



# Year 11/12 Course Selection Handbook



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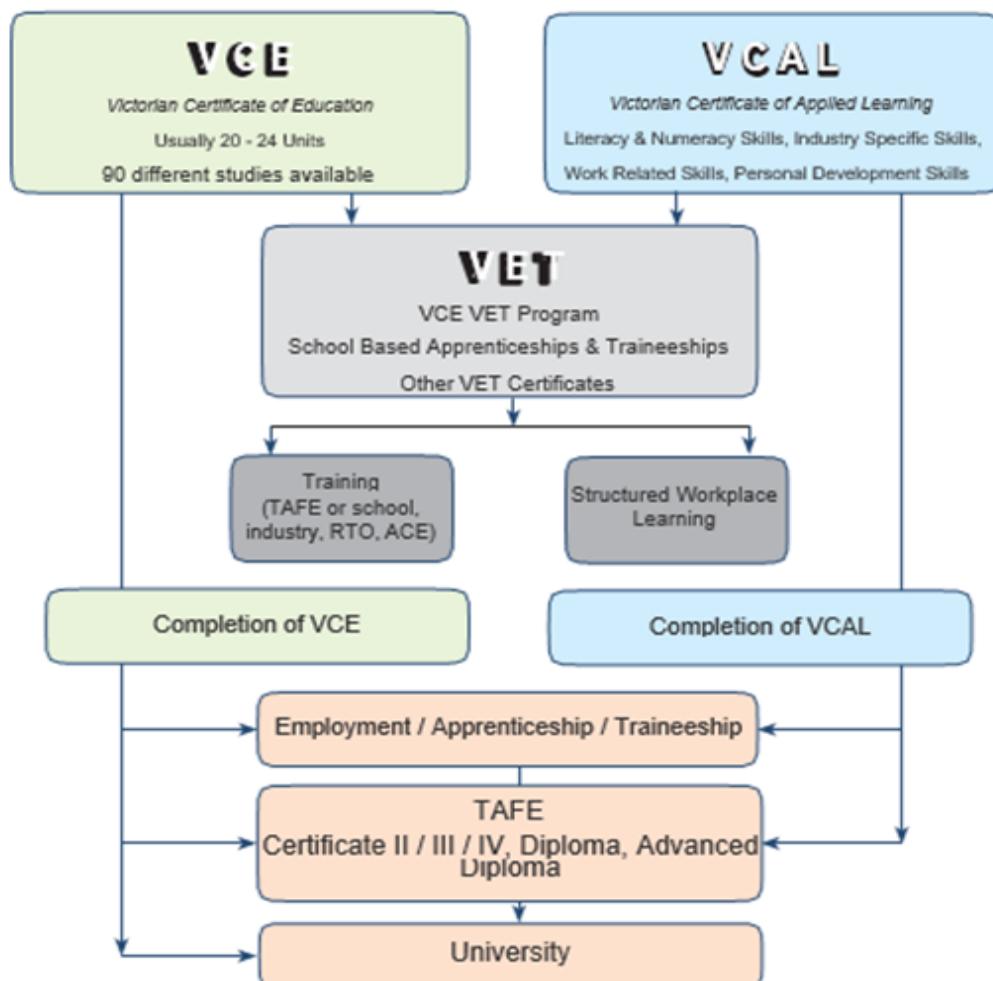
## Year 11 and 12 2021

This handbook describes the initial program offerings for 2021. From it, students will complete their 'application for a VCE or VCAL program'. These applications will then provide a basis for the final unit offerings and the structure of the college program.

### Please Note:

- Classes can only run if there are sufficient numbers. If there are insufficient numbers for a particular subject, students will be asked to select an alternative subject.
- If a subject combination is not possible due to timetable restrictions students will be asked to select an alternative subject.
- Year 11 students may be able to make minor revisions to their programs at mid-year and end of year in consultation with their year level coordinator/careers team.
- All current Year 10 students will be offered course advice (at the course advisors sessions) regarding their choice of program. Current Year 11 students looking for course advice should contact their year level coordinator or the careers office.

Senior students make a valuable contribution to Gisborne Secondary College by leading by example. There are high expectations of all students, in relation to their behaviour, attitude, work habits, attendance, and uniform. It is expected that senior students display a fine sense of responsibility, care and initiative in all aspects of their school life.



## **Choosing a senior program**

When choosing a program it is important to consider the following factors:

- Your interests and motivation
- Known ability and performance in particular subject areas
- Select a program and is consistent with your future career, whilst keeping all your options open. Research any prerequisites that may be required for a particular course or career.

## **Who can assist you in the decision making process?**

- Your teachers, mentor, year level co-ordinators, and sub-school leaders – these people know you and your capabilities, and are a wealth of information
- Teachers of subjects you are interested in selecting (listed at the bottom of each subject description in this book).
- The Careers Team can help with information regarding careers and pre-requisite subjects.
- Your parents/carers – they know you best!
- Attend a Course Advising session – On the course advising day you have the chance to talk with a trained course advisor who will discuss your plans with you. If you are having difficulty sorting out your course selection and need further assistance, they will arrange another interview for you with a member of the Senior school team.

## **Additional information that can support students with their program selection:**

- ◊ Where to now? Guide to the VCE, VCAL and Apprenticeships and Traineeships.  
<https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>
- ◊ Tertiary Entrance Requirements 2023 (for current Year 10's)  
[http://www.vtac.edu.au/files/pdf/publications/prerequisites\\_for\\_2023.pdf](http://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2023.pdf)
- ◊ Tertiary Entrance Requirements 2022 (for current Year 11's)  
[http://www.vtac.edu.au/files/pdf/publications/prerequisites\\_for\\_2022\\_v8.pdf](http://www.vtac.edu.au/files/pdf/publications/prerequisites_for_2022_v8.pdf)

Please see Mr Tikulin or Ms Carson in the Careers Room for further information about these and other resources.

## **Victorian Certificate of Education (VCE)**

The Victorian Certificate of Education (VCE) is a two-year certificate based around the successful completion of senior secondary school. The VCE provides pathways to further study at university, TAFE and further training and employment

### **What do I need to do to get into VCE?**

- Demonstrate a positive attitude towards study, develop reliable work habits and achieve satisfactory results at Year 10.
- Students who do not achieve satisfactory results at Year 10 or 11 may not be granted automatic promotion to the following year. In this instance, students and their families will be required to meet with their year level coordinator, sub-school leader, or Assistant Principal to discuss entry into entry into the following year to ensure a realistic chance of success.

### **VCE REQUIREMENTS**

#### **Attaining a Pass in VCE**

Each VCE unit includes a set of outcomes. Students must demonstrate satisfactory understanding of each outcome to achieve a satisfactorily complete the unit. Understanding of each outcome can be demonstrated through formal assessment tasks (SAT's and SAC's) as well as ongoing coursework completed during class.

To achieve their VCE, students must satisfy the VCAA requirements for 'satisfactory completion' of the VCE. To do this, students must:

- Satisfactorily complete at least 3 units from the English group, including a Unit 3 and 4 sequence.
- Satisfactorily complete a minimum of 16 units in total across the 2 years of VCE.
- Satisfactorily complete three sequences of Units 3 and 4 studies in addition to the sequence chosen form the English group.

### **Assessment**

#### **Units 1 and 2 (Year 11)**

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the VCAA Study Design. Procedures for the assessment of levels of achievement are determined by the College in accordance with the College's VCE Satisfactory Completion Policy. Assessment of a student's level of achievement is by a combination of coursework, School Assessed Coursework and internal examinations.

#### **Units 3 and 4 (Year 12)**

The award of 'Satisfactory Completion' for a unit is based on a decision by the teacher that the student has demonstrated satisfactory understanding of the set of outcomes specified for the unit in the Study Design. A student's level of achievement is by a combination of coursework, School Assessed Coursework, and external examinations.

## The Australian Tertiary Admission Rank (ATAR)

The results that students achieve in their Unit 3 & 4 subjects will contribute to the development of a Study Score for each subject, which in turn contributes to their ATAR score. All of the results do not have to be from the same year. A maximum of six studies can contribute to the ATAR.

The ATAR is calculated using:

- The student's best scaled score in English, English Language, or Literature.
- The scaled scores of a student's next best three studies (makes up the primary four) PLUS
- 10% of the scaled score from a student's 5<sup>th</sup> and 6<sup>th</sup> study (if 6 Unit 3 & 4 subjects are studied)

The highest ATAR ranking a student can achieve is 99.95 and the lowest reported ATAR is 30.00, with ATARs below 30.00 being reported as 'less than 30'.

For further information on the ATAR calculation please see the VTAC website:

<http://www.vtac.edu.au/results-offers/ATAR-explained.html>

**Restrictions on subjects to be used in ATAR calculation**

In each of the study areas of English, Mathematics, History, contemporary Australian Studies, Languages and Music:

- Only two subjects from each study area above can contribute to the primary four.
- At most three subjects from each study area above can contribute to the ATAR.

Eg. If a student wishes to study Further Maths, Maths Methods, and Specialist Maths – only 2 of these subjects can be counted in the primary four subjects for ATAR calculation.

Please discuss with your course advisor or Senior school if you have further questions about subject restrictions. You may also find the following website useful for further information:

<http://www.vtac.edu.au/ATAR-scaling-guide-2022.html#item-4>

## VCE SUBJECTS OFFERED 2021

	<b>Unit 1 &amp; 2 (Year 11)</b>	<b>Unit 3 &amp; 4 (Year 12)</b>
<b>THE ARTS</b>	Dance Drama Media Studies Music Performance <hr/> Music Styles and Composition Studio Arts Visual Communication and Design	Dance Drama <hr/> Music Performance Music Investigation Music Styles and Composition Studio Arts Visual Communication and Design
<b>ENGLISH</b>	English English Language Literature	English English Language Literature
<b>HEALTH AND PHYSICAL EDUCATION</b>	Health and Human Development Outdoor and Environmental Studies Physical Education	Health and Human Development <hr/> Physical Education
<b>HUMANITIES</b>	Accounting Business Management Classical Studies Economics 20 <sup>th</sup> Century History Legal Studies Philosophy Sociology	<hr/> Business Management Classical Studies <hr/> History: Revolutions Legal Studies <hr/> Sociology
<b>LANGUAGES</b>	Indonesian Japanese	Indonesian Japanese
<b>MATHEMATICS</b>	Foundation Maths General Maths Maths Methods <hr/>	<hr/> Further Maths Maths Methods Specialist Maths
<b>SCIENCE</b>	Biology Chemistry Environmental Science Physics Psychology	Biology Chemistry <hr/> Physics Psychology
<b>TECHNOLOGY</b>	Applied Computing Food Studies Product Design and Technology: Wood Product Design and Technology: Textiles Systems Engineering	<hr/> Food Studies Product Design and Technology; Wood <hr/> Systems Engineering

## **VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' senior secondary certificate for students in Year 11 and 12. VCAL gives students practical, work-related experience, as well as literacy and numeracy skills, and the opportunity to build personal development skills that are important for both life and work. Entry to the VCAL program at Year 11 is via an application process of written application and interview.

### **What are the aims of VCAL?**

VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to employment and further education.

The principles underpinning VCAL are:

- ◊ Tailoring a program to suit student interest
- ◊ Personal Development
- ◊ Work Related and Industry Specific Skills
- ◊ Providing a strong connection to the work place
- ◊ Encouraging students to assume leadership and responsibility roles
- ◊ Exposing students to educational opportunities outside of the classroom (work placement and extensive excursions and voluntary activities within the community)

These principles sit within the context of applied learning, shown in VCAL through:

- ◊ The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.
- ◊ The development of knowledge and skills that assist students to make informed vocational choices and/or facilitate pathways to further learning and employment.

At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

The demonstration of knowledge and skills, which can apply directly to the workplace or further training, is critical.

At Gisborne Secondary College, all attempts are made to support students to achieve their Senior Level Certificate by the end of Year 12.

## What are the qualifications?

VCAL is accredited at three levels:

- ◊ Victorian Certificate of Applied Learning (Foundation)
- ◊ Victorian Certificate of Applied Learning (Intermediate)
- ◊ Victorian Certificate of Applied Learning (Senior)

The three qualification levels cater for a range of students with different abilities and interests. It also provides for a progression of skills, knowledge and attitudinal development.

The focus is on knowledge and employability skills development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

The following levels of qualification are offered at Gisborne Secondary College:

### Intermediate Level – Year 11

The focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

The demonstration of knowledge and skills, which can apply directly to the workplace or further training, is also important.

At Gisborne Secondary College, all attempts are made to assist students to achieve an Intermediate Level Certificate by the end of Year 11.

### Senior Level – Year 12

At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

The demonstration of knowledge and skills, which can apply directly to the workplace or further training, is critical.

At Gisborne Secondary College, all attempts are made to get students to achieve at the Senior Level Certificate by the end of Year 12.

### Selection Process

All Year 10 students wishing to apply for VCAL must complete an Application form (available on the school website), and sit an interview to discuss their suitability for the VCAL program.

### Where can I access further information about the VCAL program?

Further information can be found in the **VCAL Information Booklet**, also available through the school website. This booklet provides information about the structure of VCAL as well as individual subject descriptions.

## Vocational Education and Training (VET)

VET is a hands-on education that directly relates to employment. VET is not a senior secondary certificate, rather, students can study a VET unit as part of their VCE or VCAL program.

### VET Modes of Delivery:

There are two modes of delivery of VET training at Gisborne Secondary College.

- ◊ Internal Programs: Students may select a VET subject that is offered at Gisborne Secondary College. These programs may be run either as timetable classes, or in block sessions on certain days.
- ◊ External Programs: Students attend a TAFE or RTO 1 day a week to complete their VET subject. External providers are determined by the school, based on the partnerships, proximity, fees and other relevant factors. Students enrolled in external VET courses are required to find their own transport to and from the TAFE's and RTO's. Students will also be required to abide by the code of conduct of the TAFE or RTO.

Students studying VET courses outside of their timetabled classes will demonstrate the initiative to work above and beyond the college requirements. It is vital that students catch up and complete all the assessments for their timetabled classes. Failure to do so may result in discontinuation of the VET training.

### Selection process for Year 11

Students in Year 10 or 11 may select to study at least one VET subject. This can be done by selecting the subject via the online course selection process **AND** by completing the hard copy VET application form. This form **MUST** be completed, for a student to be considered for the VET course.

Selection into VET is based on the following criteria:

- ◊ Demonstrated ability to satisfactorily complete all assessment tasks in Year 10 (or Year 9 if applying to accelerate)
- ◊ Ability to follow school rules and behavioural expectations
- ◊ Recommendation by a teacher who has taught you

All VET programs run for two years. Students will be automatically enrolled in the second year of the course. In instances where students have failed to demonstrate a commitment to timetabled classes or have not satisfactorily completed all the VET units for the first year, there is a possibility that you may not be enrolled in the second year of your certificate.

## Internal VET Certificates available at Gisborne SC in 2021

Certificate Code	Certificate Name	Duration	TAFE/RTO	Scored Assessment	*Costs
AUR20716	Cert II in Automotive Vocational Preparation	2 years	Chisholm Institute		\$180
22338VIC	Cert II in Building Construction-Carpentry Pre-Apprenticeship (Partial Completion)	2 years	Chisholm Institute		\$200
BSB20115	Cert II in Business (VCAL only)	Year 12 only	iVET		\$155
CUA31015	Cert III in Screen and Media/VET Creative and Digital Media	2 years	Inner Melbourne VET Cluster	Fully credited VCE Subject	\$100 Optional Excursion \$60
CUA30915	Cert II in Music Industry – Sound Production	2 years	VET Music Sound Production	Fully credited VCE Subject	\$20 Optional Excursion \$50
SIS20213	Certificate II in Outdoor Recreation	2 years	iVET	Fully credited VCE Subject	\$500 Camps and Excursions

**PLEASE NOTE:** Due to statewide VET teacher shortages, the running or continuation of these VET classes is totally dependent on the college being able to secure suitably qualified staff to instruct the students.

If you are choosing one of these VET subjects, you are advised to select your alternate / extra subjects carefully as one or more of these VET subjects may not run.

\*Costs are based on 2020 figures and are subject to change.

## External VET Certificates available in 2021

The students may apply for the following VET programs outside of school. Please note that a selection process will apply.

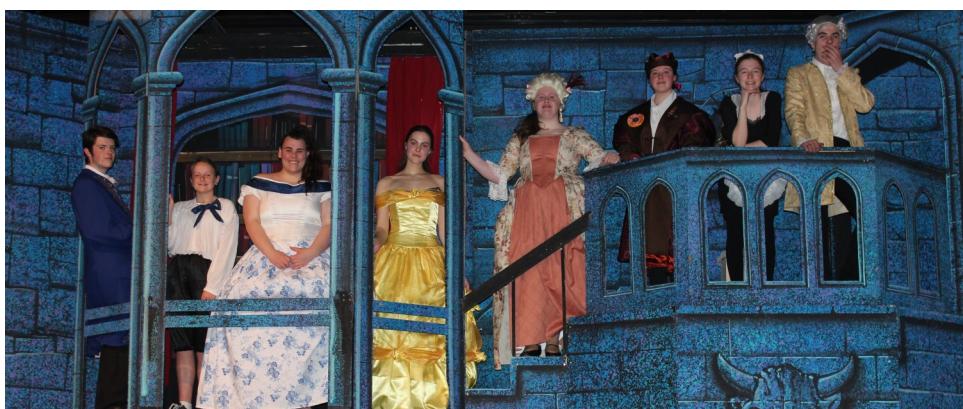
Certificate	Duration	TAFE/RTO	Campus	VCE Credit	*Costs
Certificate 111 in Beauty Services: SHB30115	2 years	Headmasters Academy	City		\$480
Certificate 11 in Salon Assistant: SHB20126	1 year	Headmasters Academy	City		\$480
Certificate II in Equine Studies: 22246VIC	2 years	Go Tafe	online	Fully credited VCE Subject	\$800
Certificate II in Hospitality: SIT20316	2 years	William Angliss	City	Fully credited VCE Subject	\$215
Certificate II in Plumbing (Pre-apprenticeship): 22304VIC	2 years	Kangan Tafe	Broadmeadows		\$180
Certificate II in Agriculture: AHC20116	2 years	Melbourne Poly Tech	Yang Yin		\$200
Certificate III in Allied Health Assistant: HTL33015	2 years	Bendigo Kangan Institute	Bendigo	Fully credited VCE Subject	\$150
Certificate 11 in Animal Studies: ACM20117	2 years	Melbourne Poly Tech	Fairfield or Epping		\$200
Certificate II in Engineering Studies 22470vic	2 years	Kangan Tafe	Broadmeadows Or Richmond	Fully credited VCE Subject	\$60.00
22261VIC Cert II in Electro-technology	2 years	Victoria University	VET Electrical Industry		

\*Costs are based on 2020 figures and are subject to change

# The Arts

The following subjects are those offered by the Arts faculty in 2021 at Gisborne Secondary College.

Dance Units 1-4.....	12
Drama Units 1-4 .....	14
Media Studies Units 1-2.....	16
Music Performance Units 1-4 .....	17
Music Investigation Units 3-4.....	19
Music Styles and Composition Units 1-4.....	20
Studio Arts Units 1-4 .....	22
Visual Communication and Design Units 1-4.....	24



Dance Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/dance/2019DanceSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/dance/2019DanceSD.pdf</a>
Drama Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/drama/2019DramaSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/drama/2019DramaSD.pdf</a>
Media Studies Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf">https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf</a>
Music Performance Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf</a>
Music Investigation Units 3-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf</a>
Music Styles and Composition Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/music/2017MusicSD.pdf</a>
Studio Arts	<a href="https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf">https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf</a>
Visual Communication and Design	<a href="https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf">https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf</a>

# DANCE

## Curriculum Area: Arts

### Unit 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills needed for good dance technique.

Students discover the diversity of expressive movement by exploring movements, and commence the process of developing their personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of movements through the safe application of physical skills. They discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

### Unit 2

This unit focuses on expanding student's 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. Students are also introduced to dance traditions, styles and works selected for study might encompass dance traditions of Indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers.

### Areas of Study

- Dance Perspectives
- Choreography and performance
- Dance technique and performance
- Awareness and maintenance of the dancer's body
- Dance Perspectives
- Choreography and performance
- Dance technique and performance

### Assessment

- Written report or powerpoint presentation
- Performance of student's own choreography
- Performance of a class dance choreographed by a teacher
- A test or series of short tests on physiology and safe dance practice
- End-of-Semester exam

### Who do I contact about this?

Ms Narelle Cocks

# DANCE

## Curriculum Area: Arts

### Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of movement and use of performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performing processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers. Students further develop their understanding of choreographic skills through an analysis of choreographers of twentieth and/or twenty-first century solo dance works selected from the prescribed list of works.

### Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work. The student's understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographer's intention can be expressed through the manipulation of different types of group structures. These include unison, canon, contrast, symmetrical and asymmetrical groupings and formations. Students also analyse the use of the elements of spatial organisation- di- reaction, level, eye/body focus and dimension- in a group dance work by a twentieth and/or twenty-first century choreographer. Influences on choices made by choreographers in these works are also studied.

### Areas of Study

- Dance Perspectives
- Choreography, performance and analysis of a skills-based solo dance work
- Dance technique, performance and analysis of a learnt dance work
- Dance Perspectives
- Choreography, performance and dance-making analysis

### Assessment

- Written report
- Performance of a solo choreographed by the student and a written report on the processes used.
- Performance of a class dance choreographed by the teacher and a written report on the processes used to learn and perfect this dance.
- End-of-year exam

### Who do I contact about this?

Ms Narelle Cocks

# DRAMA

## Curriculum Area: Arts

### Unit 1

This unit focuses on creating, presenting and analysing a devised 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 of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

### Unit 2

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. 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. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors.

### Areas of Study

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance
- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

### Assessment

- A journal to document use of processes to create and develop stories and characters in drama.
- Ensemble performance
- Structured questions
- End-of-semester exam

### Additional Information

#### Important considerations for all students taking Drama:

All units of Drama require students to view performances; students should be aware that this often requires extra expense and time out of school hours. Students are also required to occasionally do public performances outside of school hours which require full attendance. A high level of commitment, self-motivation and a positive and supportive attitude to group and individual work is essential for a VCE Drama student.

### Who do I contact about this?

Ms Elyse Zahra

# DRAMA

## Curriculum Area: Arts

### Unit 3

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

### Unit 4

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

### Areas of Study

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance
- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

### Assessment

- Devise a solo performance
- Solo performance in response to the set structure
- Written report
- End-of-year exam

### Additional Information

As per Unit 1 important considerations.

### Who do I contact about this?

Ms Elyse Zahra

# MEDIA STUDIES

## Curriculum Area: Arts

### Unit 1

The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication and influence the way people perceive themselves, others and the world. VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

### Unit 2

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

- Media representations
- Media forms in production
- Australian stories
- Narrative, style and genre
- Narratives in production
- Media and change

### Assessment

- Written production tasks
- Practical production tasks; including essays, production plans, short film and photography techniques.
- End-of-Semester Exam

### Who do I contact about this?

Mr Nick Mortenson

# MUSIC PERFORMANCE

Curriculum Area: Arts

## Unit 1

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

## Unit 2

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

- Performance
- Preparing for Performance
- Music Language
- Performance
- Preparing for Performance
- Music Language
- Organisation of Sound

## Assessment

- Aural, written and practical tasks
- Group and solo performance
- End-of-semester exam

## Who do I contact about this?

Mr Alex Vincent

# MUSIC PERFORMANCE

Curriculum Area: Arts

## Unit 3

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

## Unit 4

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

- Performance
- Preparing for Performance
- Music Language
- Musicianship
- Performance
- Preparing for Performance
- Music Language

## Assessment

- The level of achievement in Unit 3 will be determined by school-assessed coursework, and two end-of-year examinations (Solo performance, and aural and written).

## Who do I contact about this?

Mr Alex Vincent

# MUSIC INVESTIGATION

Curriculum Area: Arts

## Unit 3

In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. In this study research involves critical listening, analysis of live and recorded performances and study of scores/charts and other texts as appropriate to the Investigation Topic. Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic.

## Unit 4

In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

## Areas of Study

- Investigation
- Composition/improvisation/arrangement
- Performance
- Preparing a Performer's Statement
- Composition/improvisation/arrangement
- Performance

## Assessment

- Research folio
- Technical folio
- Performance folio
- End-of-year exam

## Who do I contact about this?

Mr Alex Vincent

# MUSIC STYLES AND COMPOSITION

## Curriculum Area: Arts

### Unit 1

In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

### Unit 2

In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create specific effects. Students analyse specific multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

### Areas of Study

- Responses to Music
- Organisation & Context
- Creative Responses
- Responses to Music
- Organisation & Context
- Creative processes in music for multi-disciplinary forms

### Assessment

- A variety of school—assessed courseworks

### Who do I contact about this?

Mr Alex Vincent

# MUSIC STYLES AND COMPOSITION

## Curriculum Area: Arts

### Unit 3

In this unit students continue their exploration of music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works.

### Unit 4

In this unit students consolidate their understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. They apply this knowledge as they formulate and present critical responses to music excerpts. Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work.

### Areas of Study

- Responses to music
- Organisation and context
- Creative responses
- Responses to music
- Organisation and context
- Creative processes

### Assessment

- The level of achievement in Unit 3 will be determined by school-assessed coursework, and two end-of-year examinations (Solo performance, and aural and written).

### Who do I contact about this?

Mr Alex Vincent

# STUDIO ARTS

## Curriculum Area: Arts

### Unit 1

#### Artistic inspiration and techniques

In this unit students focus on using sources of inspiration and individual ideas as the basis for developing their art works. They explore a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. The focus of this unit is on investigating different sources of inspiration and how to record observations and ideas in an artistic way.

Students explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of art works.

### Unit 2

#### Artistic Inspiration and Techniques

This unit focuses on the student establishing and using a design process to produce art works in their choice of mediums. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of art works.

Students develop skills in the visual analysis of art works. Art works made by artists from different times and cultures will be analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles. Students examine and discuss the ways in which design elements and principles, signs, symbols and imagery are used to communicate ideas and develop styles in art.

### Areas of Study

- Researching and recording ideas
- Studio Practice
- Interpreting art ideas and use of materials and practice
- Exploration of studio practice and development of artworks
- Ideas and styles in artworks

### Assessment

- Students complete both practical and theoretical outcomes.
- End-of-semester examination

### Who do I contact about this?

Ms Glenda Anstey-Sprigg, Mr Gavin Watt

# STUDIO ARTS

## Curriculum Area: Arts

### Unit 3

#### Studio practices and processes

Students develop an exploration proposal, which will help them to identify a direction for their design process. The design process is individually determined – it records all trialling, experimentation, analysis and evaluation of their ideas and the extent to which their art practices successfully communicate their aims and ideas. From this process students develop finished art works in Unit 4.

The study of artists and their work practices and processes may provide inspiration for each student's approach to art. They investigate and analyse the response of artists to a wide range of stimuli, and examine the use of materials and techniques. They explore the professional art practices of artists in relation to particular art works and art forms and identify the development of style. Students must visit at least two different exhibitions during the year.

### Unit 4

#### Studio practice and art industry contexts

This unit focuses on the production of a cohesive folio of finished art works. To support the creation of a folio, students will present visual and written documentation explaining how they have selected from the potential directions generated in Unit 3 and how they were used to produce their folio of finished art works. These art works should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of art works. Students examine a range of environments for the presentation of art works exhibited in contemporary settings.

#### Areas of Study

- Exploration proposal
- Studio Process
- Artists and studio practices
- Production and presentation of artworks
- Evaluation
- Art industry contexts

#### Assessment

- Students complete both practical and theoretical outcomes.
- Build a body of work through the design process and completing final folio pieces is a time consuming process and must be worked on consistently throughout the year.
- End-of-year examination

#### Who do I contact about this?

Ms Glenda Anstey-Sprigg, Mr Gavin Watt

# VISUAL COMMUNICATION AND DESIGN (VCD)

## Curriculum Area: Arts

### Unit 1

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.

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

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

### Unit 2

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

### Areas of Study

- Drawing as a means of communication
- Design elements and design principles
- Visual communications in context
- Technical drawing in context
- Type and imagery in context
- Applying the design process

### Assessment

- Students complete both practical and theoretical outcomes.
- End-of-semester examination

### Who do I contact about this?

Ms Carol Carter

# VISUAL COMMUNICATION AND DESIGN (VCD)

## Curriculum Area: Arts

### Unit 3

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

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

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

### Unit 4

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

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

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

### Areas of Study

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas
- Development, refinement and evaluation
- Final presentations

### Assessment

- A folio and two theory tasks will be assessed at the school making up 25% of the final study score. Completion of the brief, research and generation of the major folio will not be formally assessed, but a satisfactory completion is required. End-of-semester examination
- End-of-year Exam

### Who do I contact about this?

Ms Carol Carter

# English

The following subjects are those offered by the English faculty in 2021 at Gisborne Secondary College.

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Literature.....	31

English Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/english/2016EnglishEALSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/english/2016EnglishEALSD.pdf</a>
English Language Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/2016EnglishLanguageSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/2016EnglishLanguageSD.pdf</a>
Literature Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/literature/2016LiteratureSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/literature/2016LiteratureSD.pdf</a>



# **ENGLISH**

## **Curriculum Area: English**

### **Unit 1**

Students read and respond to set 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. The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 & 2.

### **Unit 2**

Students compare the presentation of ideas, issues and themes in set 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. The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 & 2.

### **Area of Study**

- Reading and creating texts
- Analysing and presenting argument
- Reading and creating texts
- Analysing and presenting argument

### **Assessment**

Suitable tasks for assessment in this unit are:

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

### **Who do I contact about this?**

Ms Alice Gibney

# ENGLISH

## Curriculum Area: English

### Unit 3

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. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

### Unit 4

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. The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

### Area of Study

- Reading and creating texts
- Analysing argument
- Reading and comparing texts
- Presenting argument

### Assessment

- An analytical interpretation of a selected text in written form.
- A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
- An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.
- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
- A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.

### Who do I contact about this?

Ms Alice Gibney

# ENGLISH LANGUAGE

## Curriculum Area: English

### Unit 1

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

### Unit 2

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. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### Area of Study

- The nature and functions of language
- Language acquisition
- English across time
- Englishes in contact

### Assessment

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

- a folio of annotated texts
- an essay
- an investigative report
- an analysis of spoken and/or written text
- an analytical commentary
- a case study
- short-answer questions
- an analysis of data.

### Who do I contact about this?

Ms Alice Gibney

# ENGLISH LANGUAGE

## Curriculum Area: English

### Unit 3

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

### Unit 4

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

### Area of Study

- Informal language
- Formal language
- Language variation in Australian society
- Individual and group identities

### Assessment

Analysis of one or more samples of informal language in any one or a combination of the following:

- a folio of annotated texts
- an essay
- an investigative report
- an analytical commentary
- short-answer questions.

### Who do I contact about this?

Ms Alice Gibney

# LITERATURE

## Curriculum Area: English

### Unit 1

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.

### 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.

### Area of Study

- Reading practices
- Ideas and concerns in texts
- The text, the reader and their contexts
- Exploring connections between texts

### Assessment

Suitable tasks for assessment in this unit are:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

### Who do I contact about this?

Ms Alice Gibney

# LITERATURE

## Curriculum Area: English

### Unit 3

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

### Unit 4

Students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

### Area of Study

- Adaptations and transformations
- Creative responses to texts
- Literary perspectives
- Close analysis

### Assessment

Suitable tasks for assessment in this unit are:

- compare a dramatised version of a scene or scenes from a text with the original text
- compare a print text with the text's adaptation into another form
- compare the performance of either a substantial individual text or group of texts with the original text.
- submit an original piece of writing, presented in a manner consistent with the style and context of the original text
- re-create or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view.
- Submit a reflective commentary establishing connections with the original text.
- A written interpretation of a text using two different perspectives to inform their response.
- A written interpretation of a text, supported by close textual analysis.
- A written interpretation of a different text from Task 1, supported by close textual analysis.

### Who do I contact about this?

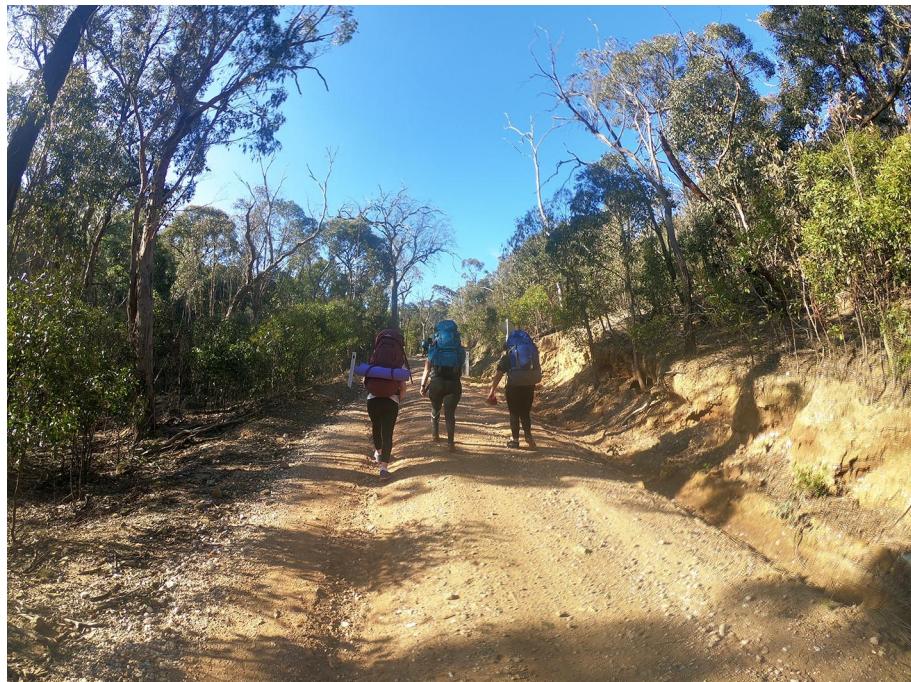
Ms Alice Gibney

# Health and Physical Education

The following subjects are those offered by the Health and Physical Education faculty in 2021 at Gisborne Secondary College.

Health .....	34
Physical Education .....	36
Outdoor and Environmental Studies .....	38

Health Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/healthandhumanddevelopment/2018HealthHumDevSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/healthandhumanddevelopment/2018HealthHumDevSD.pdf</a>
Physical Education Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf</a>
Outdoor and Environmental Studies Units 1-4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/outdoor/2018OutdoorEnviroStdsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/outdoor/2018OutdoorEnviroStdsSD.pdf</a>



# HEALTH

## Curriculum Area: Health & Physical Education

### Unit 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Unit 2

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.

### Area of Study

- Health perspectives and influences
- Developmental transitions
- Health and nutrition
- Health care in Australia
- Youth health and wellbeing

### Assessment

- Multi-media presentations
- Research project
- Oral presentation
- Involvement and participation in class activities.

### Who do I contact about this?

Ms Brigid McClusky

# HEALTH

## Curriculum Area: Health & Physical Education

### Unit 3

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

### Unit 4

This unit takes a global perspective on achieving sustainable improvements in health and human development. The United Nations' (UN) human development work is encapsulated in the Sustainable Development Goals, where the world's countries have agreed to a set of measurable goals and targets. A significant focus of the Sustainable Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development. The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Sustainable Development Goals. Non-government organisations also play a role in promoting sustainable human development.

### Area of Study

- Understanding health and wellbeing
- Promoting health and wellbeing
- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

### Assessment

The student's performance on each outcome is assessed using one or more of the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

### Who do I contact about this?

Ms Brigid McClusky

# PHYSICAL EDUCATION

Curriculum Area: Health & Physical Education

## Unit 1

Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt to the demands of the activity. Students investigate the role and function of the main system structures and how they respond to exercise. They consider the implications of the use of legal and illegal practices to improve performances of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

## Unit 2

Students are introduced to types of physical activity and the role participation in physical activity plays in their own health and wellbeing as well as in other people's lives in different populations. Students investigate how participation in physical activity varies across the lifespan. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They create and participate in an activity plan relevant to the particular population group being studied. Students study and apply the social-ecological model and / or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies.

## Area of Study

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?
- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

## Assessment

- Fitness testing
- Training program
- Peer assessments
- Self-assessments
- Informal observation

## Who do I contact about this?

Ms Brigid McClusky

# PHYSICAL EDUCATION

## Curriculum Area: Health & Physical Education

### Unit 3

Students are introduced to the biomechanical and skill acquisition principles used to analyse movement skills, and energy production from a physiological perspective. They use a variety of tools and techniques to analyse and apply biomechanical and skill acquisition principles to improve and refine physical activity. 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 and their characteristics to physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Unit 4

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance. 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.

### Area of Study

- How are movement skills improved?
- How does the body produce energy?
- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

### Assessment

- Structured questions that draw on primary data which analyses a movement skill using biomechanical and skill acquisition principles.
- A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.
- A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.
  - a practical laboratory report
  - a case study analysis
  - a data analysis
  - a critically reflective folio/diary of participation in practical activities
- A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness.
- A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.

### Who do I contact about this?

Ms Brigid McClusky

# OUTDOOR and ENVIRONMENTAL STUDIES

## Curriculum Area: Health & Physical Education

### Unit 1

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### Unit 2

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.

### Area of Study

- Motivations for outdoor experiences
- Influences on outdoor experiences
- Investigating outdoor environments
- Impacts on outdoor environments

### Assessment

The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken.

Additionally, at least one task for assessment of each outcome is to be selected from the following:

- a case study
- an oral presentation including the use of multimedia and podcasts
- data analysis
- structured questions
- written responses, including essays and web discussion forums.

### Who do I contact about this?

Ms Brigid McClusky

# Humanities

The following subjects are those offered by the Humanities faculty in 2021 at Gisborne Secondary College.

Accounting Units 1-2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/accounting/2019AccountingSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/accounting/2019AccountingSD.pdf</a>
Business Management Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/BusinessManagementSD-2017.pdf">https://www.vcaa.vic.edu.au/Documents/vce/businessmanagement/BusinessManagementSD-2017.pdf</a>
Classical Studies Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/classicalstudies/2019ClassicalStudiesSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/classicalstudies/2019ClassicalStudiesSD.pdf</a>
20th Century History Units 1—2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/history/2016HistorySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/history/2016HistorySD.pdf</a>
History: Revolutions Units 3 –4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/history/2016HistorySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/history/2016HistorySD.pdf</a>
Legal Studies Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf">https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf</a>
Philosophy Units 1—2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/philosophy/2019PhilosophySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/philosophy/2019PhilosophySD.pdf</a>
Sociology Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/sociology/2018SociologySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/sociology/2018SociologySD.pdf</a>



# ACCOUNTING

Curriculum Area: Humanities

## Unit 1

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

## Unit 2

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

## Area of Study

- The role of accounting
- Recording financial data and reporting accounting information for a service business
- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable

## Assessment

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

- a folio of exercises (manual methods and ICT)
- structured questions (manual methods and ICT)
- an assignment including use of ICT
- a case study including use of ICT
- a classroom presentation including use of ICT
- a feasibility investigation of a business venture including use of ICT

## Who do I contact about this?

Mrs Frances Hayes

# BUSINESS MANAGEMENT

Curriculum Area: Humanities

## Unit 1

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

## Unit 2

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.

## Area of Study

- The business idea
- External environment
- Internal environment
- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

## Assessment

Suitable tasks for assessment may be selected from the following:

- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- an essay
- a business survey and analysis
- a media analysis.

## Who do I contact about this?

Mrs Frances Hayes

# BUSINESS MANAGEMENT

Curriculum Area: Humanities

## Unit 3

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

## Unit 4

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.

## Area of Study

- Business foundations
- Managing employees
- Operations management
- Reviewing performance – the need for change
- Implementing change

## Assessment

The student's performance on each outcome is assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis.

## Who do I contact about this?

Mrs Frances Hayes

# CLASSICAL STUDIES

## Curriculum Area: Humanities

### Unit 1

This unit of study explores the myths of ancient Greece and/or ancient Rome, the search for their origins and their contribution to classical culture. Myths are traditional narratives that examine ideas that were of central importance to these societies. They were used to explain the physical world, the foundation of institutions, aspects of daily life and the human condition. The nature of the gods and the deeds of heroes like Theseus and the epic voyages of Odysseus and Aeneas have fascinated people since classical times. Women such as Helen, Clytemnestra and Dido have endured in myths that consider love and war, the human and the monstrous. The pioneers of archaeology sought to explain the possible historical basis of particular myths and excavated at Troy, Knossos and Mycenae and other sites in search of the mythical heroes and their worlds. Myths were represented in many forms including epic, sculpture, tragedy, vase paintings and wall paintings, and mosaics. They were transmitted through festivals, religious rituals, art and architecture. In Unit 1 students engage with the intellectual and material culture of ancient Greece and/or ancient Rome, working with translations rather than with the Ancient Greek or Latin.

### Unit 2

This unit examines classical works across time, beginning with the study of ancient Greek and/or ancient Roman society through an exploration of intellectual and material culture. Students work with translations rather than with the Ancient Greek or Latin. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise of the Roman Republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced? Students analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work. The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world have inspired people and societies for centuries. The works of classical artists and classical writers have provided reference points for subsequent generations to emulate, to transform, or to react against. In this way, classical works are subject to constant re-imagining.

### Area of Study

- Gods, heroes and monsters
- Myths and archaeology
- Myths in classical cultures
- Society through culture
- Classics through time

### Assessment

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

- an essay
- a research report
- a written analysis
- short-answer responses
- a multimedia presentation.

### Who do I contact about this?

Mrs Frances Hayes

# CLASSICAL STUDIES

## Curriculum Area: Humanities

### Unit 3

In Units 3 students engage with the intellectual and material culture of ancient Greece and/or ancient Rome, working with translations rather than the Ancient Greek or Latin. Students analyse individual works and engage with ideas that are explored and techniques that are used by particular writers and artists. They analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work. Students analyse the techniques used to present these ideas and the relationship between the work and its sociohistorical context. They critique the circumstances that have led to the significant events described in the classical works. To deepen their understanding of the significance of selected classical works, students compare classical works and consider ways in which different writers and artists address similar ideas or themes and construct an argument drawing on the ideas, techniques and the work's sociohistorical context. Such analysis reveals the changing nature of the classical world.

### Unit 4

In Units 4 students engage with the intellectual and material culture of ancient Greece and/or ancient Rome, working with translations rather than the Ancient Greek or Latin. Students analyse individual works and engage with ideas that are explored and techniques that are used by particular writers and artists. They analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work. Students analyse the techniques used to present these ideas and the relationship between the work and its sociohistorical context. They critique the circumstances that have led to the significant events described in the classical works. To deepen their understanding of the significance of selected classical works, students compare classical works and consider ways in which different writers and artists address similar ideas or themes and construct an argument drawing on the ideas, techniques and the work's sociohistorical context. Such analysis reveals the changing nature of the classical world.

Units 3 and 4 have two identical areas of study and outcomes.

#### Area of Study

- Individual study
- Comparative study
- Individual study
- Comparative study

#### Assessment

Assessment tasks can be either:

- a written analysis of a section of a classical work or
- structured questions.
- an essay comparing two classical works or
- a research report.

#### Who do I contact about this?

Mrs Frances Hayes

# 20th CENTURY HISTORY

Curriculum Area: Humanities

## Unit 3

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. In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

## Unit 4

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. In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.

## Area of Study

- |                              |                              |
|------------------------------|------------------------------|
| • Causes of revolution       | • Causes of revolution       |
| • Consequences of revolution | • Consequences of revolution |

## Assessment

Each of the following four assessment tasks must be completed over Units 3 and 4:

- a historical inquiry
- an analysis of primary sources
- an evaluation of historical interpretations
- an essay

## Who do I contact about this?

Mrs Frances Hayes

# HISTORY: REVOLUTIONS

Curriculum Area: Humanities

## Unit 1

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

## Unit 2

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

## Area of Study

- Ideology and conflict
- Social and cultural change
- Competing ideologies
- Challenge and change

## Assessment

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

## Who do I contact about this?

Mrs Frances Hayes

# LEGAL STUDIES

Curriculum Area: Humanities

## Unit 1

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.

## Unit 2

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.

## Area of Study

- Legal foundations
- The presumption of innocence
- Civil liability
- Sanctions
- Remedies
- Rights

## Assessment

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

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

## Who do I contact about this?

Mrs Frances Hayes

# LEGAL STUDIES

Curriculum Area: Humanities

## Unit 3

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.

## Unit 4

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 lawmaking 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.

### Area of Study

- The Victorian criminal justice system
- The Victorian civil justice system
- The people and the Australian Constitution
- The people, the parliament and the courts

### Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

### Who do I contact about this?

Mrs Frances Hayes

# PHILOSOPHY

Curriculum Area: Humanities

## Unit 1

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others. Hence the study and practice of techniques of reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. At least one of these examples will be from a primary philosophical text using a complete text or an extract. For the purposes of this study, a primary text is defined as offering a positive argument or viewpoint rather than a mere critique. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

## Unit 2

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses. For the purposes of this study a primary text is defined as offering a positive argument or viewpoint rather than mere critique.

## Area of Study

- Metaphysics
- Epistemology
- Introduction to philosophical inquiry
- Ethics and moral philosophy
- Further problems in value theory
- Techniques of philosophical inquiry

## Assessment

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

- an essay
- a written analysis
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written)
- a research task.

## Who do I contact about this?

Mrs Frances Hayes

# SOCIOLOGY

Curriculum Area: Humanities

## Unit 1

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

## Unit 2

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

Students also explore the phenomenon known as moral panic. This refers to the belief that a subculture or group poses a threat to the social values and culture of broader society. The event is often presented in a stereotypical fashion by the mass media.

## Area of Study

- Category and experience of youth
- The family
- Deviance
- Crime

## Assessment

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

- an interview and a written report
- an essay
- a research report
- a written report
- a film analysis
- a representation analysis
- a review of youth or family specific journals or magazines
- an annotated media file
- a multimedia presentation.

## Who do I contact about this?

Mrs Frances Hayes

# SOCIOLOGY

Curriculum Area: Humanities

## Unit 3

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study. Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race. Students develop an understanding of a variety of barriers and enablers that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

## Unit 4

In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1 students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies. In Area of Study 2 students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

## Area of Study

- Australian Indigenous culture
- Ethnicity
- Community
- Social movements and social change

## Assessment

For each outcome, one or more of the following:

- an analysis of text-based or visual representation/s
- a multimedia presentation
- a report
- structured questions
- an extended response
- a film analysis.

## Who do I contact about this?

Mrs Frances Hayes

# Languages

The following subjects are those offered by the Languages faculty in 2021 at Gisborne Secondary College.

Indonesian Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/2019IndonesianSLSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/2019IndonesianSLSD.pdf</a>
Japanese Units 1— 4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/japanese2nd/2019JapaneseSLSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/japanese2nd/2019JapaneseSLSD.pdf</a>



# INDONESIAN

## Curriculum Area: Languages

### Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. 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 Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. 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 Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### Area of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication
- Interpersonal communication
- Interpretive communication
- Presentational communication

### Assessment

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

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.
- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children's story.

### Who do I contact about this?

Ms Kara Menzies

# INDONESIAN

## Curriculum Area: Languages

### Unit 3

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

### Unit 4

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

### Area of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication
- Interpersonal communication
- Interpretive communication
- Presentational communication

### Assessment

- A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.
- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
- An approximately 250-word personal, informative or imaginative piece of writing.
- A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
- An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.
- An approximately 300-word evaluative or persuasive piece of writing.

### Who do I contact about this?

Ms Emily Ezzy

# JAPANESE

## Curriculum Area: Languages

### Unit 1

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Japanese culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### 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 Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### Area of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication
- Interpersonal communication
- Interpretive communication
- Presentational communication

### Assessment

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

- Participate in a conversation, interview or role-play
- Give a talk to the class about the selected subtopic, asking and answering questions.
- Write a descriptive summary of a film including information from a review of the film
- Listen to a conversation and view a map to write directions
- Read an article and listen to an announcement to write instructions.
- Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint
- Write an imaginative children's story.

### Who do I contact about this?

Ms Noriko Ikaga

# JAPANESE

## Curriculum Area: Languages

### Unit 3

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

### Unit 4

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

### Area of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication
- Interpersonal communication
- Interpretive communication
- Presentational communication

### Assessment

- A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.
- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
- An approximately 450-ji personal, informative or imaginative piece of writing.
- A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
- An approximately 450-ji written response for a specific audience and purpose, incorporating information from three or more texts.
- An approximately 500-ji evaluative or persuasive piece of writing.

### Who do I contact about this?

Ms Noriko Ikaga

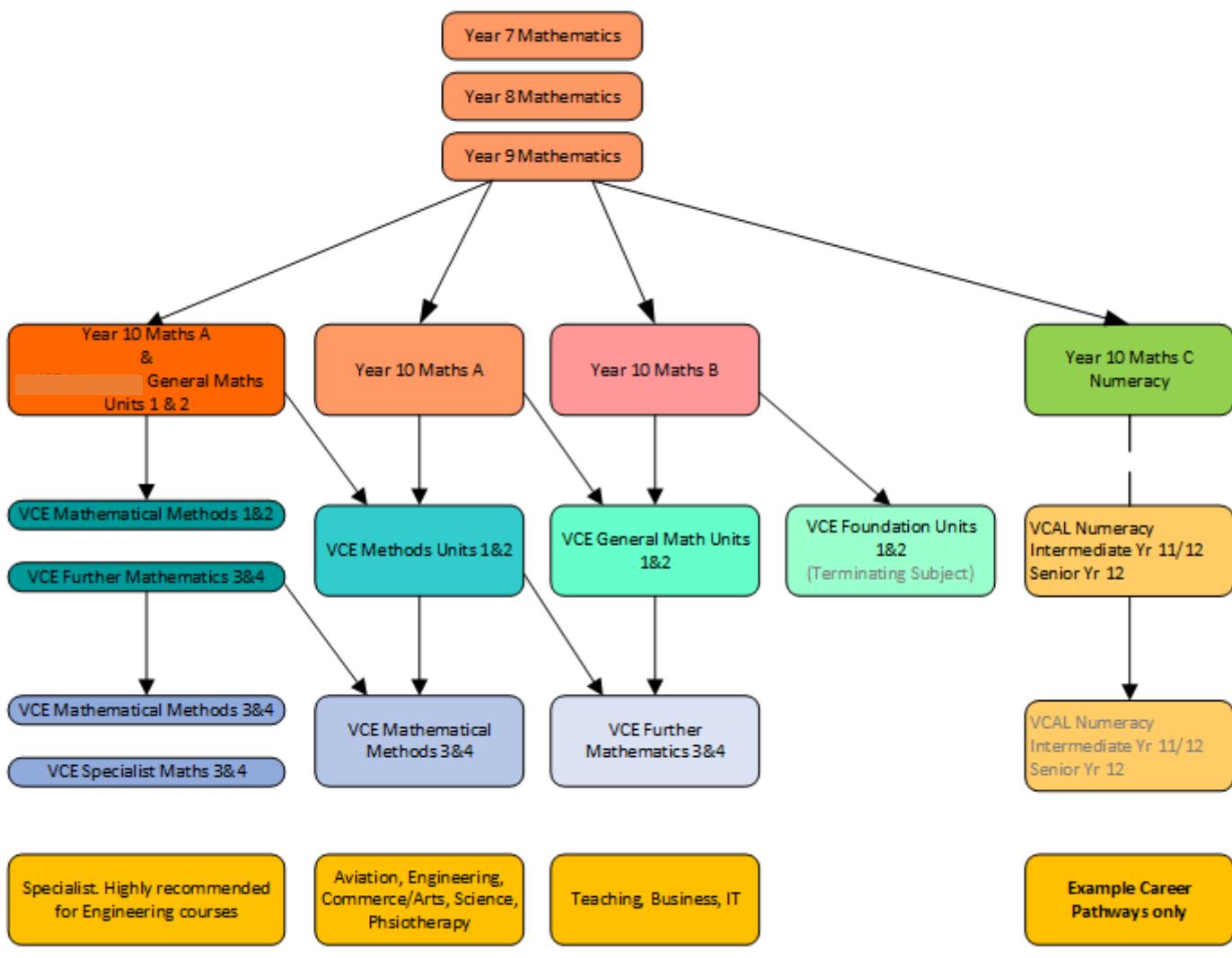
# Mathematics

The following subjects are those offered by the Mathematics faculty in 2021 at Gisborne Secondary College.

Foundation Maths Units 1—2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf</a>
General Maths Units 1—2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf</a>
Further Maths Units 3 –4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf</a>
Maths Methods Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf</a>
Specialist Maths Units 3—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf</a>

# Mathematics

## Math Subject Pathways



# FOUNDATION MATHS

Curriculum Area: Mathematics

## Units 1 & 2

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. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assess-

### Area of Study

- Space, shape and design
- Patterns and number
- Data
- Measurement

### Assessment

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

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

### Who do I contact about this?

Mr Aaron Freeman

# GENERAL MATHS

**Curriculum Area: Mathematics**

## **Units 1 & 2**

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

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 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 with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

### **Area of Study**

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

### **Assessment**

- assignments , tests, summary or review notes, modelling tasks, problem-solving tasks and mathematical investigations.

### **Who do I contact about this?**

Mr Aaron Freeman

# FURTHER MATHS

Curriculum Area: Mathematics

## Units 3 & 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 & 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 & 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. They should have a facility with relevant mental and by-hand approaches to estimation and computation.

### Area of Study

- Data analysis
- Recursion and financial modelling
- AND TWO additional modules

### Assessment

A combination of:

- Problem—solving/modelling tasks
- Application tasks

### Who do I contact about this?

Mr Aaron Freeman

# MATHS METHODS

Curriculum Area: Mathematics

## Unit 1

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. 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 the unit as applicable. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and Statistics'.

## Unit 2

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. 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 the unit as applicable. In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and Statistics'.

## Area of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

## Assessment

Assessment will be based on a variety of tasks:

- assignments , tests, summary or review notes, modelling tasks, problem-solving tasks and mathematical investigations.

## Who do I contact about this?

Mr Aaron Freeman

# MATHS METHODS

Curriculum Area: Mathematics

## Units 3 & 4

Mathematical Methods Units 3 & 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 & 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 & 4 are contained in Mathematical Methods Units 1 & 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 & 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation and integration.

### Area of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

### Assessment

A combination of:

- Problem—solving/modelling tasks
- Application tasks

### Who do I contact about this?

Mr Aaron Freeman

# SPECIALIST MATHS

Curriculum Area: Mathematics

## Units 3 & 4

Specialist Mathematics Units 3 & 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 & 2, the key knowledge and skills from Specialist Mathematics Units 1 & 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 & 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

### Area of Study

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

### Assessment

A combination of:

- Problem—solving/modelling tasks
- Application tasks

### Who do I contact about this?

Mr Aaron Freeman

# Science

The following subjects are those offered by the Science faculty in 2021 at Gisborne Secondary College.

Biology Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/biology/2016BiologySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/biology/2016BiologySD.pdf</a>
Chemistry Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf</a>
Environmental Science Units 1—2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/envscience/2016EnviroScienceSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/envscience/2016EnviroScienceSD.pdf</a>
Physics Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf</a>
Psychology Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/psychology/2016PsychologySD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/psychology/2016PsychologySD.pdf</a>



# BIOLOGY

## Curriculum Area: Science

### Unit 1

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 key-stone 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.

### Unit 2

Students examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms and explore the mechanisms of asexual and sexual reproductive strategies. 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. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.

### Area of Study

- How do organisms function?
- How do living systems sustain life?
- Practical investigation
- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

### Assessment

Suitable tasks for assessment may be selected from the following:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- problem solving involving biological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response.
- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format.

### Who do I contact about this?

Ms Marnie Sparrow

# BIOLOGY

## Curriculum Area: Science

### Unit 3

Students 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.

Students consider base pairing, 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.

They explore the chemistry of cells, how cells communicate with each other, the types of signals, the transduction of information within the cell and cellular responses. At this level students study the human immune system.

### Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species, examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology.

They explore technological developments in the fields of comparative genomics, molecular homology and bioinformatics. Students examine the structural and cognitive trends in the human fossil record, the biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies.

### Area of Study

- How do cellular processes work?
- How are species related?
- How do cells communicate?
- How do humans impact on biological processes?
- Practical investigation

### Assessment

- A report related to at least two practical activities from a logbook of practical activities.

AND at least one of the following:

- A logbook of practical activities
- a graphic organiser
- an evaluation of research

### Who do I contact about this?

Ms Marnie Sparrow

# CHEMISTRY

## Curriculum Area: Science

### Unit 1

Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances. 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.

A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and / or Area of Study 2.

### Unit 2

Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They explore the relationship between bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and / or Area of Study 2.

### Area of Study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

### Assessment

Suitable tasks for assessment may be selected from the following:

- a report of a practical activity or investigation
- a modelling activity
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response. For Outcome 3 • a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.

### Who do I contact about this?

Ms Marnie Sparrow

# CHEMISTRY

## Curriculum Area: Science

### Unit 3

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. 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 equations, 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.

A student practical investigation related to energy and / or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 & 4, and is assessed in Unit 4, Outcome 3.

### Unit 4

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 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.

### Area of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?
- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

### Assessment

Suitable tasks for assessment may be selected from the following:

- A report on a laboratory investigation.
- annotations of at least two practical activities from a practical logbook.

### Who do I contact about this?

Ms Marnie Sparrow

# ENVIRONMENTAL SCIENCE

## Curriculum Area: Science

### Unit 1

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

A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

### Unit 2

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.

### Area of Study

- How is life sustained on Earth?
- How is Earth a dynamic system?
- Practical investigation
- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

### Assessment

Suitable tasks for assessment may be selected from the following:

- a fieldwork report
- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a test comprising multiple choice and/or short answer and/or extended response
- a report of a student-designed and/or adapted and/or extended investigation related to ecosystem monitoring and/or change that can be presented in various formats.

### Who do I contact about this?

Ms Marnie Sparrow

# PHYSICS

## Curriculum Area: Science

### Unit 1

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, probe common analogies used to explain electricity, consider the origins and formation of matter, and use thermodynamic principles. 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.

### Unit 2

Students 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. They 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.

### Area of Study

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?
- How can motion be described and explained?
- Options to be selected by teacher
- Practical investigation

### Assessment

Suitable tasks for assessment may be selected from the following:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue

### Who do I contact about this?

Ms Marnie Sparrow

# PHYSICS

## Curriculum Area: Science

### Unit 3

Students explore the importance of energy in explaining and describing the physical world. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. 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. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken and presented in a scientific poster format.

### Unit 4

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. 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.

### Area of Study

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?
- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

### Assessment

At least one task selected from:

- annotations of at least two practical activities from a practical logbook
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a test (short answer and extended response)

### Who do I contact about this?

Ms Marnie Sparrow

# PSYCHOLOGY

Curriculum Area: Science

## Unit 1

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 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. A student-directed research investigation related to brain function and / or development is undertaken in this unit.

## Unit 2

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. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit.

## Area of Study

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation
- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

## Assessment

Suitable tasks for assessment may be selected from the following:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response

## Who do I contact about this?

Ms Marnie Sparrow

# PSYCHOLOGY

Curriculum Area: Science

## Unit 3

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. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 & 4.

## Unit 4

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. A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4.

## Area of Study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?
- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation

## Assessment

Suitable tasks for assessment may be selected from the following:

- annotations of at least two practical activities from a practical logbook
- evaluation of research
- a report of a student investigation
- an analysis of data including generalisations and conclusions
- a visual presentation
- media analysis/response
- a response to a set of structured questions
- a reflective blog/learning journal related to selected activities or in response to an issue
- a test

## Who do I contact about this?

Ms Marnie Sparrow

# Technology

The following subjects are those offered by the Technology faculty in 2021 at Gisborne Secondary College.

Applied Computing Units 1—2	<a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx</a>
Software Development Units 3—4	<a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx</a>
Data Analytics Units 3—4	<a href="https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx">https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/computing/Pages/index.aspx</a>
Food Studies Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf">https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf</a>
Product, Design & Technology: Wood Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf">https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf</a>
Product, Design & Technology: Textiles Units 1—2	<a href="https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf">https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf</a>
Systems Engineering Units 1—4	<a href="https://www.vcaa.vic.edu.au/Documents/vce/systemeng/2019SystemsEngineeringSD.pdf">https://www.vcaa.vic.edu.au/Documents/vce/systemeng/2019SystemsEngineeringSD.pdf</a>



# APPLIED COMPUTING

## Curriculum Area: Technology

### Unit 1

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.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

### Unit 2

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.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

### Area of Study

- Data analysis
- Programming
- Innovative solutions
- Network security

### Assessment

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

- a folio of exercises or software solutions and a written report
- a presentation (oral, multimedia, visual) to present findings or software solutions.

### Who do I contact about this?

Mr Nick Maxwell

# FOOD STUDIES

Curriculum Area: Technology

## Unit 1

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 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. In Area of Study 2 students focus on Australia. They 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. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

## Unit 2

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks 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. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

## Area of Study

- Food around the world
- Food in Australia
- Food industries
- Food in the home

## Assessment

- a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake.
- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration • a video or podcast.

## Who do I contact about this?

Mr Nick Maxwell

# FOOD STUDIES

## Curriculum Area: Technology

### Unit 3

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores 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 (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses 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.

### Unit 4

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses 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.

Area of Study 2 focuses 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.

### Area of Study

- The science of food
- Food choice, health and wellbeing
- Environment and ethics
- Navigating food information

### Assessment

The assessment tasks are:

- a range of practical activities and records‡ of two practical activities related to the functional properties of components of food.
- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- a video or podcast.

### Who do I contact about this?

Mr Nick Maxwell

# PRODUCT, DESIGN & TECHNOLOGY: WOOD

## Curriculum Area: Technology

### Unit 1

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.

### Unit 2

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.

### Area of Study

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product
- Designing within a team
- Producing and evaluating within a team

### Assessment

- a design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- a finished product and records of production and modifications.
- an oral presentation supported by notes and/or visual materials

### Who do I contact about this?

Mr Nick Maxwell

# PRODUCT, DESIGN & TECHNOLOGY: WOOD

## Curriculum Area: Technology

### Unit 3

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

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. 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.

### Unit 4

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.

### Area of Study

- Designing for end-user/s
- Product development in industry
- Designing for others
- Product analysis and comparison
- Product manufacture
- Product evaluation

### Assessment

- A structured, annotated design brief, evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to product design factors.
- extended response • a short written report • an oral presentation accompanied by notes and/or visual materials.

### Who do I contact about this?

Mr Nick Maxwell

# PRODUCT, DESIGN & TECHNOLOGY: TEXTILES

## Curriculum Area: Technology

### Unit 1

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.

### Unit 2

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.

### Area of Study

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product
- Designing within a team
- Producing and evaluating within a team

### Assessment

- a design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- a finished product and records of production and modifications.
- an oral presentation supported by notes and/or visual materials

### Who do I contact about this?

Mr Nick Maxwell

# SYSTEMS ENGINEERING

Curriculum Area: Technology

## Unit 1

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.

## Unit 2

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. 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.

## Area of Study

- Mechanical system design
- Producing and evaluating mechanical systems
- Electrotechnological systems design
- Producing and evaluating electrotechnological systems

## Assessment

Recommended assessment tasks for this unit are:

- documentation of the systems engineering process using one or more of: – a multimedia/simulation presentation – an electronic portfolio – a brochure – a poster – a written report
- production work to create a mechanical system.
- practical demonstrations
- an oral presentation.

## Who do I contact about this?

Mr Nick Maxwell

# SYSTEMS ENGINEERING

Curriculum Area: Technology

## Unit 3

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.

## Unit 4

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.

## Area of Study

- Integrated and controlled systems design
- Clean energy technologies
- Producing and evaluating integrated and controlled systems
- New and emerging technologies

## Assessment

Any one or a combination of:

- a short written report in the form of a media analysis or a case study or based on structured questions
- a multimedia/simulation presentation or report
- an oral presentation.

## Who do I contact about this?

Mr Nick Maxwell

# VET

The following subjects are those offered as part of our Vocational Education and Training program in 2021 at Gisborne Secondary College.

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# VET Automotive

AUR20716 Cert II (VCE Stream)

**Curriculum Area: VET**

## Description

**AUR20716 Certificate II in Automotive Vocational Preparation:** covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.

## Aims

The VCE VET Automotive program aims to:

provide participants with the knowledge, skills, and competency that will enhance their employment prospects and future training pathways in the automotive industries.

enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

## VCE VET Credit

On successful completion of the VCE VET Automotive program, students will be eligible for:

the award of AUR20716 Certificate II in Automotive Vocational Preparation

recognition of up to four (4) VCE units of credit; two (2) units at Units 1 and 2 level a Units 3 and 4 sequence.

## Work Placement

This is an important part of the program with a minimum of 5 days each year required for each student. This allows students to practice skills learnt and to determine different aspects of the industry they would like to work in e.g. panel beating/servicing/auto-electrical etc. This will be completed during term holidays.

## Additional Information

Leather upper shoes are required for all practical classes.

## Who do I contact about this?

Mr. Darren McRae

# VET Building & Construction

22338VIC Cert II (VCE Stream)

Curriculum Area: VET

## Description

**22338VIC Certificate II in Building and Construction Pre-apprenticeship:** aims to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level. This pre-apprenticeship course consists of a core of common cross sector units of competency that provide skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting basic plans and drawings, preparing and applying for work in the construction industry, working effectively and sustainably in the construction industry and workplace safety practices onsite. The course also includes a range of units that introduce the learner to the application of specific materials, tools and equipment, and techniques used in specific trade sectors that underpin the Certificate III qualifications in the Bricklaying, Carpentry, Joinery, Shop fitting and Stair building, Painting and Decorating, Solid Plastering, Stonemasonry, Wall and Ceiling Lining and Wall and Floor Tiling trade sectors.

## Aims

The VCE VET Building and Construction program aims to:

provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries

enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

## VCE VET Credit

On successful completion of the VCE VET Building and Construction program drawn from the state-accredited pre-apprenticeship, students are eligible for:

the award of 22338VIC Certificate II in Building and Construction Pre-apprenticeship.

recognition of up to five units of credit at Units 1 and 2 level and a Units 3 and 4 sequence

## Work Placement

This is an important part of the program with a minimum of 5 days each year required for each student. This allows students to practice skills learnt and to determine different aspects of the industry they would like to work in e.g. carpentry, plumbing, electrical etc.

## Additional Information

Leather upper shoes are required for all practical classes.

## Who do I contact about this?

Mr. Darren McRae

# VET Screen Media

CUA31015 Cert III (VCE Stream)

**Curriculum Area: VET**

## Description

**CUA31015 Certificate III in Screen and Media:** provides students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

## Aims

The VCE VET Screen Media program aims to:

provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the creative and digital media industries

enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

## VCE VET Credit

On successful completion of certificate III, students will be eligible for:

the award of CUA31015 Certificate III in Screen and Media

up to two units at Units 1 and 2 level, a Units 3 and 4 sequence.

## Work Placement

This is an important part of the program with a minimum of 5 days each year required for each student. This allows students to practice skills learnt and to determine different aspects of the industry they would like to work in.

## Additional Information

Certificate III comprises a minimum of 11 units of competency: 3 compulsory units and a minimum of eight elective units.

Scored assessment is available. To gain a study score a student must: be competent in the prescribed training; complete all scored VCE VET assessments; complete an end of year exam.

## Who do I contact about this?

Ms. Kushum Rattan

# VET Outdoor Recreation

SIS20213 Cert II (VCE Stream)

Curriculum Area: VET

## Description

**SIS20213 Certificate II in Outdoor Recreation:** provides students with the knowledge and skills to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Units in the program include assisting in conducting outdoor recreation sessions, responding to emergency situations and working effectively in sport and recreation environments. Electives can be chosen from a range of streams including Abseiling, Bushwalking, Cycling, Skiing and Surfing.

## Aims

The VCE VET Outdoor Recreation program aims to:

provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the sport and recreation industries.

enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

## VCE VET Credit

On successful completion of Certificate II in Outdoor Recreation option, students will be eligible for:

the award of SIS20213 Certificate II in Outdoor Recreation

a minimum of two VCE units at Units 1 and 2 level.

## Work Placement

This is an important part of the program with a minimum of 5 days each year required for each student. This allows students to practice skills learnt and to determine different aspects of the industry they would like to work in.

## Additional Information

This program option comprises a minimum of 15 units of competency:

six compulsory units a minimum of nine elective units at VCE Units 1 and 2 level.

## Who do I contact about this?

Mr. Tim Howells

# VET Sound Production

CUA3091 Cert III (VCE Stream)

Curriculum Area: VET

## Description

**CUA20615 Certificate II in Music Industry:** Certificate II in Music Industry provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to focus on an area of their interest such as performing simple pieces, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.

## Aims

The VCE VET Music Industry program aims to:

provide participants with the knowledge, skills, and competency that will enhance their employment prospects in the music and creative arts industries

enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

## VCE VET Credit

On successful completion of certificate III, students will be eligible for:

the award of CUA30915 Certificate III in Music Industry

a specialisation in **Performance** and/or **Sound Production**

a minimum of four VCE VET units: Units 1 and 2, and a Units 3 and 4 sequence.

## Work Placement

Students are encouraged to do additional work experience in the school holidays. This allows students to practice skills learnt and to determine different aspects of the industry they would like to work in.

## Additional Information

Certificate III comprises a minimum of 11 units of competency: 4 compulsory units and a minimum of 7 elective units, with flexibility to undertake a specialisation or a general program.

## Who do I contact about this?

Mr. Alex Vincent

# VET Business

BSB20115 Cert II(VCAL Stream)

**Curriculum Area: VET**

## Description

**BSB20115 Certificate II in Business:** an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

## Aims

The VET Business program aims to:

provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects within a broad range of business and industry settings.

enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

## Additional Information

Students must achieve twelve units of competency to gain BSB20115 Certificate II in Business, including:

one core unit of competency

eleven elective units of competency, of which:

seven elective units must be selected from the elective units listed below

four elective units may be selected from the elective units listed in the qualification, or any currently endorsed Training Package or accredited course at the same qualification level.

## Who do I contact about this?

Mr. Adrian Pang

# VET Beauty Services

SHB30115 Cert III

Curriculum Area: VET

## Description

**SHB30115 Certificate III in Beauty Services:** provides skills and knowledge to work as a beautician, providing a range of beauty services including nail, lash and brow, and basic make-up services. Develop a range of technical and customer service skills where discretion and judgement is required, including client consultation on beauty products and services.

## Provider

Headmasters Academy

# VET Salon Assistant

SHB20126 Cert II

Curriculum Area: VET

## Description

**SHB20216 Certificate II in Salon Assistant:** develops basic skills and knowledge to assist with client services in the hair and beauty industry, and provides a pathway into a hairdressing apprenticeship.

## Provider

Headmasters Academy

# VET Equine Studies

22246VIC Cert II

Curriculum Area: VET

## Description

**22246VIC Certificate II in Equine Studies:** a pathway to employment in different sectors of the equine industry in roles such as stable hands or stud hands or further study in a range of equine or equine related qualifications in horse breeding, sport or racing.

## Provider

GO Tafe — Online

# VET Hospitality

SIT20316 Cert II

Curriculum Area: VET

## Description

**SIT20316 Certificate II in Hospitality:** prepares students with a limited range of hospitality operational skills and basic knowledge. Includes units such as; prepare/serve espresso coffee, non-alcoholic beverages, food and beverage service, advice on food, and functional transactions.

## Provider

William Angliss

# VET Plumbing

22304VIC Cert II

Curriculum Area: VET

## Description

**22304VIC Certificate II in Plumbing (Pre-apprenticeship):** aims to provide learners with basic industry specific skills and knowledge to enable transition into an apprenticeship or traineeship within the plumbing industries at the Certificate III level. This pre-apprenticeship course consists of 19 compulsory units of competency that provide skills and knowledge in workplace safety practices onsite, workplace communication, carrying out measurements and calculations, reading and producing technical drawings, applying basic sheet metal practices, using various welding equipment, and using plumbing tools and resources.

## Provider

Kangan Tafe

# VET Agriculture

AHC20116 Cert II

Curriculum Area: VET

## Description

**AHC20116 Certificate II in Agriculture:** provides an entry level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. This qualification is suitable for an Australian Apprenticeship. Job roles vary across different industry sectors and may include: Assistant Animal Attendant/Stockperson, Assistant Farm or Station Hand/Labourer.

## Provider

Melbourne Polytechnic

# VET Allied Health Assistant

HLT33015 Cert III

Curriculum Area: VET

## Description

**HLT33015 Certificate III in Allied Health Assistance (partial completion) (incorporating HLT33115 Certificate III in Health Services Assistance):** provides students with the knowledge and skills that will enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

## Provider

Kangan Tafe (Bendigo)

# VET Animal Studies

ACM20117 Cert II

Curriculum Area: VET

## Description

**ACM20117 Certificate II in Animal Studies:** provides students with the skills and knowledge to enter the Animal Care and Management industry. Employment opportunities reflect roles such as Animal Care Attendant, Animal Shelter Attendant, Kennel Hand, Cattery Attendant, Pet Shop Attendant and Assistant Dog Groomer.

## Provider

Melbourne Polytechnic

# VET Engineering Studies

22470VIC Cert II

Curriculum Area: VET

## Description

**22470VIC Certificate II in Engineering Studies:** aims to instill positive perceptions of the engineering related industries by introducing young people to the wide range of employment opportunities, career choices and study pathways to further training in the engineering, manufacturing and related industries.

## Provider

Kangan Tafe (Broadmeadows or Richmond)

# VET Electrotechnology

22261VIC Cert II

Curriculum Area: VET

## Description

**22261VIC Certificate II in Electro technology Studies (pre-vocational):** a state accredited curriculum that offers students the opportunity to develop their skills and knowledge across a range of electrical sectors, including electrical, electronics, refrigeration and mechanical engineering.

## Provider

Victoria University



## GISBORNE SECONDARY COLLEGE

### VET APPLICATION 2021

All VET programs take TWO years to complete. This means students will not be allowed to drop their VET course at the end of the first year and compulsory enrolment will be required in the second-year program. (Any course change MUST be made by mid-April of the first year).

STUDENT NAME: \_\_\_\_\_ YEAR LEVEL IN 2020: \_\_\_\_\_

In 2021 I will be completing: (please tick)	Year 10:		VCE		VCAL	
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**All sections MUST be completed below before an application can be processed**

Student Name:	Mentor:
Address:	
Parent/Guardian Phone:	Student Phone:
Parent / Guardian Email Address:	
Student Email Address: (to be used for VET correspondence)	
Unique Student Identifier (USI) Number: _____ (You must have a USI number to be enrolled in a VET course. Please ensure you have completed this before handing your form in. To create a USI, go to <a href="http://www.usi.gov.au">www.usi.gov.au</a> )	

1. Explain why you want to study the VET program you have selected. What educational and career pathways will the VET program you have selected give you?

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2. Describe any work experience that you have completed that could be relevant to the VET program you have selected. Include dates, type of business and jobs undertaken.

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3. What skills do you have that could help you complete your chosen VET program?

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4. Which subjects have you studied that will assist with suitable skills for the VET program?

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5. All student undertaking a VET subject are required to do 10 days of work placement over the 2 years (excluding VET equine, which requires 40hrs in the first year) please indicate if you have an idea of where you would complete your placement and how you will go about organising this placement.

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***Students who complete VET programs outside of timetabled classes must make sure that they satisfactorily complete all work requirements and assessments for classes they have missed due to TAFE. Completing an external VET subject will require you to do EXTRA work because you will be absent from scheduled classes at GSC.***

6. How will you catch up on classwork missed when you attend TAFE?

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***Students doing a VET Subject will need to get a recommendation from the subject teacher:***

Name of the recommending teacher: \_\_\_\_\_

Signature of the Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

***There are compulsory fees associated with all VET programs which pay for the material costs for the certificate. Please check the Year 11/12 Handbook.***

***ALL students doing VET Programs will be required to complete at least 2 weeks of Structured Work Placement Learning (Work Placement) during term holidays.***

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian name: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Enquiries: Ms Kushum Rattan (VET Coordinator)

Phone: 5428 3691

Email: kushum.rattan@education.vic.gov.au

**All Students applying for a VET subject must complete all the sections of this form and hand it in to the General office before the Friday 14<sup>th</sup> August. Any concerns need to be directed to Mrs K Rattan: VET Co-ordinator in E5 office**



Melton Rd, Gisborne  
PO Box 57, Gisborne  
VICTORIA 3437  
T. 03 5428 3691 F. 03 5428 4018  
Student Absences 5428 0899 before 9.30am  
E. gisborne.sc@edumail.vic.gov.au  
W. www.gisbornesc.vic.edu.au



## GSC VCAL APPLICATION FORM 2021

This form is to be completed in full and signed by a parent or guardian before returning it to school to the Front office or Senior School Office.

The Victorian Certificate of Applied Learning is a senior secondary certificate which gives students practical and work related experiences. Students who complete VCAL will balance the requirements of school, work and VET programs. Students will complete school based units in literacy, numeracy, work related skills and professional development. The GSC Subject Selection Handbook should be read carefully to gain further insight to the program guidelines and expectations.

**This application form does not guarantee acceptance into the VCAL program and all students should also complete online VCE course preferences.**

All students who apply for VCAL will attend an interview with their parent/guardian to discuss their suitability and aptitude for the VCAL program.

If conditionally accepted to the program at Year 11, students will have to provide evidence of progress toward gaining a structured work placement. Please also note that VCAL has a cost associated with it. At year 11 this is a \$475 payment, at year 12 it is a \$350 payment. A payment plan can be negotiated with part deposit. This payment goes toward extra-curricular activities/ courses associated with the VCAL program.

(Please tick)

<input checked="" type="checkbox"/> Applying for Year 11 VCAL Course	<input type="checkbox"/> Applying for Year 12 VCAL Course
Student Name:	Mentor:
Address:	
Parent/Guardian Phone:	Student Phone:
Parent / Guardian Email Address:	
Student Email Email Address: (to be used for VET correspondence)	
Unique Student Identifier (USI) Number: _____ (You must have a USI number to be enrolled in a VET course. Please ensure you have completed this before handing your form in. To create a USI, go to <a href="http://www.usi.gov.au">www.usi.gov.au</a> )	

### Signatures

Parent /Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## VET/SBAT/HEADSTART

### VET / SBAT / HEADSTART PROGRAM THAT YOU HAVE STARTED OR INTEND ON PARTICIPATING IN

Why do you wish to undertake this particular VET subject? If already studying it, what are you enjoying about it?

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#### PROPOSED WORK PLACEMENT DETAILS FOR 2021

(Note: students are to participate in a work placement one day per week, related to their Industry subject. Students are permitted to do up to 20 days with a single employer, and cannot exceed 40 days per year of SWL for VET and VCAL. SBAT's are excluded from these limitations)

Please detail your work history (include any work experiences or part-time employment).

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What are you interested in doing for work placement next year? Why?

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How will you go about organising your VCAL placement?

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## REASONS FOR CHOOSING VCAL AND YOUR PREFERRED CAREER PATHWAY

I am applying for for the Victorian Certificate of Applied Learning (VCAL) program because...

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A personal strength that would make me a good member of VCAL is:

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I hope that VCAL prepares me for a future in ...

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This section to be completed by Gisborne Secondary College

Interview Date: \_\_\_\_\_ Interview Panel: \_\_\_\_\_

**EVIDENCE OF:**

Leadership	
Teamwork	
Organisation	
Attendance	
Commitment	
Appropriateness of VCAL for future pathway	

VET/SWL Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVED FOR VCAL:      YES      NO**

Enquiries: Mr David Butler or Ms Steph Cust (VCAL Co-ordinators)

Phone: 5428 3691

Email: [butler.david@education.vic.gov.au](mailto:butler.david@education.vic.gov.au)    [stephanie.cust@education.vic.gov.au](mailto:stephanie.cust@education.vic.gov.au)

All Students applying for a VCAL must complete Pages 1-3 of this form and hand it in to the General office by Friday 14<sup>th</sup> August.



Melton Rd, Gisborne  
PO Box 57, Gisborne  
VICTORIA 3437  
T. 03 5428 3691 F. 03 5428 4018  
Student Absences 5428 0899 before 9.30am  
E. [gisborne.sc@edumail.vic.gov.au](mailto:gisborne.sc@edumail.vic.gov.au)  
W. [www.gisbornesc.vic.edu.au](http://www.gisbornesc.vic.edu.au)

## GSC SUBJECT SELECTION PLANNING SHEET 2021

### YEAR 10 INTO 11

This is a planning sheet ONLY and subject preference need to be finalised using the online tool and/or handing in the relevant acceleration form to the general office by **Friday 14<sup>th</sup> of August 2020**.

Student Name \_\_\_\_\_

DATE: \_\_\_/\_\_\_/\_\_\_

PREFERRED CAREER/S: \_\_\_\_\_

VCE  VCAL  (REGARDLESS, PLEASE FILL IN VCE SELECTIONS as there is an extensive selection process for VCAL)

This is where you will record your subjects for Year 11 in 2021. You must select the subjects in order of preference. An extra TWO preferences need to be included in case you have a subject clash or a subject does not run in 2021.

\* **VET students who started a course in 2020 will automatically be placed in the second year**

\* **If you completed a Unit 1/2 subject in 2020, please ensure you select the appropriate Unit 3/4 subject**

#### FIRST PREFERENCES

1	ENGLISH/LITERATURE/ENGLISH LANGUAGE (you must select at least 1 English)
2	VET SECOND YEAR
3	
4	
5	
6	

#### BACK UP SUBJECTS

(please choose carefully as you will be given these subjects if your first preferences are unavailable)

7	
8	

All students need to be aware that they must give their utmost consideration into the careful selection of their Year 11 subjects. It is recommended that students remain in their chosen subjects across the two years of VCE. Changes to subject selections for students cannot be guaranteed, and any changes may affect future study options.

Please ensure you have checked **PREREQUISITES** and **SUBJECT BONUSES** on **VTAC** or **VICTER 2023**

If you are unsure of these please check with your course advisor or the careers team.

Notes:

Student Codes for the online subject selections will be made available during Course Advising Sessions.  
All online selections must be completed, and hardcopy application forms submitted to the General Office by Friday 14<sup>th</sup> August

## GSC SUBJECT SELECTION PLANNING SHEET 2021

### YEAR 11 INTO 12

This is a planning sheet ONLY and subject preference need to be finalised using the online tool and/or handing in the relevant acceleration form to the general office by **Friday 14<sup>th</sup> of August 2020**.

Student Name \_\_\_\_\_

DATE: \_\_\_/\_\_\_/\_\_\_

PREFERRED CAREER/S: \_\_\_\_\_

VCE  VCAL  (REGARDLESS, PLEASE FILL IN VCE SELECTIONS as there is an extensive selection process for VCAL)

This is where you will record your subjects completed in Year 11 2020 and your Year 12 subjects for 2021. You must select the subjects in order of preferences. An extra TWO preferences need to be included in case there is a timetabling clash.

**NOTE: VET students who started a course in 2020 will automatically be placed in the second year  
FIRST PREFERENCES**

Subjects Completed in 2020		2021 Subject Selections	
1	ENGLISH/LITERATURE/ENGLISH LANGUAGE	1	ENGLISH/LITERATURE/ENGLISH LANGUAGE
2	VET	2	VET SECOND YEAR
3		3	
4		4	
5		5	
6			

#### BACK UP SUBJECTS

(please choose carefully as you will be given these subjects if your first preferences are unavailable)

7	
8	

All students are strongly encouraged to continue on in Year 12 with the subjects they are undertaking in Year 11. Any student wishing to pick up a new subject in Year 12 must consult with Senior School staff.

Please ensure you have checked **PREREQUISITES** and **SUBJECT BONUSES** on VTAC or VICTER 2022. If you are unsure of these please check with your course advisor.

Notes:

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Codes for the online selections will be made available to students in Term 3 via parent email.



Melton Rd, Gisborne  
PO Box 57, Gisborne  
VICTORIA 3437  
T. 03 5428 3691 F. 03 5428 4018  
Student Absences 5428 0899 before 9.30am  
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W. www.gisbornesc.vic.edu.au