10% of a sixth score if available

*Please note that VET results and Higher Education Studies (University) count towards the 5th and 6th scores.*
VCAL Requirements

SATISFACTORY COMPLETION OF A PROGRAM – AWARD OF A VCAL CERTIFICATE

The nominal duration of each VCAL certificate (e.g. Intermediate—Year 11 / Senior—Year 12) is 1000 hours which requires Students to meet a 95% attendance to attain a VCAL qualification.

At Officer Secondary College a student’s VCAL program is based on a full time enrolment and includes participation in VCAL classroom learning, VET and Structured Workplace Learning.

A student’s VCAL learning program includes each of the four strands – Literacy and Numeracy, Personal Development, Work Related Skills and Industry Specific Skills (generally VET).

At the Intermediate level, students undertake a VET that aligns with their work placement. A student is awarded a Certificate when they gain credits for 10 Units that fulfill the minimum requirements for a student’s learning program.

A credit is gained for successful completion of a Unit of Study.

A Unit of Study can be:

- 1 VCAL unit.
- 1 VCE/VET unit (approximately 100 hours for VET modules/units of competence and/or Further Education (FE) modules). Each Unit of study is justified against the purpose statement for one of the four VCAL curriculum strands. A student’s VCAL learning program also includes:
  - At least one Literacy unit.
  - At least one Numeracy unit.
  - At least one unit from the Industry Specific Skills strand (at the Intermediate and Senior levels this need to include a unit of study from a VET qualification).
  - At least one unit from the Work-Related Skills strand

- At least one unit from the Personal Development Skills strand
- At least six credits at the level or above, of which one must be Literacy and one VCAL Personal Development Skills unit.

ASSESSMENT IN VCAL

Assessment in VCAL is conducted through the use of learning activities which often integrate tasks between strands. It relies on Students achieving competency in a range of non-sequential skills and will require learning outcomes to be repeated within numerous learning activities. Assessment is recorded as either C (competent) or NYC (not yet competent).

Competency refers to the knowledge, skill or attitude that enables Students to effectively perform the skills, activities or functions taught to the standards expected in employment. Competency is developed over time and must have been assessed on numerous occasions in various situations. Competence is a gradual and individual process but it must be achieved in all Learning Outcomes in order for a Unit credit to be awarded.

THE FOLLOWING POINTS ARE IMPORTANT FOR UNDERSTANDING ASSESSMENT IN VCAL:

- The learning outcomes for the VCAL Units are not designed to be taught one at a time or in isolation from each other. The learning outcomes should be viewed holistically in the context of a project or thematic activity. Assessment tasks should therefore reflect the scope of the learning outcomes and may include evidence that is collected over a period of time.
- Evidence of student achievement will be collected as it occurs through ongoing assessment approaches, usually through the development of a portfolio. Teachers will need to be able to observe and collect evidence at different times for different students in some cases.
VCAL Requirements

- Students will be engaged in projects. The program should be designed so that projects or activities holistically link up a number of learning outcomes at the one time. Each project will provide opportunities to collect evidence of achievement of the learning outcomes.

- Assessment can occur at any time during the Unit when the student and teacher are confident that the student is able to demonstrate successful completion of the learning outcome/s. The assessment schedule can be discussed and negotiated in advance during the program.

- The context of the assessment should match the context of the learning program and be consistent with the purpose statement of the VCAL unit. The assessment should be reliable.

- This means that if a student is assessed against the learning outcome on a number of occasions, the results should be consistent.

- The assessment criteria are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. It is the learning outcome that must be achieved. Evidence for each assessment criterion does not need to be collected.

The Level of a VCAL Unit Assessment Task Should Be Determined By:

- The level of a teacher support and supervision required.

- The complexity of the literacy, numeracy and independent learning skills that the student would need to apply to the task. All assessment tasks should be consistent with the purpose statement of the VCAL curriculum strand for which they are designed. Rather than traditional test-based assessments, Units are designed around project-based activities that integrate learning outcomes within a context or thematic approach.

Students who are ready to commit to one specific Industry area can choose to begin their Apprenticeship while studying their VCAL qualifications at Officer Secondary College. If you think you may be interested in this program, you must speak to Ms Lavin.
VCE/VCAL

NOT SATISFACTORY VCE UNIT RESULT

The student receives an N for the unit when one or more of the requirements listed are not achieved:

- The work does not demonstrate achievement of the outcomes.
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules.

REDEMPTION POLICY

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements.

A student may only submit further evidence, or resubmit a School-based Assessment, for reconsideration to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score. However, the school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

If a student is required to complete a redemption of a SAC these will be completed on a Thursday afternoon after school. Students and families will be notified via COMPASS of the requirement to complete this task.

TIMELINES AND DEADLINES

Officer Secondary College will notify students and families of the due dates of all assessments for Unit 1 to 4 work. This will be via COMPASS and the College Assessment Schedule. Students should ensure that all deadlines are met and medical certificates are supplied for any absences. The Later Years Curriculum Leader will oversee this process. If a student does not submit work by the due date, the school may refuse to accept the work and award an “NA” (Not Assessed).

AUTHENTICATION

Rules for authentication of School-assessed tasks and School-assessed coursework: (as stated in the VCE and VCAL Administrative Handbook 2019)

Students need to be aware it is their responsibility to ensure the teacher has no difficulty authenticating their work. Teachers cannot authenticate work about which they have doubts or have not seen in progress, until further evidence is provided. The onus is on the student to provide evidence that the work was completed in accordance with the VCAA’s requirements.

Accordingly, students should see that they follow these rules:

- School Assessed Tasks and School Assessed Coursework is genuinely his or her own.
- A student must acknowledge all resources used, including:
  - Text, websites and source material.
  - The name(s), status of any person(s) who provided assistance and the type of assistance provided, including tutors. Students should utilize the Officer Secondary College referencing template.
- A student must not receive undue assistance from any other person in the preparation and submission of work.
ACCEPTABLE FORMS OF ASSISTANCE INCLUDE:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student, used in context and referenced.
- Prompting and general advice from another person or source which leads to refinements and/ or self-correction

UNACCEPTABLE FORMS OF ASSISTANCE INCLUDE:

- Use of, or copying, another person’s work or other resources without acknowledgment.
- Corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study.
- A student who knowingly assists other students in a breach of rules may be penalised.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

SPECIAL PROVISION

The underlying principle of the VCAA Special Provision policy is to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. The objective is, as far as possible, to remove the barriers to a student demonstrating his or her capabilities in a particular study when their learning or assessment programs are affected by illness, impairment or personal circumstances.

In Year 10 and 11 special conditions required in order to properly attempt a SAC/SAT or exam will be decided by Officer Secondary College. Students in years 10 and 11 should see the Later Years Curriculum Leader for a ‘special arrangements application form’ if they need special consideration during exams or for SACs.

In the case of Year 12 unit 3 & 4 studies, the decision also involves the VCAA.

This Includes:

- Curriculum delivery, classroom learning and School based assessment (determined by the school).
- VCE external assessment (including GAT) and special examination arrangements (responsibility of the VCAA)
- Derived Examination Scores (only applicable if circumstances occur immediately before, two weeks prior, or during the examination period).

Special Provision arrangements allow schools and the VCAA to acknowledge that a student has completed work under the conditions of significant hardship. Students should ensure that any hardship is communicated to the college to enable applications and provision can be implemented as early as possible.

Significant hardship may include:

- an acute or chronic illness
- an impairment or disability, including learning disorders
- environmental factors (including family problems)

Such students may be assisted by:

- extra time to complete work
- assistance from aides
- alternative forms of assessment
- special arrangements for completing examinations

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. It is expected that students absent from school for prolonged periods still comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.
INTELLECTUAL DISABILITY

The Principal has the discretion to approve the enrolment of students with an intellectual disability. The Principal is responsible for advising students of the likelihood of successfully achieving the published Unit outcomes and for deciding appropriate arrangements at the school level.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to EAL status.

Students who apply for EAL status should ensure that they notify the college and also indicate this on their Student Personal Details form.

Students who have been granted EAL status on the basis of unfamiliarity with the English language are not eligible for Special Provision on this basis alone, unless they qualify for EAL status because of a hearing impairment.

STUDENTS WITH HEARING IMPAIRMENT

Students seeking EAL status on the grounds of hearing impairment must:

- produce evidence of a hearing test administered by the Australian Government Hearing Services Program, or an equivalent body, not more than two calendar years prior to the year of enrolment in a Unit 3–4 sequence.
- have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of hearing impairment, or be enrolled in a school for the hearing impaired or a recognised unit or facility for the hearing impaired attached to a regular school.
## Curriculum Pathways From Year 7 to 12

### SUBJECTS BY KEY LEARNING AREA AND YEAR LEVEL

#### ENGLISH

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
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<td>HAP English</td>
<td>HAP English</td>
<td>Advanced English</td>
<td>English/Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bridging English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Introduction to Literature</td>
<td></td>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English as an Additional Language (selected students ONLY)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>English as an Additional Language (selected students ONLY)</td>
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</tbody>
</table>

#### HEALTH AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Health and Physical Education</td>
<td>Core Health and Physical Education</td>
<td>Elective Mind, Body and Spirit</td>
<td>Core Health and Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Elective Sporting Excellence 1</td>
<td>Elective Introduction to VCE PE (Sporting Excellence 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Sport</td>
<td>*Sport</td>
<td>Elective Choice Competitive Sports / Lifelong Sports</td>
<td>Elective Choice Sport and Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate III Sport and Recreation</td>
<td>Certificate III Sport and Recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to VCE Health and Human Development</td>
<td>Health and Human Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective Outdoor Recreation</td>
<td>Outdoor and Environmental Studies (available at Year 10 only)</td>
<td>Outdoor and Environmental Studies (available at Year 11 only)</td>
<td></td>
</tr>
</tbody>
</table>
### HUMANITIES

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Humanities</td>
<td>Core Humanities</td>
<td>Core Humanities</td>
<td>Core Humanities - 1 semester</td>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td>HAP Humanities</td>
<td>HAP Humanities</td>
<td>Elective History Through Cinema</td>
<td>Global Empires</td>
<td>History Revolutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective Environmental Change</td>
<td>Geography</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective Introduction to Business</td>
<td>Accounting</td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Legal Studies</td>
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### LOTE-CHINESE

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Chinese</td>
<td>Core Chinese</td>
<td>Elective-Chinese full year</td>
<td>Elective-Chinese full year</td>
<td>Chinese second Language</td>
<td>Chinese second Language</td>
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</table>

### MATHS

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAP Maths</td>
<td>HAP Maths</td>
<td>HAP Maths</td>
<td>Advanced Maths</td>
<td>Maths Methods</td>
<td>Maths Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective STEM-Robotics</td>
<td>Specialist Maths</td>
<td>Specialist Maths</td>
</tr>
<tr>
<td>Core Maths</td>
<td>Core Maths</td>
<td>Core Maths</td>
<td>Core Maths</td>
<td>General Maths</td>
<td>Further Maths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Foundation Maths</td>
<td>Foundation Maths</td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Pathways From Year 7 to 12

### Performing Arts

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance-Dance/Drama</td>
<td>Performance-Dance/Music</td>
<td>Elective Dance</td>
<td>Elective Dance</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective Dance</td>
<td>Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective Music</td>
<td>Music Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/HAP Science</td>
<td>Core/HAP Science</td>
<td>Core/HAP Science</td>
<td>Core Science</td>
<td>Psychology or Biology or Environmental Science</td>
<td>Psychology or Biology or Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective Introduction to Psychology and Biology</td>
<td>Psychology or Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective Forensic Science</td>
<td>Physics or Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective Introduction to Physics and Chemistry</td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
<td>Environmental Science</td>
</tr>
</tbody>
</table>

### Technology - Food

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
<td>Food Technology</td>
<td>Elective Make, Bake and Decorate</td>
<td>Elective Young Chefs</td>
<td>Food Studies</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective Fast Food vs Healthy Foods</td>
<td>Elective Food Fusion</td>
</tr>
</tbody>
</table>

---

Learning Together; Learning to Lead; Together we Inspire

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20
## SUBJECTS BY KEY LEARNING AREA AND YEAR LEVEL

### TECHNOLOGY - MATERIALS

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Materials</td>
<td>Elective Introduction to Electronics</td>
<td>Mechatronics</td>
<td>Systems Engineering</td>
<td>Systems Engineering</td>
</tr>
<tr>
<td>Metal Technology</td>
<td>Wood Technology</td>
<td>Product Design and Technology</td>
<td>Product Design and Technology</td>
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<td>Product Design and Technology</td>
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</tbody>
</table>

### TECHNOLOGY - DIGITAL

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Ready - 1</td>
<td>ICT Ready - 2</td>
<td>Applied Computing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Certificate III Information, Digital Media and Technology</td>
<td>Certificate III Information, Digital Media and Technology</td>
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</tbody>
</table>

### VISUAL ARTS

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 Unit 1 and 2</th>
<th>Year 12 Unit 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
</tr>
<tr>
<td>Media Art - Digital Film and Photography</td>
<td>Media</td>
<td>Media</td>
<td>Media</td>
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</tr>
</tbody>
</table>
# Curriculum Structure For Year 11 and 12

## VCE

### YEAR 11

**PATHWAYS**
- 4 lessons per week each subject

<table>
<thead>
<tr>
<th>VCE 4 PERIODS PER WEEK</th>
<th>Semester One - Unit 1</th>
<th>Semester Two - Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Subject choice 2</td>
<td>Subject choice 2</td>
</tr>
<tr>
<td>OR</td>
<td>Subject choice 3</td>
<td>Subject choice 3</td>
</tr>
<tr>
<td>OR/AND Literature</td>
<td>Subject choice 4</td>
<td>Subject choice 4</td>
</tr>
<tr>
<td>OR/AND English Language</td>
<td>Subject choice 5</td>
<td>Subject choice 5</td>
</tr>
<tr>
<td>OR</td>
<td>Subject choice 6</td>
<td>Subject choice 6</td>
</tr>
<tr>
<td>English-as an additional Language (available for selected students ONLY)</td>
<td>OR</td>
<td>Subject choice 6</td>
</tr>
<tr>
<td>OR</td>
<td>Units 3 and 4 Study</td>
<td>Units 3 and 4 Study</td>
</tr>
<tr>
<td>VET Study</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>VET Study</td>
<td>VET Study</td>
</tr>
</tbody>
</table>

---

### YEAR 12

<table>
<thead>
<tr>
<th>VCE 4 PERIODS PER WEEK</th>
<th>Semester One - Unit 3</th>
<th>Semester Two - Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Subject choice 1</td>
<td>Subject choice 2</td>
</tr>
<tr>
<td>OR</td>
<td>Subject choice 3</td>
<td>Subject choice 3</td>
</tr>
<tr>
<td>OR/AND Literature</td>
<td>Subject choice 4</td>
<td>Subject choice 4</td>
</tr>
<tr>
<td>OR/AND English Language</td>
<td>Subject choice 5</td>
<td>Subject choice 5</td>
</tr>
<tr>
<td>OR</td>
<td>Subject choice 6</td>
<td>Subject choice 6</td>
</tr>
<tr>
<td>English-as an additional Language (available for selected students ONLY)</td>
<td>OR</td>
<td>Subject choice 6</td>
</tr>
<tr>
<td>OR</td>
<td>Units 3 and 4 Study</td>
<td>Units 3 and 4 Study</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>VET Study</td>
<td>VET Study</td>
<td>VET Study</td>
</tr>
</tbody>
</table>

## STUDY LESSONS

- Learning Together; Learning to Lead; Together we Inspire
- Higher Education Study
- OR
- VET Study (scored only)
## Curriculum Structure For Year 11 and 12

### VCAL

<table>
<thead>
<tr>
<th>YEAR 11 INTERMEDIATE CERTIFICATE</th>
<th>YEAR 12 SENIOR CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PATHWAY—BRIDGING TO VCAL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School day attendance—</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Monday/ Tuesday and Thursday</strong></td>
<td></td>
</tr>
<tr>
<td>Wednesday VET access via onsite-</td>
<td></td>
</tr>
<tr>
<td>Officer Secondary College or TAFE</td>
<td></td>
</tr>
<tr>
<td><strong>Friday - Work Placement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One—</strong></td>
<td><strong>Semester Two—</strong></td>
</tr>
<tr>
<td>VCE</td>
<td>VCE</td>
</tr>
<tr>
<td>Foundation Mathematics Year 11 only</td>
<td>Mathematics Year 11 only</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Numeracy Skills Intermediate</td>
<td>Numeracy Skills Intermediate</td>
</tr>
<tr>
<td>VCE</td>
<td>VCE</td>
</tr>
<tr>
<td>Foundation English Year 11 only</td>
<td>Foundation English Year 11 only</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Literacy Skills</td>
<td>Literacy Skills</td>
</tr>
<tr>
<td>Work Related skills</td>
<td>Work Related skills</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>VCE option</td>
<td>VCE option</td>
</tr>
<tr>
<td>Personal Development Skills</td>
<td>Personal Development Skills</td>
</tr>
<tr>
<td>Industry Specific Skills</td>
<td>Industry Specific Skills</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>VET certificates II or above</td>
<td>VET certificates II or above</td>
</tr>
<tr>
<td>Headstart: Certificate III</td>
<td>Headstart: Certificate III</td>
</tr>
<tr>
<td>Structured Workplace Learning</td>
<td>Structured Workplace Learning</td>
</tr>
<tr>
<td><strong>School day attendance—</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Monday/ Tuesday and Thursday</strong></td>
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</tr>
<tr>
<td>Wednesday VET access via onsite-</td>
<td></td>
</tr>
<tr>
<td>Officer Secondary College or TAFE</td>
<td></td>
</tr>
<tr>
<td><strong>Friday - Work Placement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One—</strong></td>
<td><strong>Semester Two—</strong></td>
</tr>
<tr>
<td>VCE</td>
<td>VCE</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Numeracy Skills Senior</td>
<td>Numeracy Skills Senior</td>
</tr>
<tr>
<td>VCE English</td>
<td>VCE English</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Literacy Skills Intermediate or Senior</td>
<td>Literacy Skills Intermediate or Senior</td>
</tr>
<tr>
<td>Work Related skills</td>
<td>Work Related skills</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>VCE option</td>
<td>VCE option</td>
</tr>
<tr>
<td>Personal Development Skills</td>
<td>Personal Development Skills</td>
</tr>
<tr>
<td>Industry Specific Skills</td>
<td>Industry Specific Skills</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>VET certificates II or above</td>
<td>VET certificates II or above</td>
</tr>
<tr>
<td>Headstart: Certificate III</td>
<td>Headstart: Certificate III</td>
</tr>
<tr>
<td>Structured Workplace Learning</td>
<td>Structured Workplace Learning</td>
</tr>
</tbody>
</table>

Learning Together; Learning to Lead; Together we Inspire
Curriculum Structure For Year 11 and 12

Each VCAL unit contains accredited learning outcomes that are generic which allows Officer Secondary College to develop and plan units to cater for students needs at the college. Each VCAL unit is 100 nominal hours in length and contributes to one credit toward the VCAL certificate. The nominal hours can include both scheduled and unscheduled time. Total hours for each certificate is 1000 hours.

15 lessons per week of school hours. (Monday, Tuesday, Thursday)

- 4-Literacy
- 4-Numeracy- VCE Foundation Mathematics
- 4-Personal Development skills
- 3-Work Related Skills
- Full Day-VET study- (Wednesday)
- Full Day-Work Placement- (Friday)

PATHWAYS

The possible pathways from Intermediate VCAL

- Senior Level VCAL
- Completion of VCE
- Apprenticeships and traineeships
- Certificate I and above VET courses
- Employment

The possible pathways from Senior VCAL

- Completion of VCE
- Apprenticeships and traineeships
- Certificate II and above VET courses
- Employment
- Industry Pathways

Enrolment in this program is limited and students will go through an application process and selected students will be notified by the college. All interested applicants must apply and will be considered for approval by the college.

VICTORIAN CERTIFICATE OF EDUCATION

Year 11 Students: select 10 preferences in order of preference
Year 12 Students: select 5 preferences in order of preference

- VCE Accounting
- VCE Applied Computing (Unit 1 and 2 only)
- VCE Biology
- VCE Business Management
- VCE Chemistry
- VCE Chinese Language, Culture and Society
- VCE Chinese - Second Language
- VCE Dance
- VCE Drama
- VCE English
- VCE English Language (Unit 1 and 2 only 2020)
- VCE Environmental Science (Unit 1 and 2 only 2020)
- VCE Food Studies
- VCE Foundation English
- VCE Foundation Maths (Unit 1 and 2 only)
- VCE General Mathematics
- VCE Geography
- VCE Health and Human Development
- VCE History-Global Studies (Unit 1 and 2 only)
- VCE History Revolutions (Units 3 and 4 only)
- VCE Industry and Enterprise
- VCE Legal Studies
- VCE Literature
- VCE Maths Methods
- VCE Media
- VCE Music Performance
- VCE Outdoor and Environmental Studies
- VCE Physical Education
- VCE Physics
- VCE Product Design and Technology
- VCE Psychology
- VCE Specialist Mathematics
- VCE Studio Art
- VCE Systems Engineering
- VCE Visual Communication Design

Learning Together; Learning to Lead; Together we Inspire
VOCATIONAL EDUCATION AND TRAINING (VET) - (select 3 preferences in order of preference)

Onsite choices

- Certificate II Engineering Studies
- Certificate III Information, Digital Media and technology (2-year study-scored)
- Certificate III Sport and Recreation (2-year study-scored)

Access via TAFE providers

Officer Secondary has developed partnerships to ensure that students have access to a wide variety of VET options. These can be linked to a VCE or VCAL course or during Year 10 studies. Students can access VET in schools offered by Chisholm TAFE and programs through the South-East VET cluster. These options enable young people to broaden their studies, undertake general and vocational studies. A full list of options is available through the course counselling process at the college and via the following links:


https://www.chisholm.edu.au/students/secondary-school
Compass

The College uses the online COMPASS management system. Students and Parents are able to access COMPASS to view the following:

- Subject overview
- Week to week assessment
- Assessment tasks
- Homework tasks
- Graded assessment
- Subject learning resources
- Reports

BYOD Program

The College Managed Bring Your Own Device (BYOD) program provides students with a one to one device essential for the development of 21st century skills as well as providing students with unlimited access to subject learning resources. The managed BYOD program means that all students have a device that the school's ICT infrastructure can support. The specifications are carefully considered so that all students can access programs and tools necessary for their ongoing learning. All students must purchase a school approved device.

Homework

Homework is essential for steady progress in all subject areas and overall academic performance. Students need a quiet time set aside to review lessons, practise skills and work on projects or assignments. Where specific homework tasks have not been set for a class, students should be reviewing subject material, complete reading and maintain an understanding and knowledge of key world issues.

The College recommends that students complete the following amount of time on homework each week, which will provide most students with adequate study time.

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>5-6 hours per week</td>
</tr>
<tr>
<td>Year 8</td>
<td>6-7 hours per week</td>
</tr>
<tr>
<td>Year 9</td>
<td>7-8 hours per week</td>
</tr>
<tr>
<td>Year 10</td>
<td>8-9 hours per week</td>
</tr>
<tr>
<td>Year 11</td>
<td>10-14 hours per week</td>
</tr>
<tr>
<td>Year 12</td>
<td>12-15 hours per week</td>
</tr>
</tbody>
</table>

The College also offers a homework club each Wednesday between 2.30 to 3.10 pm in the College Resource Centre. During this time, students can seek additional assistance and support with subject work. During Year 12, teachers will offer additional tutorials which may occur at lunchtimes, before or after school (at the discretion of the teacher).
Accelerated Pathways

Officer Secondary College provides a range of opportunities for academic enrichment. Our curriculum allows for a personalised program designed to cater for individual needs. Teachers differentiate lessons so that opportunities for academic enrichment occur in the majority of the learning activities. However, the College also offers a range of activities designed to develop the individual talents of each student. The opportunity to early access is guided by the following criteria:

Year 11 and 12 Early Access Criteria for commencing VCE Units 1 and 2 or Units 3 and 4:

1. Above standard in CATS/SACs in subject area
2. GPA in core subjects and selected subject above 3
3. Victorian Curriculum judgements above standard or standardised testing data above standard
4. Above standard in skills, in Early Access subject chosen. Successful completion of Unit 1 and 2 study with above C+ standard result (Unit 3 and 4 entry)
5. At standard achieved in English studies

At Officer Secondary College, we aim to develop in every child the belief that learning success is the result of effort and persistence, not only natural talent.

College Assessment and Reporting

Assessment and Reporting of a student’s academic progress reflects the aims and objectives of the College and is completed on a regular basis.

Every five weeks each student at the College receives a Grade Point Average (GPA). The GPA is a measure of each student’s learning behaviours and they are awarded a score out of 4. The score is representative of how the student has applied themselves across all of their subjects over the past half term. Positive examples of these learning behaviours should lead students to succeeding academically at the highest level. This also includes Attendance if a student is absent as we believe they miss an opportunity for learning.

At the end of Terms 1 and 3, Parent/Student/Teacher Conferences are held. These are a great opportunity for discussion of student performance with each child’s teachers. It is a great opportunity to discuss any concerns about your child’s academic performance and/or interaction in the classroom with their peers. Families are encouraged to attend these conferences and appointment times can be arranged via COMPASS. For VCE students the term 3 Parent/Student/Teacher Conferences are held early in the term to provide students with timely feedback to make adjustments prior to the end of the year.

At the end of Terms 2 and 4, Parents receive a progress report via COMPASS from each subject teacher. Each report provides a detailed summary of a student’s academic performance, assessment tasks, performance in key skill areas and provides an outline of academic achievement and areas for improvement.
The VCAL's flexibility enables the College to design a study program that suits the interests and learning needs of individual Students. Students select an accredited Vocational Education and Training (VET) Study as part of units from the following four compulsory strands of VCAL.

<table>
<thead>
<tr>
<th>VCAL LEVEL</th>
<th>LITERACY &amp; NUMERACY STRAND</th>
<th>PERSONAL DEVELOPMENT STRAND</th>
<th>WORK RELATED STRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>Literacy Skills in Reading, Writing and Oral Communication. Numeracy Skills for personal, work and social lives.</td>
<td>Delivered through Subject specific work plus project work both at school and within the community</td>
<td>Structured Work Placement (one fixed day per week with an approved employer) plus additional learning in OHS and other workplace skills</td>
</tr>
<tr>
<td>Senior</td>
<td>Further Literacy Skills in Reading, Writing and Oral Communication. Further Numeracy Skills.</td>
<td>Delivered through Subject specific work plus project work both at school and within the community</td>
<td>Structured Work Placement (one fixed day per week with an approved employer) plus additional learning in OHS and other workplace skills</td>
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<tr>
<td>(Year 11)</td>
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<td>Any VET Study Year 1</td>
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<td></td>
<td></td>
<td></td>
<td>VCE Industry and Enterprise-Unit 1</td>
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<td>Any VET Study Year 2</td>
</tr>
</tbody>
</table>

Learning Together: Learning to Lead. Together we Inspire
LITERACY:

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills. Where literacy units are identified in VET certificates as suitable for literacy skills development, they will need to be consistent with the Literacy Skills purpose statement. Literacy units from one or more accredited certificates may be combined to provide the literacy component of the learning program.

The Literacy Skills units are premised on the understanding that effective literacy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real life’ approach to literacy development.

Literacy includes reading, writing and oral communication skills.

PATHWAYS

• Intermediate and Senior level VCAL
• Certificate III in General Education for Adults
• Certificate III TAFE courses
• School Based Apprenticeships
• Employment

Link to the Study Design
NUMERACY:

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

Intermediate Certificate

The Intermediate unit looks at mathematics applied to tasks which are part of the students’ normal routine and also outside their immediate personal environment such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. At exit Intermediate level, students will be able to attempt a series of operations or tasks with some confidence, select the appropriate method or approach required and communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

KEY UNITS

- NUM021 Numeracy Skills Intermediate

The Numeracy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

- Numeracy for Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.
- Numeracy for Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Numeracy for Personal Organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- Numeracy for Knowledge deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

PATHWAYS

- Intermediate and Senior level VCAL
- Certificate III in General Education for Adults
- Certificate III TAFE courses
- School Based Apprenticeships
- Employment.

Link to the Study Design
INDUSTRY RELATED SKILLS:

Industry Specific Skills Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. (http://www.vcaa.vic.edu.au) VCAL units within the Industry Specific Skills Strand.

At Intermediate level of the VCAL, curriculum selected for this strand must be drawn from nationally recognised VET qualifications such as state accredited curriculum or Training Packages.

All students at Officer Secondary College students will complete the VCE Industry and Enterprise Unit 1 over the course of their Intermediate studies, as well as a recognised VET course as part of their individualized program.

WORK RELATED SKILLS:

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

The Work-Related Skills units are designed to:
• integrate learning about work skills with prior knowledge and experiences
• enhance the development of employability skills through work-related contexts
• develop critical thinking skills that apply to problem solving in work contexts
• develop planning and work-related organisational skills
• develop OHS awareness
• develop and apply transferable skills for work-related contexts.

PATHWAYS
• employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
• skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.
PERSONAL DEVELOPMENT SKILLS:

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- the development of self, social responsibility
- building community, civic and civil responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

The curriculum principles underpinning learning programs include:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community.

PATHWAYS

- Intermediate and Senior level VCAL
- Certificate III TAFE courses
- School Based Apprenticeships
- Employment.

VCAL ASSESSMENT

A range of assessment methods and task types may be used when completing your VCAL qualifications. These include, but are not limited to:

- evidence of information and communications technology (ICT), including internet usage, blogs, wikis, podcasts, eportfolios, multimedia presentations and vodcast
- teacher observation and/or checklists
- self-assessment inventories
- physical demonstration of understanding of written or oral text
- a portfolio of accumulated evidence: evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- written text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing practical tasks
- reflective work journals
- student log book
VCE Units
Learning Together; Learning to Lead; Together we Inspire
**English**

**ENGLISH / ENGLISH AS A SECOND LANGUAGE (EAL)**

**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.

**Areas of Study:**
1. Reading and Comparing text
2. Analysing and presenting Argument

**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.

**Areas of Study:**
1. Reading and Creating text
2. Analysing and presenting Argument

**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. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

**Areas of Study:**
1. Reading and creating texts
2. Analysing argument
3. Listening to text (EAL only)

**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. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

**Areas of Study:**
1. Reading and comparing texts
2. Presenting argument

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
English

ENGLISH LANGUAGE

Unit 1: Language and communication
Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others.

Areas of Study:
1. Nature and functions of Language
2. Child Language Acquisition

Unit 2: Language change
In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English.

Areas of Study:
1. English across time
2. Englishes in contact

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Unit 1: Approaches to Literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study:
1. Reading practices
2. Ideas and concerns in texts

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study:
1. The text, the reader and their contexts
2. Exploring connections between texts

Link to the Study Design
DANCE

Unit 1
In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

Areas of Study:
1. Dance perspectives
2. Choreography and performance
3. Dance technique and performance
4. Awareness and maintenance of the dancer’s body

Unit 2
This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form.

Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Areas of Study:
1. Dance perspectives
2. Choreography, performance and dance-making analysis
3. Dance technique, performance and dance analysis

Unit 3
In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing.

Areas of Study:
1. Dance perspectives
2. Choreography, performance and analysis of a skills-based solo dance work
3. Dance technique, performance and analysis of a learnt dance work

Unit 4
In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work, students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. Area of Study 1 Dance perspectives.

Areas of Study:
1. Dance perspectives
2. Choreography, performance and dance-making analysis

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
**Unit 1: Introducing performance styles**

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and a work by professional drama performers.

**Areas of study:**
1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing a professional drama performance

**Unit 2: Australian identity**

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

**Areas of study:**
1. Using Australia as inspiration
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing an Australian drama performance

Link to the study design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Unit 1: Media forms, representations and Australian stories
In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read.

Areas of Study:
1. Media representations
2. Media forms in production
3. Australian stories

UNIT 2: Narrative across media forms
In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Areas of Study:
1. Narrative, style and genre
2. Narratives in production
3. Media and change

Unit 3: Media Narratives and pre-production
In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Areas of Study:
1. Narrative and ideology
2. Media production development
3. Media production design

Unit 4: Media production and issues in the media
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study:
1. Media production
2. Agency and control in and of the media

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
The Arts

MUSIC PERFORMANCE

Unit 1: Music Performance
This unit focuses on building students’ performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:
1. Performance
2. Preparing for performance
3. Music language

Unit 2: Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:
1. Performance
2. Preparing for performance
3. Music language
4. Organisation of sound

Unit 3: Music Performance
This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:
1. Performance
2. Preparing for performance
3. Music language

Unit 4: Music Performance
This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Areas of Study:
1. Performance
2. Preparing for performance
3. Music language

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
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.

Areas of Study:
1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques

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.

Areas of Study:
1. Exploration of studio practice and development of artworks
2. Ideas and styles in artworks

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

Areas of Study:
1. Exploration proposal
2. Studio process
3. Artists and studio practices

Unit 4: Studio practice and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3.

Areas of Study:
1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
VISUAL COMMUNICATION DESIGN

Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Areas of Study:
1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communications in context

Unit 2: Applications of visual communication within design fields
This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Areas of Study:
1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

Unit 3: Visual communication design practices
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Areas of Study:
1. Analysis and practice in context.
2. Design industry practice
3. Developing a brief and generating ideas

Unit 4: Visual communication design development, evaluation and presentation
The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials.

Areas of Study:
1. Development, refinement and evaluation
2. Final presentations

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
UNIT 1: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Areas of Study:
1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. 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.

Areas of Study:
1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

Unit 3: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study:
1. How are movement skills improved?
2. How does the body produce energy

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Areas of Study:
1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
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.

Areas of Study:
1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

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.

Areas of Study:
1. Developmental transitions
2. Health care in Australia

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.

Areas of Study:
1. Understanding health and wellbeing
2. Promoting health and wellbeing

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.

Areas of Study
1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Areas of Study:
1. Motivations for outdoor experiences
2. Influences on outdoor experiences

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Areas of Study:
1. Investigating outdoor environments
2. Impacts on outdoor environments

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Areas of Study:
1. Historical relationships with outdoor environments
2. Relationships with Australian environments since 1990

Unit 4: Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

Areas of Study:
1. Healthy outdoor environments
2. Sustainable outdoor environments

Link to the study design.
Humanities

ACCOUNTING

Unit 1: Role of accounting in business
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Areas of Study:
1. The role of accounting
2. Recording financial data and reporting accounting information for a service business

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

Areas of Study:
1. Accounting for inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

Unit 3: Financial accounting for a trading business
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Areas of Study:
1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

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

Areas of Study:
1. Extension of recording and reporting
2. Budgeting and decision-making

Links to Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Humanities

BUSINESS MANAGEMENT

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study:
1. The business idea
2. External environment
3. Internal environment

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.

Areas of Study:
1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

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.

Areas of Study:
1. Business foundations
2. Managing employees
3. Operations management

Unit 4: Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study:
1. Reviewing performance - the need for change
2. Implementing change

Link to the Study Design
HISTORY-GLOBAL EMPIRES

Unit 1: The making of empires 1400–1775
This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe. The key idea, however, to give impetus to new global empires was mercantilism. As the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

Areas of Study:
Exploration and expansion
Disruptive ideas

Unit 2: Empires at work 1400–1775
In this unit students explore the operation of European colonies and the challenges they faced from within and without. The many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years’ War (1754–63). Britain’s success in this war led to a period of dominance which lasted well into the twentieth century. In each area of study, students should study in depth at least one European colony in the Americas, Africa or the Caribbean.

Areas of Study:
New colonies, new profits
Challenges of empires

HISTORY (REVOLUTIONS) (Unit 3/4 only)
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. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Areas of Study:
1. Unit 3 and Unit 4 Causes of revolution
2. Unit 3 and Unit 4 Consequences of revolution

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Humanities

LEGAL STUDIES

Unit 1: Guilt and liability
Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of Study:
1. Legal foundations
2. The presumption of innocence
3. Civil liability

Unit 2: Sanctions, remedies and rights
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed.

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of Study:
1. Sanctions
2. Remedies
3. Rights

Unit 3: Rights and justice
The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study:
1. The Victorian criminal justice system
2. The Victorian civil justice system

Unit 4: The people and the law
The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios. Area of Study 1 The people and the Australian Constitution.

Areas of Study:
1. The people and the Australian Constitution
2. The people, the parliament and the courts

Links to Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
GEOGRAPHY

Unit 1: Hazards and disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Areas of Study:
1. Characteristics of hazards
2. Response to hazards and disasters

Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries.

Areas of Study:
1. Characteristics of tourism
2. Characteristics of tourism

Links to Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Unit 1
In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

Areas of Study:
1. Family and education in China
2. Listening and speaking in Chinese
3. Reading and writing in Chinese

Unit 2
This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

Areas of Study:
1. Myths, legends and art of China
2. Listening and speaking in Chinese
3. Reading and writing in Chinese

Unit 3
In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to infer meaning from linguistic and contextual features of various sources.

Areas of Study:
1. Chinese culture and philosophy
2. Listening and speaking in Chinese
3. Reading and writing in Chinese

Unit 4
This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills in the area of future employment.

Areas of Study:
1. Modern China
2. Listening and speaking in Chinese
3. Reading and writing in Chinese

Links to Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Unit 1
In this unit students develop an understanding of the language and culture(s) of Chinese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Students reflect on the interplay between language and culture, and its impact on the individual’s language use in specific contexts and for specific audiences.

Areas of Study:
1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Unit 2
In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary, grammar knowledge and language skills.

Areas of Study:
1. Interpersonal communication
2. Interpretive communication
3. Presentational communication

Link to the Study Design
Mathematics

FOUNDATION MATHEMATICS (Units 1/2 only)

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Areas of Study:
1. Space, shape and design
2. Patterns and number
3. Data
4. Measurement

GENERAL MATHEMATICS (Unit 1 and 2)

Unit 1
General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, incorporated throughout each unit as applicable.

Areas of Study:
1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics
Further Mathematics consists of two Areas of Study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Area of Study 1**

**Unit 3 - Core**
1. Data analysis
2. Recursion and financial modelling

**Area of Study 2**

**Unit 4 - Applications**
1. Matrices
2. Networks and decision mathematics
3. Geometry and measurement
4. Graphs and relations

On completion of this unit, students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Mathematics

MATHEMATICS METHODS

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. The focus of Unit 1 is the study of simple algebraic functions. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology.

Areas of Study:
1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

Unit 2
In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology.

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and statistics

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

Areas of Study:
1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Mathematics

SPECIALIST MATHEMATICS

Units 1 and 2
These Units provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study:
1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

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

Areas of Study:
1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Science

BIOLOGY

Unit 1: How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

Areas of Study:
1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

Unit 2: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. 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 use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Areas of Study:
1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

Unit 3: How do cells maintain life?
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pair specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study:
1. How do cellular processes work?
2. How do cells communicate?

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 investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Areas of Study:
1. How are species related?
2. How do humans impact on biological processes?
3. Practical investigation

Link to the study design
Unit 1: How can the diversity of materials be explained?
In this Unit students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study:
1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation

Unit 2: What makes water such a unique chemical?
In this Unit students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Areas of Study:
1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation

Unit 3 How can chemical processes be designed to optimise efficiency?
In this Unit, students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox reactions, and apply Faraday’s laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Areas of Study:
1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

Outcomes
On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and

Unit 4: How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Areas of Study:
1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Science

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study:
1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study:
1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study:
1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

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 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, as a scientific model, 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. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

Areas of Study:
1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation

Link to the Study Design
Science

PHYSICS

Unit 1: What ideas explain the physical world?
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Areas of Study:
1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

Unit 2: What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Areas of Study:
1. How can motion be described and explained?
2. Options
3. Practical investigation

Unit 3: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study:
1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study:
1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule.
Science

ENVIRONMENTAL SCIENCE

Unit 1: How are Earth's systems connected?
In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Areas of Study:
1. How is life sustained on Earth?
2. How is Earth a dynamic system?
3. Practical investigation

Unit 2: How can pollution be managed?
In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth’s four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Areas of Study:
1. When does pollution become a hazard?
2. What makes pollution management so complex?
3. Case study

Link to the Study Design
Technology

FOOD STUDIES

Unit 1: Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students then look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Areas of Study:
1. Food around the world
2. Food in Australia

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia. Students focus on commercial food production industries, and look at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

Areas of Study:
1. Food industries
2. Food in the home

Unit 3: Food in daily life
This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students also focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Areas of Study:
1. The Science of food
2. Food choice health and wellbeing

Unit 4: Food issues, challenges and futures.
In this unit students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Students also focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Areas of Study:
1. Environment and ethics
2. Navigating food information

Link to the Study Design
Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Areas of Study:
1. Sustainable redevelopment of a product
2. Producing and evaluating a redeveloped product

Unit 2: Collaborative design

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

Areas of Study:
1. Designing within a team
2. Producing and evaluating within a team

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Areas of Study:
1. Designing for end-user/s
2. Product development in industry
3. Designing for others

UNIT 4: Production development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors. Students use comparative analysis and evaluation methods to make judgments about commercial product design and development. Students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. Students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product’s features for an end-user/s.

Areas of Study:
1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

Link to the Study Design
Systems Engineering

Unit 1: Mechanical systems
This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Areas of Study:
1. Mechanical system design
2. Producing and evaluating mechanical systems

Unit 2: Electrotechnological systems
In this unit students study fundamental electrotechnological engineering principles. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Areas of Study:
1. Electrotechnological systems design
2. Producing and evaluating electrotechnological systems

Unit 3: Integrated and controlled systems
In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students’ understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Areas of Study:
1. Integrated and controlled systems design
2. Clean energy technologies

Unit 4: Systems control
In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Areas of Study:
1. Producing and evaluating integrated and controlled systems
2. New and emerging technologies

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule
Technology

APPLIED COMPUTING

Unit 1: Applied computing
In this unit students are introduced to the stages of the problem-solving methodology. Students 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.

Areas of Study:
1. Data analysis
2. Programming

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.

Areas of Study:
1. Innovative solutions
2. Network security

Link to the Study Design

Some VCE courses have a cost, please refer to the separate Officer Secondary College fee schedule

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Material: Food, Technology

Electives:
- Introduction to Electronics
- Mechatronics
- Product Design and Technology
- Young Chefs
- Food Fusion

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Year 7: Materials, Food Technology
Year 8: Materials, Food Technology
Year 9: Electives: Introduction to Electronics, Mechatronics, Product Design and Technology, Young Chefs, Food Fusion
Year 10: Applied Computing, Food Studies, Product Design and Technology, Systems Engineering, Certificate II in Engineering Studies
VCE Units 1/2: Applied Computing, Food Studies, Product Design and Technology, Systems Engineering, Certificate II in Engineering Studies
VCE Units 3/4: Food Studies, Product Design and Technology, Systems Engineering, Certificate II in Engineering Studies

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Learning Together: Learning to Lead. Together we Inspire
General Achievement Test - Compulsory for all Students Completing Unit 3 and 4

The General Achievement Test (GAT) is a test of general knowledge in:
- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

Each test is designed to test the general knowledge and skills of students that they have acquired through their secondary education.

The GAT is an essential and compulsory for all students studying a Unit 3 and 4 sequences of study. Although the results do not directly count toward their ATAR, it can play a pivotal role in checking school-based assessments and external assessments have been graded accurately and in calculating a derived examination score if required.

VCAA will utilize the GAT score for:
- Statistical moderation of school based assessment
- Checking accuracy of external assessment
- Calculating Derived Examination Scores.

The GAT is scheduled in June each year and the date is determined by the VCAA.
VET Units
At Officer Secondary College a range of both onsite and offsite VET programs are available.

ONSITE course include:

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<td>Engineering</td>
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<td>Sport and Recreation</td>
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VCE VET Programs are offered as part of the VCE. VCE VET programs can contribute a Unit 1-4 sequence in their own right for completion of the VCE. Some VET programs can also provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program. Students who complete recognised VET qualifications within the VCE receive a nationally recognised training credential.

Please find additional information at:

22470VIC

CERTIFICATE II ENGINEERING

UNIT DESCRIPTION

Certificate II provides students with the skills and knowledge to undertake an apprenticeship in Engineering trades or with the foundations for Professional Engineering roles. Units 1&2 cover areas in Occupational Health and Safety, Computing Technology, using power and hand tools and basic machining incorporating the use of lathes, milling machine and surface grinder. Depending on the electives chosen the two electives can be from streams in: Fabrication, general engineering, machining and engineering technical.

It provides an overview of engineering, fabricating and electrical components that would be experienced and further expanded on, in a career in the manufacturing, engineering industries.

22470VIC Certificate II in Engineering Studies is offered in partnership via auspicing with registered organization: Australian Institute of Education and Training RTO Number: 121314.


PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates’ entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

This includes:

- Apprenticeship Fitting and Machining
- Certificate IV in Engineering
- Diploma in Engineering
- Engineering Degree [Mechanical]

COST

Cost Associated
**ICT30115**

**CERTIFICATE III INFORMATION, DIGITAL MEDIA AND TECHNOLOGY** *(2-Year Study-Scored)*

**UNIT DESCRIPTION**

Certificate III in Information, Digital Media and Technology: recognition of up to two units of credit at Units 1 and 2 level and a Units 3 and 4 sequence. Students who are able to undertake further training to complete the certificate III in Information, Digital Media and Technology qualification may be eligible for further credit at Units 3 and 4 level.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Information, Digital Media and Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for VCE VET Information, Digital Media and Technology, no contribution to the ATAR will be available.

Students who undertake additional training from certificate III and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

**COST**

Cost Associated

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**SIS30115**

**CERTIFICATE III SPORT AND RECREATION** *(2-Year Study-Scored)*

**UNIT DESCRIPTION**

Certificate III in Sport and Recreation: provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

**COST**

Cost Associated
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officer.sc@edumail.vic.gov.au