



WANGARATTA
HIGH SCHOOL

SENIOR YEARS
INFORMATION BOOKLET
2021





WANGARATTA
HIGH SCHOOL

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A warm welcome to Wangaratta High School and a fabulous new phase in your educational experience.

Our aim is to provide all students with the maximum opportunity for personal and academic growth in a supportive environment that will meet the particular learning needs of individuals. We have adopted an individualised pathways program approach, which offers a broad range of program options.

The key to success is making sensible and informed choices. We place a strong emphasis on individual program development and course selection support. Our staff make the time to work with students and their families to undertake extensive pathway development and course selection. Please ensure that you take advantage of these services.

WANGARATTA HIGH SCHOOL VISION

Our vision at Wangaratta High School is to empower all students to grow academically, socially and emotionally through providing an outstanding learning environment built on high expectations for success that will enable all students, with support, to experience quality teaching within a positive climate for learning. Our graduates will be independent, lifelong learners who are equipped to make a positive impact on the world around them.

OUR NARRATIVE

At Wangaratta High School we place each child at the centre of our thinking. Our focus is to ensure that every child becomes a confident, curious, creative and an independent thinker and learner, who is able to achieve their personal best.

We model and nurture respectful relationships to create a positive environment in which every child can thrive.

Our school is a vibrant, innovative learning community based on the principles of quality learning. Our highly skilled teachers design and activate a broad range of programs to engage and challenge, excite and inspire every young person to pursue their unique pathway. Through structured and flexible learning opportunities we empower students to explore and negotiate their learning so that they can make a difference in their school, local and global communities.

OUR MANTRA:
Learning matters
Relationships Matter
I Matter

OUR CORE VALUES:
Ready to Learn
Personal best
Respectful
Safe

Key Personnel

MR BRADLEY MOYLE

Principal



MS BRONWYN WRIGHT

Acting Assistant Principal
 Excellence in Teaching
 & Learning



MS MICHELLE BOOTES

Assistant Principal
 Positive Climate for Learning



MRS LIBBY WALTERS

Senior Years Leader
 (Years 10 - 12)



YEAR LEVEL CO-ORDINATORS		
Year 9	Mr Phillip Hunter	Ms Michelle Wilson
Year 10	Mr. Jud Mullins	Ms. Andrea Belci
Year 11	Ms. Karen Mascas	Ms Hannah Nott
Year 12	Ms. Lesley Forman	Ms. Meg Whatley

LEARNING AREA LEADERS	
Arts	Mr. Shane Castricum
Performing Arts	Mr. Scott Solimo
Technology	Ms. Gayle O'Keefe
English	Ms. Lesley Milne
Languages	Ms. Silvia Moro
Mathematics	Ms. Lisa McLean
Science	Ms Rheanna Lang
Health & Physical Education	Ms. Zelda Yeates
Humanities	Ms Meryl Herman
VCAL	Ms. Meg Whatley

Key Dates and Course Selection Information

An extensive course selection process takes place during Term 3. As part of this process each student is provided with individual course selection information, parents are requested to accompany their young person(s) to assist them with final decision-making, if possible.

THE WHS COURSE SELECTION PROCESS FOR ALL STUDENTS IN YEARS 9, 10 & 11 IN 2020 INCLUDES THE FOLLOWING KEY DATES:

PATHWAYS INFORMATION EVENING

Thursday 30th July 2020 at 6 pm
WHS Senior Years Learning Community for current Year 9, 10 & 11 students and parents.
External providers and Learning area displays and support available.

Course Selection Booklets will be available on the night or information will be on the school website.

CAREER BASED PATHWAY ACTIVITIES

Monday 20th to Friday 24th July 2020
Year 9 and 10 students

Small group support from LaTrobe University – School Partnership Program

INDIVIDUAL COURSE SELECTION INTERVIEW

Wednesday 5th August 2020
Years 9, 10 and 11 students

Appointments will be made to meet with teachers, parents are requested to attend if possible.

ONLINE SUBJECT SELECTION DUE

Wednesday 12th August 2020

ACCELERATION, VCAL AND VET APPLICATIONS DUE

Thursday 13th August 2020
To Mentor Teachers (pass on to Senior Years Leader)

INTERVIEWS FOR ACCELERATION, VCAL AND VET

Week starting the 24th August 2020

YEAR 12 FUTURE PATHWAYS INTERVIEWS

Term 3

TERM DATES FOR 2021:

	TERM DATES	SCHOOL HOLIDAY DATES
Term 1	28 January to 1 April	2 April - 18 April
Term 2	19 April to 25 June	26 June - 11 July
Term 3	12 July to 17 September	18 September - 3 October
Term 4	4 October to 17 December	18 December - 25 January 2022

VCE / VET / VCAL Offerings

English Units 1 & 2	Mathematics Units 1 & 2	Science Units 1 & 2	Humanities Units 1 & 2	Languages Units 1 & 2
Foundation English English Literature English Language <i>VCAL Literacy</i>	Foundation Mathematics General Mathematics Specialist Mathematics Mathematical Methods	Biology Chemistry Physics Psychology	Business Management Legal Studies History Geography <i>VCAL Work Related Skills</i>	Italian
English Units 3 and 4	Mathematics Units 3 & 4	Science Units 3 & 4	Humanities Units 3 & 4	Languages Units 3 & 4
English English Language <i>VCAL Literacy</i>	Further Mathematics Mathematical Methods <i>VCAL Numeracy</i>	Biology Chemistry Physics Psychology	Business Management Legal Studies Ancient History <i>VCAL Work Related Skills</i>	Italian

The Arts/ Performing Arts Units 1 & 2	Health/ PE Units 1 & 2	Technology Units 1 & 2	VET
Studio Arts Visual Communication Media Studies Music Performance Drama	Physical Education Health & Human Development Outdoor and Environmental Studies <i>VCAL Personal Development</i>	Product Design & Technology Wood or Textiles Food Studies Systems Engineering	VCE/VET Certificate Community Services VCE/VET Music Industry
The Arts/ Performing Arts Units 3 & 4	Health/ PE Units 3 & 4	Technology Units 1 & 2	
Studio Arts Visual Communication Media Studies Music Performance Drama	Physical Education Health & Human Development Outdoor and Environmental Studies <i>VCAL Personal Development</i>	Product Design & Technology Wood or Textiles Food Studies	VCE/VET Certificate Community Services

PATHWAYS - Planning Your Future

SET YOUR GOALS AND PLAN AHEAD:

You will make the best of your educational opportunities if you **set goals** and **plan** your future. Start planning for your future by exploring your options: *Ask yourself... Who am I?*
Explore your abilities, talents and interests. Be generous to yourself - do not sell yourself short.

WHAT SORTS OF CAREERS ARE AVAILABLE?

Explore a wide range of career options. Include some you might not automatically think about and find out about some you have never heard of.

WHAT DO I NEED TO KNOW ABOUT FURTHER EDUCATION AND TRAINING?

Develop an understanding of the requirements of further training such as Traineeships, Apprenticeships, TAFE courses and University courses.

HOW CAN THE PROGRAMS AT SCHOOL HELP?

You need to develop an understanding of all programs offered at WHS, in particular in your **senior years** at the school. Find out about the programs offered such as VCE, VCAL & VET which can assist you to match your career goals with an appropriate program. Ask yourself, and find out...

- Do I need a full VCE?
- Do I need a VCAL Certificate?
- Do I need a VET Certificate?
- Do I need high grades?
- Which subjects do I need?
- What work experience would be beneficial?

While this can sometimes be a difficult process, there are many resources available to ensure a successful outcome.

FRIENDS	Don't choose what they are doing , they often have different abilities, interests and motivation from yours.
TEACHERS	Don't select a subject because your favourite teacher may be teaching it. Teachers are often given other classes or change schools. Choose for you!
RUMOURS	It is pointless to study a subject you are NOT interested in, or NOT good at, because of rumours about jobs or marks.
'EASY' SUBJECTS	None of the subjects you will be able to select from are 'easy' subjects. Your success in any subject depends on your commitment and enthusiasm.
'BOY'S / GIRL'S' SUBJECTS	There are NO separate subjects for boys or girls. If you are good at or interested in a subject then it is for YOU.
VTAC GUIDE	https://careersblog.vtac.edu.au/2020/07/13/new-online-resources-available/

Begin with the end in mind!

Senior Certificates

In the Senior Years you will build on what you have learnt and explore the wide range of pathways that we make available to you at Wangaratta High School.

The key qualifications we enable students to attain are:

The Victorian Certificate of Education (VCE), with an Australian Tertiary Admission Rank (ATAR) score; can lead to further education at a university or Technical and Further Education (TAFE) or work.

The Victorian Certificate of Applied Learning (VCAL) is very flexible and is focused on extending students whose preferred learning style is hands on. It prepares students for the world of work as well as TAFE and other tertiary studies. VCAL can be studied at 'Foundation', 'Intermediate' levels or 'Senior' Certificate levels.

Vocational Education and Training (VET) subjects are very versatile; while they allow students interested in vocational subjects like Engineering, Hospitality and Automotive to gain credit in a future apprenticeship or tertiary course. They also count towards VCAL, as a VCE subject and some VET programs contribute towards an ATAR score. The majority of VET programs need to be taken as a two year sequence and do attract additional fees for specialist materials and uniforms which may be significantly more than other subjects.

School Based Apprenticeships & Traineeships (SBAT) allow students to undertake a part time Apprenticeship at the same time as being enrolled in school and working towards attaining a VCE or VCAL qualification.

Students in Year 10 may apply to accelerate into a Unit 1 & 2 VCE, VET or SBAT.

The actual running of classes is dependent on student pathways choices. Where a subject does not attract enough student enrolments to be considered viable it may not run.

Study designs with full details of all courses are available on the VCAA website.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

UNITS 1 & 2 — VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Students must choose a VCE course that they will meet entry requirements to their desired university or TAFE course, whilst also considering subjects they will enjoy studying.

To check university subject pre-requisites, please refer to individual university websites and VTAC. For further support, please see Mrs Walters or your year level coordinators.

Please Note: To be eligible for a VCE certificate, it is compulsory to study and pass a VCE English subject. Students then select an additional 5 subjects (10 units) to study.

YEAR 11 VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Students undertake a set course with a VET program and a work-related component, to be negotiated. The VCAL learning program is made up of four curriculum strands:

- Literacy / Numeracy
- Industry specific skills
- Work-related skills
- Personal development skills

VCAL programs may include a combination of VCAL, VET and VCE subjects.

Each certificate levels requires a **minimum requirement of 1,000 nominal hours of study**, made up of both timetabled classes and independent learning. For a full time enrolment, **each unit equals approximately 100 hours**.

UNITS 3 & 4 VCE GRADUATION REQUIREMENTS

To be eligible for a VCE certificate, it is compulsory to study and pass a VCE English subject.

Students can then select an additional 4 subjects to study in VCE at Year 12.

3 units from the English Group, with at least one unit at Units 3 & 4 level.

At least three sequences of Units 3 & 4 studies other than an English.

At least 16 units all together, the 16 units minimum may include an unlimited number of units of Vocational Education and Training (please note not all VET units attract an ATAR score)

YEAR 12 - VCAL

Students continue their VCAL pathway, in a higher level certificate than Year 11.

UNIVERSITY ENHANCEMENT STUDIES

Available online from individual universities for students in Year 12. Please see Ms Forman, Ms Whatley or Mrs Walters for further information.



English

FOUNDATION ENGLISH UNITS 1 & 2

Designed for students who may require a more vocationally focused approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies.

Provides support for students who need additional time and assistance to strengthen and refine their literacy skills to continue their English study in Year 12 in one of the following pathways; a) Intermediate VCAL, b) Unit 1 and 2 VCE English, c) Unit 3 and 4 VCE English, d) Enter the workforce at the end of Year 11.

ENGLISH

English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Unit 1: Creating and Analysing Text

- Creative writing in response to a text
- Analytical essay writing in response to a text
- Presenting argument on a recent media issue in an oral presentation

Unit 2

- Analytical essay writing comparing two texts with common ideas and themes
- Analysing argument in a recent media

Unit 3

- Creative writing in response to a text – out of 30
- Analytical essay writing in response to a text – out of 30
- Analysing argument in a recent media text – out of 40

Unit 4

- Presenting argument on a recent media issue in an oral presentation – out of 40
- Analytical essay writing comparing two texts with common ideas and themes – out of 60

Units 3 & 4 Assessment

Each outcome is assessed on participation in the learning activities and the satisfactory completion of school assessed coursework.

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
The final three-hour examination consists of three essays; a) Analytical Text Response, b) Analysing Argument, c) Analytical Comparison of texts		50%

English

ENGLISH LANGUAGE

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values.

Unit 1: Language and Communication

- Nature and function of language, Sub-systems of language, Modes of language, Influence of context, Language acquisition

Unit 2: Language Change

- Development and global spread of the English Language, English as a Polycentric language, The future of the English Language

Unit 3: Language Variation and Social Purpose

- Stylistic features of the English language in contemporary Australian social settings, on the continuum of formality

Unit 4: Language Variation and Identity

- The role of language as a construction and reflection of individual and group identity.

Units 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
Exam		50%

LITERATURE UNITS 1 & 2

Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

Unit 1: Approaches to Literature

- Features and conventions of a range of literary forms and styles
- Key terms, concepts and practices required for further studies in literature.
- Awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections

- Exploration of ways our own culture and the cultures represented in texts influence our interpretations and shape meanings.
- Close reading of and analytical response to texts
- Analysis of the similarities and differences across texts and connections between them.

Mathematics

FOUNDATION MATHEMATICS UNITS 1 & 2:

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 & 2 of Foundation Mathematics are:

Space, Shape and Design, Patterns and Number, Data and Measurement

GENERAL MATHEMATICS UNITS 1 & 2:

This is preparation for students to continue into Further Mathematics 3 & 4, units are listed below.

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'.

FURTHER MATHEMATICS UNITS 3 & 4:

This study is split into core studied in Unit 3 and selected modules covered in Unit 4.

GENERAL MATHEMATICS

Unit 1

- Measurement, geometry, trigonometry, graphs and networks

Unit 2

- Sequences and recursion leading into financial mathematics,
- Data analysis with components of linear graphs

FURTHER MATHEMATICS

Unit 3

- Data analysis, recursion and financial mathematics

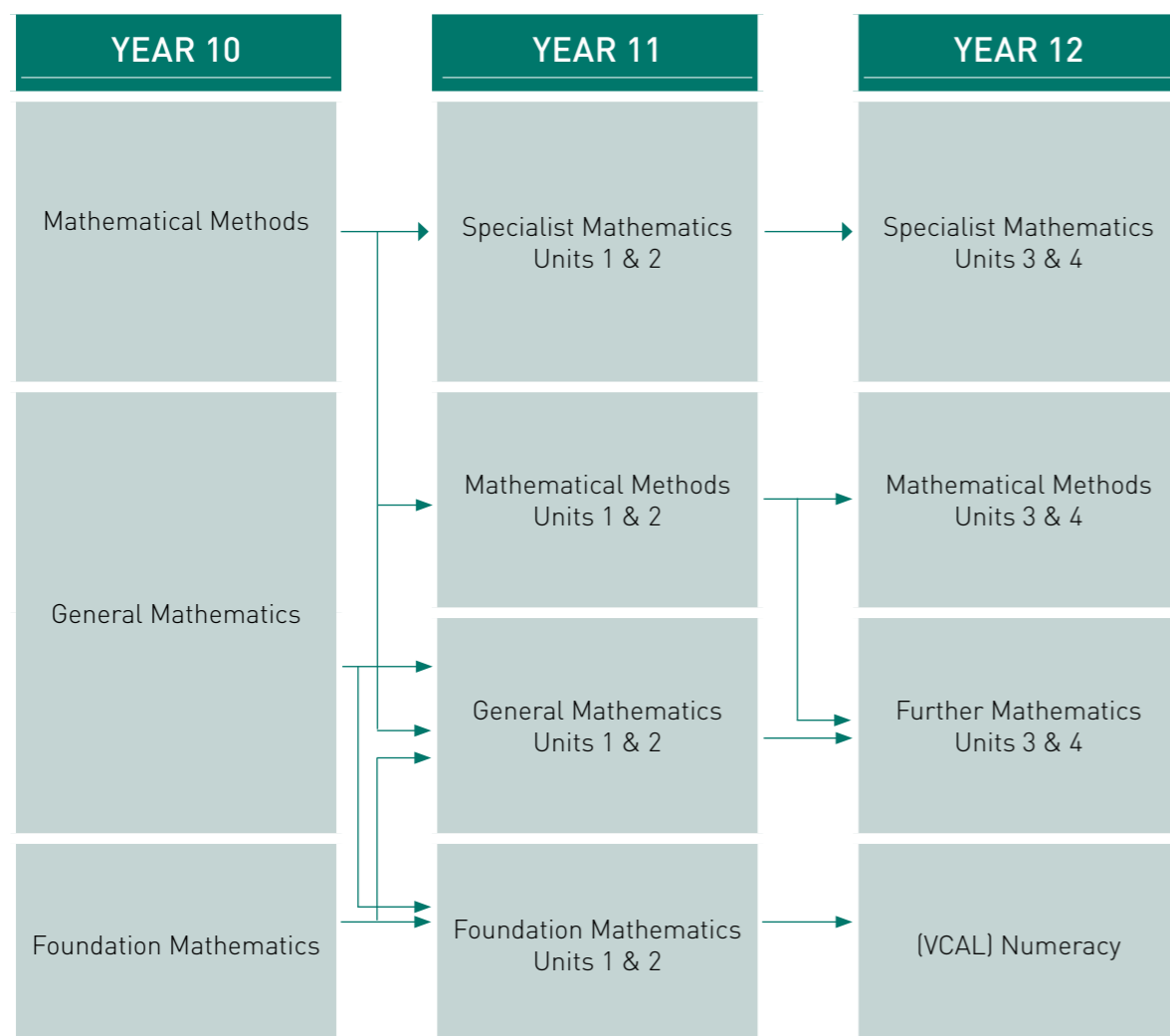
Unit 4

- Geometry and measurement, networks and decision mathematics

Assessment – Further Mathematics

Unit 3	SAC 1 – Analysis Task 40%	
Unit 3	SAC 2 – Problem solving/Modelling Task 20%	
Unit 4	2 x Problem solving/Modelling 20% each	34%
Exam 1 – Multiple Choice		33%
Exam 2 – Extended Response		33%

Mathematics Pathways



Please Note: Specialist Mathematics is normally taken with Mathematical Methods

MATHEMATICAL METHODS UNITS 1 & 2:

This is preparation for students to continue into Mathematical Methods 3 & 4.

Mathematical Methods Units 1 & 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Mathematics

MATHEMATICAL METHODS UNITS 3 & 4:

Units 3 & 4 build on the work in Units 1 & 2.

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.

Unit 1

- Functions and Graphs – including Notation, Definitions, Features, Inverse Functions, Circular Functions.
- Algebra – including Notation, Simultaneous Equations, Transformations.

Unit 2

- Calculus – including Rates of Change, Derivative, Tangents, Normals.
- Probability and Statistics – including Notations, Simulations, Definitions, Venn Diagrams.

Unit 3

- Functions, Graphs and Algebra

Unit 4

- Calculus, Probability and Statistics

Units 3 & 4 Assessment

Unit 3	SAC Application Task SAC A Mathematical Investigation	17%
Unit 4	SAC Modelling Task SAC Problem-solving Task	17%
VCE Exam 1		22%
VCE Exam 2 (end of year)		44%

Pathways: Sciences, Medical Sciences, Engineering

SPECIALIST MATHEMATICS UNITS 1 & 2

It is a VCAA requirement that Specialist Mathematics Units 1 & 2 is taken in conjunction with Mathematical Methods Units 1 & 2. This is preparation for students to continue into Specialist Mathematics Units 3 & 4.

Unit 1

- Arithmetic and Number – including Sequences and Series, Real and Complex Numbers, Permutations, Combinations.
- Geometry, Measurement and Trigonometry – including Circle Theory, Relationships in Triangles, Vectors.
- Graphs of Linear and Non-linear Relationships – including Cartesian, Polar and Parametric forms.

Unit 2

- Algebra and Structure – including Transformations, Matrices.
- Kinematics – including Graphical and Algebraic analysis of Position, Displacement, Velocity, Acceleration and Time.
- Statistics – including Simulation, Sampling, Sampling Distributions.

Humanities

All Humanities subjects help students to develop a broad set of knowledge and skills – particularly investigative and communication skills – that are used in the modern workplace. Humanities subjects are highly complimentary to other VCE and VET subjects such as English, the Sciences, the Arts and Performing Arts, Design and Technology, Health and Human Development, and Digital Media. There are no prerequisite requirements for Unit 3 subjects.

ANCIENT HISTORY

The study of VCE History helps students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

Pathways: gallery/museum guide, tourism guide, library assistant, law clerk, criminologist, librarian, conservator, archaeologist, anthropologist, solicitor, parliamentarian, policy analyst, historian, journalist, editor, teacher, scrum master.

This study is made up of four units:

- Unit 1: Ancient Mesopotamia
- Unit 2: Ancient Egypt (Old Kingdom to Second Intermediate Period)
- Unit 3: Ancient Egypt (New Kingdom)
- Unit 4: Ancient Rome

Unit 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
VCE Exam (2 hours)		50%

BUSINESS MANAGEMENT

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

Pathways: clerk, telemarketer, lending consultant, office manager, hotel/motel manager, human resources, market research analyst, marketing, financial analysis, actuary, accountant, public relations and event management, scrum master, product owner in a scrum team.

This study is made up of four units:

- Unit 1: Planning a Business
- Unit 2: Establishing a Business
- Unit 3: Managing a Business
- Unit 4: Transforming a Business

Unit 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
VCE Exam (2 hours)		50%

Humanities

LEGAL STUDIES

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

Pathways: solicitor, paralegal, legal secretary, clerk, barrister, judge, conveyancer, court reporter, court interpreter, police, corrections officer, military police, journalist, teacher, legal analyst, scrum master.

This study is made up of four units:

- Unit 1: Guilt and Liability
- Unit 2: Sanctions, Remedies and Rights
- Unit 3: Rights and Justice
- Unit 4: The People and the Law

Unit 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
VCE Exam (2 hours)		50%

GEOGRAPHY

The study of VCE Geography enables students to develop a range of skills, many of which use mapping and digital technologies. Students develop investigative skills including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Students interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Students also develop presentation and communication skills which can be used across a variety of subject areas.

Pathways: farm, forestry or agricultural worker, travel consultant, miner, tour guide, stock and station agent, civil engineer, biological technical officer, surveyor, property economist, sociologist, park ranger, meteorologist, landscape architect, geologist, data analyst, infographic designer.

This study is made up of four units:

- Unit 1: Hazards and Disasters
- Unit 2: Tourism
- Unit 3: Changing the Land
- Unit 4: Human Population – Trends and Issues

Unit 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
VCE Exam (2 hours)		50%

Humanities

VET COMMUNITY SERVICES

This subject offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills are developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients. Students can gain the following certification:

Certificate II in Community Services and Certificate III in Community Services.

This VET course also offers VCE accreditation. Note: The Units 3 & 4 sequences of VCE VET Community Services are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 & 4 sequences without first completing Units 1 & 2.

Pathways: assistant community services worker, corrections officer, direct care worker, community care worker, Indigenous youth/support worker, youth support worker, disability support worker, personal care worker, personal care assistant.

For the award of **CHC22015 Certificate II** in Community Services, students must achieve nine units of competency.

For the award of **CHC32015 Certificate III** in Community Services, students must achieve twelve units of competency.

If the student wants a VCE scored assessment they must complete the following as part of their CHC32015 Certificate:

3 Coursework Tasks	66%
VCE Exam (1.5 hours)	34%

Languages

ITALIAN

There are no prerequisites for entry to Units 1, 2 and 3, however it is highly recommended that students have completed Year 9 Italian or an equivalent 200 hours of study of the language prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Unit 4. It would be inadvisable to do Units 3 & 4 without completing Units 1 & 2 and students would be required to undertake additional preparation.

Unit 1: Il mio mondo – My world

- Consolidate and develop skills and knowledge to establish and maintain an informal, personal conversation in Italian.
- Interpret information from texts in Italian.
- Present information, concepts and ideas in writing in Italian.

Unit 2: Il mondo che cambia – The changing world

- Respond in writing in Italian to spoken, written or visual texts presented in Italian.
- Analyse and use information from written, spoken and visual texts to produce an extended written response in Italian.
- Explain information, ideas and concepts in Italian about an aspect of Italian culture.

Unit 3: Questioni globali – Global issues

- Participate in a conversation in Italian to resolve an issue.
- Interpret information from texts and write responses in Italian.
- Express ideas in a personal, informative or imaginative piece of writing in Italian.

Unit 4: Il passato e il futuro – Past and future

- Share information, ideas and opinions in a conversation in Italian.
- Analyse information from written, spoken and viewed texts for use in a written response in Italian.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.

Units 3 & 4 Assessment

Unit 3 SACs	<p>Outcome 1 – 20 marks A three- to four-minute role-play, focusing on negotiating a solution to a personal issue.</p> <p>Outcome 2 – 15 marks Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic</p> <p>Outcome 3 – 15 marks An approximately 250-word personal, informative or imaginative piece of writing.</p>	25%
Unit 4 SACs	<p>Outcome 1 – 20 marks A three- to four-minute interview providing information and responding to questions about a cultural product or practice.</p> <p>Outcome 2 – 15 marks An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.</p> <p>Outcome 3 – 15 marks An approximately 300-word evaluative or persuasive piece of writing.</p>	25%
VCE Examination (end of year)	– oral component: 12.5% – written component: 37.5%	50%

Science

BIOLOGY

Biology is the key to understanding the natural world and the place of every living thing within it. Not only does biology help us to understand the natural world, it also ventures into the realm of biotechnology which has been the basis of research advances in genetics, organ transplants, conservation strategies and treatments for disease.

Unit 1: How do living things stay alive?

- How organisms function
- Living systems sustain life by adapting, biodiversity and relationships within ecosystems

Unit 2: How is continuity of life maintained?

- How reproduction maintain the continuity of life
- Genetic and inheritance

Unit 3: How do cells maintain life?

- Cellular processes including respiration and photosynthesis
- How cells communicate including immunity

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

- Biological evolution
- Humans impact on biological processes involving genetic technology

Units 3 & 4 Assessment - SACs include practical investigations and a scientific poster.

Unit 3	School Assessed Coursework	16%
Unit 4	School Assessed Coursework	24%
Exam		60%

PSYCHOLOGY

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of research methods you will be able to develop skills in analytical and critical thinking.

Unit 1: How are behaviour and mental processes shaped?

- Brain structure and function
- Influences on psychological development

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

- Influences a person's visual and taste perception
- How people's behaviour can be influenced by social interactions

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

- How the nervous system enable psychological functioning
- How people learn and remember

Unit 4: How is wellbeing developed and maintained?

- How levels of consciousness including sleep effect mental processes and behaviour
- Mental health and wellbeing

Units 3 & 4 Assessment - SACs include practical investigations and a scientific poster.

Unit 3	School Assessed Coursework	16%
Unit 4	School Assessed Coursework	24%
Exam		60%

Science

CHEMISTRY

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

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

- Elements, the periodic table and ionic compounds
- Versatility of non-metals including organic compounds

Unit 2: What makes water such a unique chemical?

- Substances interacting with water
- Measuring and analysing substances in water

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

- Energy production from sources like galvanic and fuel cells
- Optimising yield of a chemical manufacturing process

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

- Organic chemistry
- Chemistry of food

Units 3 & 4 Assessment - SACs include practical investigations and a scientific poster.

Unit 3	School Assessed Coursework	16%
Unit 4	School Assessed Coursework	24%
Exam		60%

PHYSICS

Physics is a study of the world around you. Key areas include the study of motion, and the laws which govern all moving objects, whether it be a car, a plane or a high speed electron. Physics also explores the interrelationship between electricity and magnetism, and we investigate modern concepts such as Einstein's Special Theory of Relativity, and the Australian Synchrotron in Melbourne.

Unit 1: What ideas explain the physical world?

- Thermodynamic principles related to heating processes
- Electricity
- The nature of matter

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

- Energy, forces and motion
- Nuclear medicine

Unit 3: How do fields explain motion and electricity?

- Uses of gravitational, electric and magnetic fields
- How electricity is produced and delivered to homes
- Newton's laws of motion and Einstein's theory of special relativity

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

- Mechanical waves and light as a wave
- Light and matter

Units 3 & 4 Assessment - SACs include practical investigations and a scientific poster.

Unit 3	School Assessed Coursework	21%
Unit 4	School Assessed Coursework	19%
Exam		60%

Visual Arts

MEDIA STUDIES

Media is ever-present in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. Through stories media entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which we live. Developments in technologies have transformed media at a rapid pace challenging audiences that are no longer constrained by physical, social and political boundaries.

The study is made up of four units:

- Unit 1: Media forms, representations and Australian stories
- Unit 2: Narrative across media forms
- Unit 3: Media narratives and pre-production
- Unit 4: Media production and issues in the media

Units 3 & 4 Assessment

Unit 3	SAC - Narrative and Ideology	10%
Unit 3-4	SAT - Folio & Production	40%
Unit 4	SAC - Agency and Control	10%
Exam		40%

Pathways: Graphic Design - TV & Film - Education - Social Media - Photography - Lighting - Commercial Production - Merchandising - Marketing - Illustrator/Animation - Sound Design

VISUAL COMMUNICATION DESIGN

Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. The design process provides students structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors.

The study is made up of four units:

- Unit 1: Introduction to visual communication design
- Unit 2: Applications of visual communication within design fields
- Unit 3: Visual communication design practices
- Unit 4: Visual communication design development, evaluation and presentation

Units 3 & 4 Assessment

Unit 3	SAC 1 - Analysis & Practice in context	18%
Unit 3	SAC 2 - Design industry practice	7%
Unit 3-4	SAT - Folio and final presentations	40%
Exam		35%

Pathways: Graphic Design - Engineering - Education - Interior Design - Architectural Design - Commercial Production - Merchandising - Marketing - Illustrator - Environmental Design

Visual Arts

STUDIO ARTS

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks.

The study is made up of four units:

- Unit 1: Studio inspiration and techniques
- Unit 2: Studio exploration and concepts
- Unit 3: Studio practices and processes
- Unit 4: Studio practice and art industry contexts

Units 3 & 4 Assessment

Unit 3	SAC Artists and Studio Practices	5%
Unit 4	SAC Art Industry Contexts	5%
Unit 3-4	SAT Folio and Artworks	60%
Exam		30%

Pathways: Artist - Graphic Design - Education - Illustrator - Curator/Conservator - Gallery Assistant - Merchandising - Conceptual Artist - Animation - Print Making



Performing Arts

MUSIC PERFORMANCE

Music Performance focuses on building performance and musicianship skills. Students 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 practise technical work to address these challenges. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

The study is made up of three Area of Study for Units 1-4:

Area of Study 1: Performance

Area of Study 2: Preparing for Performance

Area of Study 3: Music Language

Units 3 & 4 Assessment

Unit 3-4	SAC Preparing for Performance	20%
Unit 3	SAC Aural, Practical & Written Theory	10%
Performance Exam		50%
Music Language Exam		20%

MUSIC INVESTIGATION

Music Investigation Units 3 & 4 involves both research in an Investigation Topic selected by the student, and performance of works that are representative of the Investigation Topic. Students' research of music characteristics and performance practices are representative of the Investigation Topic. Aural and theoretical musicianship skills are developed across all areas of study. Students also will utilize their research knowledge and skills to compose or arrange a work in the style represented in the Investigation Topic.

The study is made up of three Area of Study for Units 3-4 only

Area of Study 1: Investigation

Area of Study 2: Composition/Improvisation/Arrangement

Area of Study 3: Performance

Units 3 & 4 Assessment

Unit 3	SAC – Investigation Report	30%
Unit 4	SAC - Composition	20%
Performance Exam		50%

Performing Arts

VET: CERTIFICATE II IN MUSIC INDUSTRY (SOUND PRODUCTION) – UNITS 1 & 2

Certificate II in Music Industry (sound production) provides students with the foundation knowledge and skills required for entry into the Music Industry. Students will gain skills and knowledge in the following areas: live sound production, audio recording, computer music production, audio editing, lighting, broadcasting, music industry research and health and safety.

The study is made up of following units of Competency:

- Contribute to Health & Safety of self and others
- Work Effectively with Others
- Develop & apply creative arts industry knowledge
- Perform basic sound editing
- Assist with sound recordings
- Mix sound in a broadcasting environment
- Develop basic audio skills and knowledge
- Incorporate technology into music making

Pathways: Sound Engineer – Lighting Engineer – Music Producer – Music Management – Music Law – Studio Recording Engineer – Radio – TV – Music Production – Music for Film, TV, Advertising – Voice Overs

DRAMA

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

The study is made up of four units.

- Unit 1: Introducing performance styles
- Unit 2: Australian identity
- Unit 3: Devised ensemble performance
- Unit 4: Devised solo performance

Units 3 & 4 Assessment

Unit 3	School Assessed Coursework	30%
Unit 4	School Assessed Coursework	10%
Performance Exam		35%
Written Exam		25%

Technology

PRODUCT DESIGN AND TECHNOLOGY (WOOD OR TEXTILES)

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

The study is made up of four units:

Unit 1: Sustainable product redevelopment

Unit 2: Collaborative design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation

Unit 3 and 4 Assessment

Unit 3	School Assessed Coursework	20%
Unit 4	School Assessed Task	50%
Exam		30%

FOOD STUDIES

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

The study is made up of four units.

Unit 1: Food Studies (Food Origins)

Unit 2: Food Studies (Food makers)

Unit 3: Food Studies (Food in Daily Life)

Unit 4: Food Studies (Food issues, challenges and futures)

Units 3 & 4 Assessment

Unit 3	School Assessed Coursework	30%
Unit 4	School Assessed Coursework	30%
Exam		40%

SYSTEMS ENGINEERING UNITS 1 & 2

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Systems engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process.

Unit 1: Mechanical systems

Unit 2: Electrotechnological systems

Pathways: Engineering, manufacturing and design

Health / PE

PHYSICAL EDUCATION

Unit 1: The human body in motion.

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society.

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity.

- How are movement skills improved?
- How does the body produce energy?

Unit 4: Training to improve performance.

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Units 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
Exam		50%

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing.

- Health perspectives and influences.
- Health and nutrition.
- Youth health and wellbeing

Unit 2: Managing health and development.

- Development transitions.
- Health care in Australia.

Unit 3: Australia's health in a globalised world.

- Understanding health and wellbeing.
- Promoting health and wellbeing.

Unit 4: Health and human development in a global context.

- Health and wellbeing in a global context.
- Health and sustainable development goals.

Units 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
Exam		50%

Health / PE

OUTDOOR EDUCATION

Unit 1: Exploring outdoor experiences

- Motivations for outdoor experiences.
- Influences on outdoor experiences.

Unit 2: Discovering outdoor environments.

- Investigating outdoor environments.
- Impacts on outdoor environments.

Unit 3: Relationships with outdoor environments

- Historical relationships with outdoor environments.
- Relationships with Australian environments since 1990.

Unit 4: Sustainable outdoor relationships

- Healthy outdoor environments
- Sustainable outdoor environments.

Units 3 & 4 Assessment

Unit 3	School Assessed Coursework	25%
Unit 4	School Assessed Coursework	25%
Exam		50%

Note – there will be a student cost to attend the field trips for Outdoor Education.

Unit 1 & 2 – Approximate cost for all trips \$250.00

Unit 3 & 4 – Approximate cost for all trips \$350.00

VCE PROGRAM EXAMPLES

SAMPLE VCE PROGRAM	
Year 11 VCE	Year 12 VCE
English Units 1 & 2	English Units 3 & 4
Biology Units 1 & 2	Biology Units 3 & 4
General Mathematics Units 1 & 2	Further Mathematics Units 3 & 4
Chemistry Units 1 & 2	Chemistry Units 3 & 4
Physical Education Units 1 & 2	Physical Education Units 3 & 4
Ancient History Units 1 & 2	Private Study

VCE/VET PROGRAM EXAMPLES

SAMPLE VCE/VET PROGRAM	
Year 11 VCE	Year 12 VCE
English Units 1 & 2	English Units 3 & 4
Biology Units 1 & 2	Biology Units 3 & 4
General Mathematics Units 1 & 2	Further Mathematics Units 3 & 4
VET (Wednesday)	Chemistry Units 3 & 4
Physical Education Units 1 & 2	Physical Education Units 3 & 4
Private study to catch up on classes missed on Wednesday	Private Study
Many students apply to start a VET course in Year 10 so it is completed prior to Year 12.	

Victorian Certificate of Applied Learning (VCAL)

In 2021, VCAL students will attend Wangaratta High School on Monday, Tuesday and Thursday. On Wednesday they will attend their VET program, and on Fridays they will be required to arrange a Work Placement. Cate West is available to support students obtain Work Placements and School Based Apprenticeship / Traineeship.

The certificate can be taken at Foundation, Intermediate and Senior level. The higher the level the more self direction is required of students.

Students will study the following compulsory VCAL subjects.

- VCAL Literacy or VCE English
- VCAL Numeracy or VCE Foundation Mathematics (Year 11) or any VCE Mathematics
- VCAL Work Related Skills or a VCE Technology Studies subject.
- VCAL Personal Development Skills
- Industry Specific Skills – VCAL students are required to study at least one VET subject from our many offerings to obtain an intermediate or senior VCAL.

NB. It is possible for VCAL students to study a VCE subject, subject to timetable constraints.

LITERACY

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

The 2 units are taken at Intermediate or Senior Level. *Each unit has a nominal duration of 100 hours.*

READING AND WRITING UNITS

For people to be able to participate effectively in the four social contexts they need to have competence in the four reading and writing domains: Literacy for self expression; Literacy for practical purposes; Literacy for knowledge; and Literacy for public debate. Neither the social contexts nor the domains are autonomous; they overlap and each social context and domain contains traces of the other domains.

ORAL COMMUNICATION UNITS

The Oral Communication Units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communications Units reflect the theory that language use varies depending upon the social context and purpose of the interaction and uses this as its main organising principle. In the Oral Communication Units, the domains provide a framework by which learners can become aware of genres, social contexts and areas of social practices in which they operate.

NUMERACY

The purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

The learning outcomes are organised into four different domains which focus on the social purposes of numeracy and mathematics:

- Numeracy for Personal Organisation
- Numeracy for Interpreting Society
- Numeracy for Practical Purposes
- Numeracy for Knowledge

There are four VCAL Numeracy Skills units, one at Foundation and Intermediate Level and two at Senior Level: Senior and Advanced Senior. *Each unit has a nominal duration of 100 hours.* Students in Year 11 normally undertake VCE Foundation Mathematics as it counts as 2 units.

PERSONAL DEVELOPMENT SKILLS

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

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, e.g. through volunteering and working for the benefit of others Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

The PDS units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community. The units enable students to develop Two PDS units exist in each level.

In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Personal development (self)
- Health and wellbeing
- Education
- Family

In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:

- Community engagement
- Social awareness
- Civic and civil responsibility
- Active citizenship.

Each PDS unit at Foundation, Intermediate and Senior *has a nominal duration of 100 hours* – 1 credit.

WORK RELATED SKILLS

The purpose of the Work Related Skills (WRS) is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

Employability Skills Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy.

Credit towards WRS strand The following curriculum options can be used to meet the requirements for the WRS strand.

- VCAL WRS units
- VCE units aligned to the Work Related Skills Strand e.g. VCE Outdoor & Environmental Studies, VCE Industry and Enterprise and any VCE Technology studies e.g. Food and Technology
- VCE VET units
- Selected accredited Further Education modules or certificates
- Nationally accredited VET modules/units of competency

There are between 6-8 learning outcomes in each WRS unit. Students must achieve all learning outcomes to be credited with the unit. Each WRS unit has a nominal duration of 100 hours – 1 credit.

VCAL PROGRAM EXAMPLES

VCAL SAMPLE	
Year 11 VCAL	Year 12 VCAL
Literacy Units 1 & 2	Literacy Units 3 & 4
Foundation Mathematics Units 1 & 2	Numeracy Units 3 & 4
PDS Units 1 & 2	PDS Units 3 & 4
WRS Units 1 & 2	WRS Units 3 & 4
VET	VET
Work placement/ SBAT	Work placement/ SBAT

External VET for Secondary Schools Offerings 2021

The following Vocational Education and Training (VET) programs are available to students via external Registered Training Organisations (RTO's) - GOTAFE and require students to attend another training facility:

- Automotive Studies (Pre-Vocation) (VCE VET)
- Make up
- Building & Construction (Carpentry) (Pre-Apprenticeship) (VCE VET) (partial completion)
- Salon Assistant (Hairdressing)
- Health Services Assistance & Certificate III in Allied Health Assistance (Combined) (VCE VET)
- Electrical
- Engineering
- Landscaping
- Plumbing
- Outdoor Recreation

SBAT

- Agriculture (through AgSchools – Wodonga Tafe)

(Please note: these programs may not be 'VCE / VET's' and therefore attract no / or only a partial A.T.A.R score.)

Further details of these courses will be available from the training organisations handbooks. All course must be applied for through Wangaratta High School and interview process will take place to ensure suitability.

Numbers will determine if a course will run.



WANGARATTA
HIGH SCHOOL

17-49 Edwards Street
Wangaratta Victoria 3677

P. +61 3 5723 0500

www.whs.vic.edu.au