Guide to Courses

Victorian Certificate of Education;
Victorian Certificate of Applied Learning and
Vocational Education and Training

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JULY 22, 2014
VCE/VCAL/VET Parent Information Evening for parents of Year 11 2015 students

JULY 23, 2014
VCE/VCAL/VET Guide to Courses available Online

JULY 25, 2014
VCE/VCAL/VET Year 12 2015 Students Subject Selection Assembly

JULY 29, 2014
VCE/VCAL/VET Year 11 2015 Students Subject Selection Assembly

JULY 30, 2014
Online Bookings open for Year 11 2015 Subject Selection Interviews
Online Subject Selection for 2015 subjects (including VET) opens

AUGUST 11, 2014
VCE/VCAL/VET Year 11 2015 Students Subject Selections due

AUGUST 13, 2014
VCE/VCAL/VET Year 11 2015 Parent/Student Interviews

AUGUST 15, 2014
VCAL 2015 Interviews conducted
VCE STUDIES OFFERED

Studies Offered

<table>
<thead>
<tr>
<th>Units that students can do singly or as a sequence</th>
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<tbody>
<tr>
<td>Units that must be done as a sequence</td>
</tr>
<tr>
<td>Studies for which it is recommended that students do Unit 1 and/or 2 before attempting Units 3 &amp; 4 (or have equivalent experience or be willing to do some preparatory work).</td>
</tr>
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</table>

**English (Compulsory VCE Unit)**
Choose from: English/English Language/Literature

<table>
<thead>
<tr>
<th>VCE UNITS</th>
<th>VCE UNITS</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td><strong>Media</strong></td>
</tr>
<tr>
<td><strong>Agriculture &amp; Horticulture Studies</strong></td>
<td><strong>Music Investigation</strong></td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td><strong>Music Performance</strong></td>
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<tr>
<td><strong>Business Management</strong></td>
<td><strong>Music Styles &amp; Composition</strong></td>
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<tr>
<td><strong>Chemistry</strong></td>
<td><strong>Philosophy</strong></td>
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<tr>
<td><strong>Dance</strong></td>
<td><strong>Physical Education</strong></td>
</tr>
<tr>
<td><strong>Design &amp; Technology</strong></td>
<td><strong>Physics</strong></td>
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<tr>
<td><strong>Drama</strong></td>
<td><strong>Politics</strong></td>
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<tr>
<td><strong>Economics</strong></td>
<td><strong>Psychology</strong></td>
</tr>
<tr>
<td><strong>Food &amp; Technology</strong></td>
<td><strong>Religion &amp; Society</strong></td>
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<tr>
<td><strong>Geography</strong></td>
<td><strong>Studio Arts</strong></td>
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<tr>
<td><strong>Health &amp; Human Development</strong></td>
<td><strong>Systems Engineering</strong></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td><strong>Text &amp; Traditions</strong></td>
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<tr>
<td><strong>Information Technology</strong></td>
<td><strong>Theatre Studies</strong></td>
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<tr>
<td><strong>LOTE (Choose Japanese or Italian)</strong></td>
<td><strong>Visual Communication &amp; Design</strong></td>
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<tr>
<td><strong>Legal Studies</strong></td>
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<tr>
<td><strong>Mathematics</strong></td>
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### VCAL STUDIES OFFERED

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<th>VCAL Intermediate</th>
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<tr>
<th>VCAL Senior</th>
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### VET STUDIES OFFERED

<table>
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<th>VET STUDIES</th>
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<tbody>
<tr>
<td>VET Certificate II in Building &amp; Construction</td>
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<tr>
<td>VET Certificate III in Carbon Management</td>
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<tr>
<td>VET Certificate II in Engineering</td>
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<tr>
<td>VET Certificate II in Commercial Cookery</td>
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<tr>
<td>VET Certificate III in Sport and Recreation</td>
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<tr>
<td>VET Certificate III in Music</td>
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<tr>
<td>VET Certificate II in Interactive Digital Media</td>
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<tr>
<td>VET Certificate II in Live Production, Theatre &amp; Events</td>
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</table>
VICTORIAN CERTIFICATE OF EDUCATION

ORGANISATION OF STUDIES
Teaching and learning within the Victorian Certificate of Education (VCE) is divided into STUDIES, which are undertaken in UNITS. Each unit is taken over one semester (two terms). Most studies have four units. Units 1 & 2 may be taken independently (usually in Year 11) and Units 3 & 4 must be taken together (usually in Year 12). This unit coupling is called a SEQUENCE.

STUDENT PROGRAM REQUIREMENTS
Each student will normally undertake a program consisting of 22 Units of study spread over Year 11 and Year 12. Students choose 12 units in Year 11 and 10 units in Year 12. There are certain requirements of the Victorian Curriculum and Assessment Authority (VCAA) which must be met in selecting a program. At Mount Lilydale Mercy College, each program must include at least four Units of English: ENGLISH 1 & 2 in Year 11 and ENGLISH 3 & 4 or LITERATURE 3 & 4 or ENGLISH LANGUAGE 3 & 4 in Year 12. English Unit 1 and 2 are a compulsory component of our VCE program.

For students with special needs, however, a reduced workload of units may be requested and approval must be granted. This could apply in cases where students have a disability or where they have other VCE/VET educational commitments outside the College. The option also exists to complete the VCE over three years.

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

- Three units from the English group with two units at Unit 3 & 4 level. English units may be selected from English Units 1 to 4, English (ESL) Units 3 and 4 or Literature Units 3 & 4 or English Language Units 3 & 4.
- Three sequences of Units 3 and 4 studies other than English groupings.
- Satisfactory completion for all studies will be decided by the teachers at Mount Lilydale Mercy College.
- The VCAA and Victorian Qualifications Authority (VQA) requirements for VCE eligibility are as follows:
  - 16 units which may include a limited number of Vocational Education and Training (VET) Units.

ASSESSMENT
Learning outcomes are specified in the Study Design for each unit. They describe the knowledge and skills necessary to satisfactorily complete the unit. Each unit of study has between two and four outcomes. For Units 3 and 4, each study has three graded assessments, either two school assessments and one examination or one school assessment and two examinations.

SCHOOL ASSESSMENT
There are two types of school assessment for VCE studies:

School assessed coursework (SAC) – assesses performance on the assessment tasks specified in the study design. These tasks are mainly undertaken in class time.

School assessed tasks (SAT) – these tasks will be the same for every school and the specifications will be set by VCAA. This authority specifies how marks and grades are to be awarded. This form of assessment occurs in ‘practical’ type units.

EXTERNAL EXAMINATIONS
For Units 3 and 4, external examinations are set and marked by VCAA. Subject exams are held in November, and the General Achievement Test (GAT) is held in June.

Results for each assessment will be reported as a grade. The final marks given by VCAA for each of the three assessments are used to calculate the study score which is then used to determine the ATAR, Australian Tertiary Admission Rank (formerly known as ENTER Equivalent National Tertiary Entrance Rank). You may satisfactorily meet the requirements of the VCE without undertaking the examinations, but a tertiary entrance ranking will not be issued.
GENERAL ACHIEVEMENT TEST (GAT)
The GAT is a written test covering general knowledge and skills in English, Mathematics, Science, Technology, Humanities and The Arts. It is an essential part of the VCE assessment procedures. It is used by VCAA to check all schools are marking to the same standard in their school assessments. All students enrolled in a Unit 3 & 4 sequence must sit the GAT which is held in June each year.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)
The Study Scores from each subject as determined by VCAA are used by another body, Victorian Tertiary Admissions Centre (VTAC), to compile a score which is used nationally to gain access to University. It includes the scores from the best four subjects, including English/Literature/English Language, and 10% of the fifth and sixth subjects. It is primarily a means of deciding which tertiary courses will be offered. Unlike the Study Score, the ATAR is a means of comparing students across Studies, rather than within them. Scores are scaled to acknowledge the degree of competition in each study.

Some studies have a high-scaled mean score, eg. Specialist Mathematics, indicating the high level of competition and/or the relative difficulty of this study. There is a tendency when selecting studies for VCE to think it is preferable to select one or more of these 'high ranking' studies. If your Mathematical ability is excellent, then it would be sensible to choose Specialist Mathematics in your VCE selection. If, however, your Mathematical ability is only average, then you may achieve a better ATAR through a study at which you excel.

In quoting from the VTAC publication Tertiary Selection and the ATAR:

"The best advice is to choose studies:
• which the student enjoys
• in which the student achieves well
• that the student may need for future study or work

which maintain and develop the student’s special skills and talents.”

For any queries about the Australian Tertiary Admission Rank (ATAR) refer to the VTAC publication "VICTER – Victorian Tertiary Entrance Requirements" available in the Library and Careers Centre, or online at www.vtac.edu.au/publications.

RELIGIOUS EDUCATION PROGRAM
Students in Year 11 will be required to attend Retreat/Seminar Days throughout the year and must complete two units of Religious Education chosen from:

• Religion and Society Units 1 & 2
• Philosophy Unit 1 & 2
• CSYMA and Religion and Society Unit 2
• Religion and Society (Unit 3 & 4)

For students choosing Religion and Society Unit 1, Religion and Society: Ethics (Unit 2) is compulsory. To undertake Religious Education Units 3 & 4 in Year 11, you must meet the 75% subject average requirement.

Students in Year 12 will be required to attend Retreat/Seminar Days throughout the year. Students may also choose to study VCE Unit 3 and Unit 4 Religion and Society.

ENGLISH UNITS
It is a requirement at Mount Lilydale Mercy College that Year 11 students complete English Units 1 and 2.

PROMOTION TO YEAR 11
A Year 10 student must receive ‘At Standard’ or above for at least ten Year 10 semester units to be promoted to Year 11. A promotion review will occur when this requirement is not met. Students would normally be expected to have satisfactorily completed a Year 10 subject or related subject that they intend to study at VCE level.

UNDERTAKING UNITS 3 & 4 IN YEAR 11
Students who have achieved a 80% average or above in all subjects during Year 10 studies may undertake one Unit 3 & 4 sequence in Year 11. It is not advisable to undertake a Unit 3 & 4 sequence if organisational ability is poor. The additional work load of a Unit 3 & 4 sequence can be detrimental to the development of knowledge and skills in other subjects at Year 11. Timetable constraints may limit student choices of Units 3 and 4 studies. Studies will only operate if sufficient students select the study.
PROMOTION TO YEAR 12
A Year 11 student must satisfactorily complete at least nine units (including one of English) to be promoted to Year 12. A promotion review will occur when this requirement is not met.

YEAR 11 SUBJECT SELECTION
The following Unit 1 and 2 sequences were offered in Year 10. Students who attained an 80% or above in these selected subjects may now choose the Unit 3/4 extension options in Year 11.
- Biology
- Legal Studies
- Psychology

Certificate II in Outdoor Recreation was offered as a VET extension at Year 10. Students may only select Certificate III in Year 11 on the basis of full completion of Certificate II.

Certificate II in Building and Construction is open to all students in Year 11. A separate class may be run for students who commenced this Certificate in Year 10.

SPORT
Year 11 & 12 students have the opportunity to participate in Sport on a Wednesday afternoon. Students try out to compete in weekly Eastern Independent Schools Melbourne (EISM) sport. The Sports offered are as follows:

Term 1
Girls – Softball, Volleyball, Cricket, Tennis & Basketball
Boys – Cricket, Basketball, Hockey, Tennis & Softball

Terms 2 & 3
Girls – Football, Hockey, Netball & Soccer
Boys – Football, Volleyball, Soccer & Badminton
CHOOSING A COURSE - GENERAL GUIDELINES

When making your choice of a VCE Course you should consider the following:

1. It is very difficult to choose a course if you do not have at least some idea of the career you would like to pursue after leaving school. Your ideas may change over the next couple of years, but you should have at least some basis on which to plan.

2. During your previous years of secondary school, you may have come to realise that there are some subjects that you handle well and perhaps there are others in which you are not so successful. You should take these experiences into account when choosing your VCE course. For example, carefully consider the assessment tasks required for each unit. Go with your strengths.

3. You should choose a course which you believe will interest you and be enjoyable.

4. You should keep in mind the pre-requisite studies that are needed for entry into post-secondary courses in which you may be interested. The Careers teachers can assist you in finding out this information. Important publications to check information are:
   - VICTER 2015 Victorian Tertiary Entrance Requirements for students proceeding to tertiary studies in 2016 (i.e. Year 12 2015 students) and
   - VICTER 2016 Victorian Tertiary Entrance Requirements for students proceeding to tertiary studies in 2017 (i.e. Year 11 2015 students).

These are published by the Victorian Tertiary Admissions Centre and are available in both the Library and the Careers Centre.

Ultimately, it is the student’s and parents’ responsibility to ensure that a suitable course is chosen. We will do our best to provide the information and advice to assist you in making these decisions. You are encouraged to seek assistance from the Careers staff (Ms Fontana, Mrs Hopkins and Mrs Dufty). Although Unit 1 & Unit 2 subjects do not have to be taken as a sequence, it is recommended that you do so. The Unit 1 & 2 subjects provide the background knowledge required to undertake the Unit 3 & 4 sequence.

Year 11 students will be required to select a one year course and any changes during the year will require approval.

PLEASE NOTE THAT SOME UNITS WILL INCUR AN ADDITIONAL LEVY CHARGE.
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Both the VCE and VCAL lead to a recognised award qualification and are equally significant with demands and commitments. Students have the opportunity to either enrol in the VCE or VCAL. The VCE is widely used by students as a pathway to university. Students who choose to undertake VCAL are more likely to be interested in training at TAFE, commencing an apprenticeship, or undertaking employment after completing school. Students who undertake VCAL will require up to two days off campus completing work placement and work related study.

VCAL is a hands-on option for students at Year 11 and Year 12. Both the Intermediate and Senior VCAL award levels are offered at the College. The Intermediate Certificate is normally completed over one year during Year 11, but in some circumstances it can be completed over two years. Students may then seek their chosen vocational pathway or commence Senior VCAL in Year 12.

To qualify for the recognised VCAL qualification, students need to complete a selection of four core strands. Each strand has prescribed Learning Outcomes similar to the VCE, but with a greater emphasis placed on skills and delivered in an applied learning team approach.

The students’ programme will consist of:

- 3 days on campus composed of:  
  VCAL Literacy (English)  
  VCAL Numeracy (Mathematics)  
  VCAL Personal Development Skills  
  VCAL Work Related Skills

- Up to one day on or off campus undertaking a VET course or Australian School Based Apprenticeship (ASBA).

- One day off campus undertaking work placement or training.

- Homeroom Retreats, Seminar days and other College Community Days (as per VCE students) are compulsory.

- Students are not automatically enrolled in VCAL. Due to the special requirements of the program the following process is required:
  - Students complete an expression of interest form, which is countersigned by parents.
  - Students must have a demonstrated level of responsibility, self management, work ethic and performance from previous studies.
  - Students will undertake a pathways learning styles appraisal.
  - Students will be required to undertake a Careers and VCAL panel interview.
  - Successful students will be offered a placement and invited to attend a VCAL Information Evening with parents and attend an orientation program.

The VCAL program has been designed around thematic extended projects which foster the development of problem solving, teamwork and leadership skills. The following themes are integrated into all of the learning standards during the 3 days on Campus.

Themes for 2015:

**INTERMEDIATE:** - Leadership; Personal Best; Eating with Friends and Bridges to Community

**SENIOR:** - Health is Wealth; No limits; Doing Business and Global Diversity
## INDICATIVE ADDITIONAL LEVIES FOR 2015

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>SUBJECT</th>
<th>COST</th>
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<tbody>
<tr>
<td>IT</td>
<td>No levies payable for this Faculty</td>
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</tr>
<tr>
<td>Maths</td>
<td>No levies payable for this Faculty</td>
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<tr>
<td>Health &amp; PE</td>
<td>Outdoor Ed</td>
<td>$270.00</td>
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<td>Discover the Coast</td>
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<td>The Great Outdoors</td>
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<tr>
<td>Science</td>
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<td>Biology Units 3/4</td>
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<td>Sport &amp; Recreation Cert III</td>
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SELECTING A YEAR 11 PATHWAY
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

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

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.

LEARNING ACTIVITIES
Case studies, practical exercises, text questions and other relevant tasks.

KEY SKILLS REQUIRED
Use correct accounting terminology; analyse issues in relation to the establishment and operation of a small business; identify, classify and record financial data; explain and apply the principles underlying the recording of financial data and preparation of accounting information; explain how control is maintained over an accounting system; prepare and analyse financial reports to make business decisions; prepare budgeted reports for cash and profit.

ASSESSED TASKS
Case study assignment, tests and an end of unit written examination.

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.

LEARNING ACTIVITIES
Case studies, practical exercises, text questions and other relevant tasks.

KEY SKILLS REQUIRED
Use correct accounting terminology; identify, classify and record financial data; prepare and analyse financial reports; identify, classify and record financial data and report accounting information using a commercial accounting software package; interpret accounting information from written reports and graphical representations; select and use financial and non-financial information to evaluate business performance; discuss strategies for improvement in business performance.

ASSESSED TASKS
Case study assignment, tests and an end of unit written examination.
ACCOUNTING UNITS 3-4

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

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

UNIT 3
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

LEARNING ACTIVITIES
Case study work and media analysis of the operations of large scale organisations, text questions, videos and other relevant tasks.

KEY SKILLS REQUIRED
Use correct accounting terminology; identify, classify and record financial data; explain and apply the qualitative characteristics and principles underlying the recording and presentation of accounting information; explain the effect of financial transactions on the accounting equation; discuss the function of the various aspects of the accounting system; distinguish between cash and profit; prepare, explain and interpret accounting reports.

ASSESSED TASKS
Case studies, tests and an end of unit written examination.

UNIT 4
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

LEARNING ACTIVITIES
Case study work and media analysis of the operations of large scale organisations, text questions, videos, online research and other relevant tasks.

KEY SKILLS REQUIRED
Use correct accounting terminology; identify, classify and record financial data; explain and apply the qualitative characteristics and principles underlying the recording and presentation of accounting information; compare and justify alternative methods of depreciating non-current assets; prepare, explain and interpret accounting reports and graphical representations; prepare budgeted accounting reports to assist in decision making; discuss strategies to improve the profitability and liquidity of the business; discuss the implications of changes in the level of debt ratio.

ASSESSED TASKS
Case studies, tests and an end of unit written examination.

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:

Unit 3 School Assessed Coursework = 25%
Unit 4 School Assessed Coursework = 25%
End of Year Examination = 50% of the final assessment

AGRICULTURE & HORTICULTURE UNITS 1-2

UNIT 1
Agricultural and Horticultural studies enable students to gain appreciation of farming production systems in Australia. The broad nature of the study prepares students to make decisions about employment or further studies in agriculture, horticulture, land management, agribusiness and natural resource management.

Throughout the study students will undertake a number of fieldtrips that investigate plant and animal production systems in the Yarra Valley. The students will apply their acquired knowledge in managing a small business.

LEARNING ACTIVITIES
Practical activities conducted inside and outside, complete work sheets and topic questions, discussion tasks, research reports, topic tests and exam

KEY SKILLS REQUIRED
Interpret climate and weather data and its impact on plant and animal production. Measure the characteristics of the main soil types and growing media. Use a case study approach to explain the role of plant and animal varieties in a range of production systems. Describe the operation and production cycles of local Yarra Valley businesses.

ASSESSED TASKS
Assessment tasks will include; climate report; local operations report; business plan-including journal, cash flow record, flyer and discussion; topic tests and end of unit exam.

UNIT 2
This unit focuses on plant and animal nutrition, and growth and reproduction and their relationship with agribusiness systems. Students analyse agricultural and/or horticultural production systems in terms of timelines for production, taking into account social, economic and environmental factors.

The students will apply their acquired knowledge in managing a small business.

LEARNING ACTIVITIES
Practical activities conducted inside and outside, complete worksheets and topic questions, discussion tasks, research reports, topic tests and exam.

KEY SKILLS REQUIRED
Identify the main anatomical and physiological structures associated with the growth and reproduction of plants and animals. Describe the principles of plant and animal genetics. Explain the range of environmental factors that could influence plant and animal production.

ASSESSED TASKS
Assessment tasks will include; Victorian products report; Poultry report; Environmental degradation report; business plan-including journal, cash flow record, annotated photographs and discussion; topic tests and end of unit exam.
UNIT 3
In this unit students look at a range of equipment, management techniques and processes that can be used to maintain an Agricultural and Horticultural production system. They learn how the capabilities of equipment and application of processes assists decision making and management practices in a small business.
The unit focuses on the range of new and emerging technologies.
The students will apply their acquired knowledge in managing a small business.

LEARNING ACTIVITIES
Case study fieldtrips, practical activities inside and outside, complete handout sheets and topic questions, discussion activities, practice tests and work through trial exams.

KEY SKILLS REQUIRED
Describe and critique current technology and management practices. Undertake research to analyse new and emerging technology. Assess the impact of technology on the sustainability of aghort businesses.

ASSESSED TASKS
Students design, implement and report on the progress of a small business. They keep a weekly journal, keep a cash flow record, prepare an order form/flyer, produce a health and safety checklist and discuss modifications that are necessary.

UNIT 4
Students continue to operate a small business in a sustainable fashion. They will consider management tasks within the concept of social, economic and environmental sustainability. The scientific approach to this unit is used as an aid in monitoring environmental change.

LEARNING ACTIVITIES
Case study field trips, practical activities inside and outside, complete handout sheets, topics questions, discussion activities, practice tests and work though trial exam.

KEY SKILLS REQUIRED
Compare and contrast a natural ecosystem with a managed system. Identify strategies for managing sustainability in business. Conduct a report on environmental health indicators.

ASSESSED TASKS
As part of the business plan they complete a weekly journal, keep a cash flow record, submit annotated photographs, prepare an oral presentation, list productions skills and review operations. Students compile a property management report on a local site such as a golf course, winery or strawberry farm. Students complete a practical report on an environmental degradation topic. Students undertake a Unit 3-4 exam.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF
School Assessed Coursework – Unit 3 (33%)
School assessed Coursework - Unit 4 (33%)
End of year exam – Unit 3/4 (34%)
BIOLOGY UNITS 1-2

UNIT 1
In this unit students examine the cell as the structural and functional unit of the whole organism and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Students explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. Students investigate technological applications and implications of bio-scientific knowledge.

LEARNING ACTIVITIES
Practical investigations including a student-designed activity involving the use of data loggers, designing a poster, second-hand data activities, complete chapter questions, topic tests and a semester examination.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by planning, designing and conducting of first-hand investigations. Collect, process and record information systematically, analyse and synthesise data, draw conclusions consistent with the question under investigation and the evidence obtained and act responsibly when conducting investigations by maintaining safe practices.
Apply biological understandings by applying understandings to familiar and new contexts.
Communicate biological information and understandings.

ASSESSED TASKS:
Practical reports based on practical work, poster on Mitosis, Multimedia presentation on reproductive strategies, Topic Tests and an end of unit written exam.

UNIT 2
Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. Students investigate what changes have taken place in selected ecosystems, and how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

LEARNING ACTIVITIES
Practical investigations including a student-designed activity involving growth responses in plants, designing a poster, second-hand data activities, complete chapter questions, topic tests and a semester examination. A fieldwork trip to Lake Mountain.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by planning, designing and conducting of first-hand investigations and acting responsibly when conducting investigations by maintaining safe practices.
Apply biological understandings by applying understandings to familiar and new contexts.
Communicate biological information and understandings.

ASSESSED TASKS:
Practical reports based on practical work, poster on Adaptations in organisms, Multimedia presentation on reproductive strategies, Second-hand data report, Fieldwork Report, Topic Tests and an end of unit written exam.
UNIT 3
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism’s tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students consider advances in proteomics applied, for example, to medical diagnosis.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens. Students apply concepts related to the structure, function, activities, needs and regulated death of cells.

LEARNING ACTIVITIES

Practical investigations related to both areas of study, second-hand data activities, complete chapter questions, work through trial exams, topic tests.

KEY SKILLS REQUIRED:

Investigate and inquire scientifically by planning, designing and conducting of first-hand investigations. Collect, process and record information systematically, analyse and synthesise data, draw conclusions consistent with the question under investigation and the evidence obtained and act responsibly when conducting investigations by maintaining safe practices. Apply biological understandings by applying understandings to familiar and new contexts. Communicate biological information and understandings.

ASSESSED TASKS:

School Assessed Coursework (SAC’s) for this unit will include: Three Practical reports, a report of an investigation or simulation of a selected organism’s response to a specific chemical or physical signal and a response to an issue or an aspect related to the immune response.

UNIT 4
In this unit students examine evidence for evolution of life forms over time. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students examine the interrelationships between biological, cultural and technological evolution. Students examine the application of technologies that can change the genetic composition of individual organisms and species, including humans.

LEARNING ACTIVITIES

Practical investigations related to both areas of study, second-hand data activities, complete chapter questions, work through trial exams, topic tests.

KEY SKILLS REQUIRED:

Investigate and inquire scientifically by planning, designing and conducting of first-hand investigations and acting responsibly when conducting investigations by maintaining safe practices. Apply biological understandings by applying understandings to familiar and new contexts. Communicate biological information and understandings.

ASSESSED TASKS:

Practical reports based on 3 practical activities, An oral or a written report that demonstrates evolutionary relationships using first- or second-hand data. A response to an issue related to human intervention in evolutionary processes. An end year VCAA- set exam.

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework – Unit 3 (20%) School Assessed Coursework – Unit 4 (20%)
VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. Students also develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community.

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

**UNIT 1**
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

**LEARNING ACTIVITIES**
Case study work and media analysis of the operations of small businesses, text questions, videos, online research and other relevant tasks.

**KEY SKILLS REQUIRED**
Understand and apply small business concepts, principles and terminology; understand the complex and changing environment that businesses operate within; explain the importance of complying with legal and government regulations; plan, analyse, evaluate and explain effective management practices for commercial success in the context of business ethics and social responsibility.

**ASSESSED TASKS**
Business plan assignment, tests and an end of unit written examination.

**UNIT 2**
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

**LEARNING ACTIVITIES**
Case study work and media analysis of the operations of small businesses, text questions, quizzes, videos, online research and other relevant tasks.

**KEY SKILLS REQUIRED**
Understand and apply small business concepts, principles and terminology; research, recommend, justify and apply a range of communication methods to practical and/or simulated business situations; research and apply knowledge of marketing and public relations strategies to practical and/or simulated business situations.

**ASSESSED TASKS**
Communication assignment, tests and an end of unit written examination.
VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. Students also develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community.

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

UNIT 3
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

LEARNING ACTIVITIES
Case study work and media analysis of the operations of large scale organisations, text questions, quizzes, videos, online research and other relevant tasks.

KEY SKILLS REQUIRED
Accurately use relevant management terms; analyse major aspects of the external environment of large-scale organisations; analyse and discuss major aspects of the internal environment of large-scale organisations including management styles, skills, corporate culture and management structure; research, discuss, analyse and evaluate aspects of operations management and apply operations management knowledge and concepts to practical and/or simulated situations.

ASSESSED TASKS
Case studies, tests and an end of unit written examination.

UNIT 4
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

LEARNING ACTIVITIES
Case study work and media analysis of the operations of large scale organisations, text questions, quizzes, videos, online research and other relevant tasks.

KEY SKILLS REQUIRED
Accurately use relevant management terms; research and evaluate key aspects of human resource management theory; research, analyse and evaluate effective change management in the context of a selected significant issue.

ASSESSED TASKS
Case studies, tests and an end of unit written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (50%), 2 hour written examination in November (50%).
UNIT 1
The big ideas of chemistry

In Area of Study 1 we start with the history of the Periodic Table and Atomic Theory. We consider the Periodic table as the culmination of the efforts of many individual scientists and use it as a reference guide on the properties of elements. We look at the contributions of various scientists to our modern understanding of the atom. We consider trends in the Periodic Table including: atomic radius, the affinity for electrons and metallic character. Students look at measurements in chemistry and are introduced to the chemist’s basic unit of measurement- the mole. In Area of Study 2 students explore the models for metallic, ionic and covalent bonding and connect these to the properties and uses of materials. Students learn to link chemical theory and technology with the study of nanotechnology. In addition we explore the chemical structures of important hydrocarbon compounds - particularly fuels and plastics. Students use the language of chemistry, its symbols, chemical formulas and equations to explain observations and data collected from experiments.

LEARNING ACTIVITIES

Practical investigations related to both areas of study, second-hand data activities, physical modelling activities, workbook activities, complete chapter questions, topic tests.

KEY SKILLS REQUIRED

Students need to be able to investigate and inquire scientifically by working independently, responsibly and collaboratively to conduct practical investigations. They need to: accurately record and process results, analyse results and draw conclusions. Students need to be able to: apply chemical understandings to familiar and new contexts, link first and second hand data to theoretical concepts and analyse chemical issues as they apply to new technology. They need to be able to critically evaluate perspectives on chemistry topics in the public domain. Students need to communicate chemical information and understandings by: interpreting, explaining and communicating information to different audiences for varying purposes. They need to apply scientific conventions, write balanced chemical equations and manipulate chemical symbols effectively. Students use mathematical skills involving written problems and use of appropriate formula.

ASSESSED TASKS

School Assessed Coursework (SAC’s) for this unit will include: A practical summary report, bonding, an individual research task on new developments in chemistry, several topic tests and an end of semester examination. Classwork will constitute 70% of the final score and the exam will constitute 30% of the final score.
UNIT 2

ENVIRONMENTAL CHEMISTRY

In Unit 2 Chemistry we look at water and the atmosphere. In Area of Study 1 students consider how water is used on earth to sustain life, transport waste, transfer heat and shape the landscape. We look at the properties of water which make it a vital and unique component of life on Earth. Students explore the solubility of substances in water and consider the importance of relevant reaction types involving water such as: precipitation reactions, acid base reactions and reduction oxidation reactions. Students investigate the principals of Green Chemistry. In Area of Study 2 we focus on the atmosphere and current atmospheric issues. We particularly discuss: acid rain, depletion of ozone, photochemical smog, and climate change with an emphasis on the chemical reactions occurring in these processes. Students investigate the gases of the atmosphere and consider how they are cycled and manufactured. We investigate the relationships between temperature, pressure and volume in ideal gases.

LEARNING ACTIVITIES

Practical investigations related to both areas of study, second-hand data activities, complete chapter questions, workbook activities, topic tests.

KEY SKILLS REQUIRED

Students need to be able to investigate and inquire scientifically by working independently, responsibly and collaboratively to conduct practical investigations. They need to: accurately record and process results, analyse results and draw conclusions. Students need to be able to: apply chemical understandings to familiar and new contexts, link first and second hand data to theoretical concepts and analyse chemical issues as they apply to new technology. They need to be able to critically evaluate perspectives on chemistry topics in the public domain. Students need to communicate chemical information and understandings by: interpreting, explaining and communicating information on Chemistry topics to different audiences for varying purposes. They need to apply scientific conventions, write balanced chemical equations and manipulate chemical symbols effectively. Students use mathematic skills to solve worded problems and apply appropriate formula.

ASSESSED TASKS

A practical investigation on acids and bases, a response to stimulus material on an atmospheric issue, several topic tests and an end of Semester examination. Classwork will constitute 70% of the final score and the exam will constitute 30% of the final score.
UNIT 3
In this unit students investigate the scope of techniques available to the analytical chemist. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work. Techniques are used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry, or carbon-13 and proton nuclear magnetic resonance spectroscopy. Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. Students investigate the role of important organic molecules in: biological organisms, the generation of biochemical fuels and medicines.

LEARNING ACTIVITIES

Practical investigations, second-hand data activities, complete chapter questions, analysis of trial exams, completion of sample exam questions, learn through various and electronic sources, topic tests.

KEY SKILLS REQUIRED

Students need to be able to investigate and inquire scientifically by working independently, responsibly and collaboratively to conduct practical investigations. They need to: accurately record and process results, analyse results and draw conclusions. Students need to be able to: apply chemical understandings to familiar and new contexts, link first and second hand data to theoretical concepts and analyse chemical issues as they apply to new technology. They need to be able to critically evaluate perspectives on chemistry topics in the public domain. Students need to communicate chemical information and understandings by: interpreting, explaining and communicating information to different audiences for varying purposes. They need to apply scientific conventions, write balanced chemical equations and manipulate chemical symbols effectively. Students use mathematical skills to apply formulae, interpret graphs and solve worded problems.

ASSESSED TASKS

School Assessed Coursework (SAC’s) for this unit will include: An extended experimental investigation on three analysis experiments, a practical report on the synthesis of Aspirin and a response to stimulus materials task on the topic of biological molecules.
UNIT 4
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield and equilibrium position are investigated. Students explore the optimum conditions applicable to the industrial production of a selected chemical. Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate the renewability of a range of energy sources and consider their energy efficiencies. Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells.

LEARNING ACTIVITIES
Practical investigations, second-hand data activities, complete chapter questions, analysis of trial exams, completion of sample exam questions, learn through various and electronic sources, topic tests.

KEY SKILLS REQUIRED
Students need to be able to investigate and inquire scientifically by working independently, responsibly and collaboratively to conduct practical investigations. They need to: accurately record and process results, analyse results and draw conclusions. Students need to be able to: apply chemical understandings to familiar and new contexts, link first and second hand data to theoretical concepts and analyse chemical issues as they apply to new technology. They need to be able to critically evaluate perspectives on chemistry topics in the public domain. Students need to communicate chemical information and understandings by: interpreting, explaining and communicating information to different audiences for varying purposes. They need to apply scientific conventions, write balanced chemical equations and manipulate chemical symbols effectively. Students use mathematical skills to apply formulae, interpret graphs and solve worded problems.

ASSESSED TASKS
School Assessed Coursework (SAC’s) for this unit will include: a poster on the production of an industrial chemical (focusing on equilibrium and optimising production), a written report on a practical activity and a summary report on three practical activities relating to energy transformations occurring in chemical reactions.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework – Unit 3(20%)
School Assessed Coursework – Unit 4 (20%)
2.5 Hour Written Exam (60%) in November
DANCE UNITS 1-2

VCE Dance develops students’ physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.

UNIT 1
This unit focuses on students exploring the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation process. They discuss influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

LEARNING ACTIVITIES
Students will describe the expressive intention in own & other choreographers’ dance works. Choreograph and perform a solo or group dance work. Learn, rehearse and perform a solo or group work which communicates an expressive intention. Describe the safe use, maintenance and physiology of the dancer’s body.

KEY SKILLS REQUIRED
Use appropriate dance language and terminology to describe aspects of physiology. Identify and document the expressive use of body actions and physical skills to communicate the intention in own and other choreographers' dance works. Describe influences on the choice of expressive intention, selection of body actions and physical skills in their dance works. Explore and develop personal movement vocabulary with the use of safe dance practices. Rehearse, refine and perform own work and learnt work. Repeat and refine physical skills through appropriate exercises over time.

ASSESSED TASKS
A written analysis on a chosen choreographer and analysis of the dance work. A solo or group dance with an expressive intention with a written report of the processes. Students learn, rehearse and perform a learnt group dance work. Reflective journal notating movement processes and practices. End of unit written examination.

UNIT 2
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are introduced to dance traditions, styles and works. Students also analyse and discuss the communication of their own and other choreographers’ intentions.

LEARNING ACTIVITIES
Students analyse and discuss influences on dance traditions, styles and works. Students choreograph and perform a solo or group dance work that communicates an expressive intention. Students learn, rehearse and perform a learnt group dance work.

KEY SKILLS REQUIRED
Describe ways that the elements of movement are manipulated in the selected dance traditions, styles and works. Describe group structures and influences on selected dance traditions, styles and works. Use appropriate dance language and terminology. Create, rehearse and perform a solo or group dance work. Demonstrate artistry in performance. Repeat and refine physical skills through appropriate exercises over time.

ASSESSED TASKS
A written analysis on a chosen dance style and analysis of dance works. A solo or group dance with an expressive intention with a written report of the processes. Students learn, rehearse and perform a learnt group dance work. Reflective journal notating movement processes and practices. End of unit written examination.
DANCE UNITS 3-4

VCE Dance develops students’ physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.

UNIT 3
This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of performance skills. Students learn a group dance work created by another choreographer. The dance-making and performance process involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. Students develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works selected from the prescribed list of dance works. Students analyse expressive use of movement vocabulary in the selected dance works, and influences on the choreographers’ choice of expressive intention, and production aspects of the dance works.

LEARNING ACTIVITIES
Analysis of two works selected from the prescribed list of dance works for Unit 3. Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used. Students learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

KEY SKILLS REQUIRED
Describe and analyse the range of body actions, physical skills, movement vocabulary, elements of movement, form, choreographers’ influences and dance design in selected solo dance works. Use appropriate dance language and terminology. Choreography, rehearsal and performance of a solo dance work. Safe dance practice, processes used in warming up and cooling down.

ASSESSSED TASKS
Analysis of two works from the prescribed list of dance works for Unit 3. Analysis of the processes and practices used in the choreography, rehearsal and performance of a solo dance, work choreographed by the student. Performance of a learnt dance group, work created by another choreographer.

UNIT 4

LEARNING ACTIVITIES
Analysis of a work selected from the prescribed list for Unit 4. Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

KEY SKILLS REQUIRED
Analyze the elements of spatial organisation, group structures, dance design and influences in the selected group dance work. Create, select and arrange movement vocabulary to create a unified solo dance work. Analyse processes and practices with appropriate dance language and terminology.

ASSESSSED TASKS
Analysis of a work selected from the prescribed list of works for unit 4. Analysis of the processes used in the choreography, rehearsal and performance of the solo dance work choreographed by the student.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (25%),
external performance examination of two solo works in October (50%),
1 ½ hour written examination in November (25%).
DRAMA UNITS 1-2

These units focus on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. Students develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s.

UNIT 1

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters.

LEARNING ACTIVITIES

Students record and document the play-making techniques used in the development of performance work. They develop expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience. They study the terms ‘stories’, ‘characters’ and ‘performances’ can be understood as one or more stories, characters or performances.

KEY SKILLS REQUIRED

Be able to identify and evaluate use of performance space. They describe the use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

ASSESSED TASKS

• Demonstrate the use of play-making techniques to devise and rehearse a solo and/or ensemble drama work/s based on stories and/or characters.
• Document use of processes to create and develop stories and characters in drama.
• A performance of a solo and/or ensemble devised drama work/s that features stories and characters.
• An analysis of the drama work created and performed
• A written analysis.

UNIT 2

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

LEARNING ACTIVITIES

Using Australia as inspiration students study the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. The area of study also focuses on documenting and recording the play-making techniques and dramatic processes used to shape and develop this performance work.

KEY SKILLS REQUIRED

An ability to engage an audience. An understanding of drama terminology to describe, analyse and evaluate the use of theatrical conventions, performance style/s, and dramatic elements in a drama performance.

ASSESSED TASKS

• Demonstrate the use of play-making techniques to devise and rehearse a devised solo or ensemble drama work based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context;
• Document use of processes to create and develop stories and characters in drama. • A performance of a devised solo or ensemble drama work.
• An analysis of the solo or ensemble drama work created and performed
• A written analysis.
DRAMA UNITS 3-4

Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions. They view and analyse performances by professional drama practitioners. **Students must undertake Unit 3 prior to Unit 4.**

**UNIT 3**
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles are explored in the creation, development and presentation of an ensemble performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

**LEARNING ACTIVITIES**
Play-making techniques; exploration and experimentation of character; improvisation; research tasks; documentation of process through a written journal and folio. Students also go off-campus to view a professional production in the non-naturalistic style.

**KEY SKILLS REQUIRED**
Creating ensemble performance using dramatic elements, theatrical conventions, stagecraft and expressive skills in a non-naturalistic style. Students will also be able to describe and analyse their own and others’ performances using the language of drama.

**ASSESSED TASKS**
Ensemble performance; written analysis of the development and performance of character/s from the Ensemble performance; written analysis of a professional play from the Unit 3 playlist.
UNIT 4
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For the short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance. The second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure. The solo performance are analysed and evaluated.

LEARNING ACTIVITIES
Exploration and experimentation with play-making and characterisation techniques; storyboarding and creating a written script; improvisation; research tasks; documentation of process through journal and folio.

KEY SKILLS REQUIRED
Create and present character in solo performance using skills developed in Unit 3, develop a script, document and evaluate processes using drama language.

ASSESSED TASKS
Short solo performance; two written reports that document the play-making process.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (40%)
Externally assessed Performance Examination in October (35%), 1.5 hour Written Examination end of year (25%).
UNIT 1
The study of Economics is about the forces which determine how production occurs, how resources are allocated and how the proceeds of production are distributed. The ‘economic way of thinking’ involves logical reasoning, readiness to distinguish between fact and opinion and between objective statements and value judgments. A study of Economics will help students to become informed global citizens who are able to make economically and socially responsible decisions. Economic issues frequently influence voters. Learning about Economics will assist students in their everyday lives as it helps them to be more informed citizens, consumers, workers, voters, producers and savers.

ECONOMIC CHOICES AND CONSEQUENCES
In this unit students examine the basic economic problem of scarcity, the need for economic decision making, the nature and features of the Australian economy, the degree of market power in different markets, the nature and effectiveness of strategies of businesses to improve profitability, the role of markets in the determination of prices and the allocation of resources and the role of relative prices in the allocation of resources.

KEY SKILLS REQUIRED
• Use a range of sources to acquire economic information.
• Sort and communicate economic information.
• Define key economic concepts and use them appropriately.
• Apply economic knowledge, concepts and theories to predict the effect of economic events on market outcomes.

ASSESSED TASKS
Analysis of written, visual and statistical evidence; folio of applied economic exercises; problem-solving tasks; report of an investigation; presentation (oral, multimedia, visual); test; exam

UNIT 2
ECONOMIC CHANGE—ISSUES AND CHALLENGES
In this unit students examine economic growth and sustainable development and one other contemporary economic issue and develop an understanding of how economic issues can have an impact on living standards.

KEY SKILLS REQUIRED
• Use a range of sources to acquire economic information.
• Sort and communicate economic information.
• Define key economic concepts and use them appropriately.
• Describe the factors that influence population and labour markets.
• Interpret and analyse economic information to assess the impact of population change and employment on living standards.
• Describe the nature of contemporary global economic issues.
• Explain the role of economic decision-makers in influencing global economic issues.
• Analyse economic arguments about selected contemporary global economic issues.
• Evaluate the impact of selected contemporary global economic issues on living standards.

ASSESSED TASKS
Analysis of written, visual and statistical evidence; folio of applied economic exercises; problem-solving tasks; report of an investigation; presentation (oral, multimedia, visual); test; exam
UNIT 3
ECONOMIC ACTIVITY

The focus of this unit is the study of economy activity in Australia and the factors that affect the price and quantity traded in individual markets. This unit examines market failure, situations where the market does not operate freely and the role of government in the allocation of resources.

KEY SKILLS REQUIRED

• Use a range of sources to acquire economic information.
• Define key economic concepts and use them appropriately.
• Construct graphs and tables to represent economic data.
• Interpret and analyse statistical and graphical data.
• Use economic theory and evidence to explain how resources are allocated in a market system.
• Evaluate the competitiveness of markets in the Australian economy.
• Discuss the extent to which markets operate freely in Australia.
• Apply economic concepts and theories to explain the nature and importance of key economic goals.
• Interpret and analyse statistical and graphical data to investigate the factors that have influenced the achievement of key economic goals over the past four years.
• Analyse the impact of key economic goals on living standards.

ASSESSED TASKS

All outcomes are assessed via tests.

UNIT 4
ECONOMIC MANAGEMENT

Students develop a detailed knowledge of how the federal government can use budgetary policy and monetary policy to achieve its economic goals, and examine how the policies have been implemented over the past four years.

KEY SKILLS REQUIRED

• Define key economic concepts and use them appropriately.
• Gather relevant data and information about the nature and operation of management policies in Australia.
• Apply economic theories and concepts to government demand management policies.
• Apply skills of economic analysis, including problem-solving, to analyse how aggregate demand management policies have been used to influence key economic goals.
• Analyse the impact of aggregate demand policies on living standards in Australia.
• Define key economic concepts and use them appropriately.
• Gather and interpret relevant data and information about the nature and operation of aggregate supply management policies in Australia.
• Apply economic theories and concepts to aggregate supply policies implemented by the Australian Government.
• Analyse the impact of aggregate supply policies on living standards in Australia.
• Analyse the role of aggregate demand and aggregate supply policies in the current government policy mix.

ASSESSED TASKS

All outcomes are assessed via tests.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework (50% - 25% for each unit), written examination in November (50%).
UNIT 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

LEARNING ACTIVITIES
Reading and discussion, extended writing exercises, viewing and analysing a range of written and visual texts, experimenting with different writing styles, investigating and responding to current media issues.

KEY SKILLS REQUIRED
Ability to interpret and analyse a range of different text types, analytical and inquiry based skills, ability to use metalanguage and essay writing skills.

ASSESSED TASKS
Media language investigation and response, text analysis essays, context responses and an end of unit examination.

UNIT 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

LEARNING ACTIVITIES
Reading and discussion, extended writing exercises, viewing and analysing a range of written and visual texts, experimenting with different writing styles, investigating and responding to current media issues.

KEY SKILLS REQUIRED
Interpretative and metalanguage knowledge and skills from Unit 1, understanding of a range of different text types, essay writing skills.

ASSESSED TASKS
Analytical response to a selected text, responses to context, presentation of a reasoned point of view on an issue of social relevance and interest and an end of unit examination.
UNIT 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

LEARNING ACTIVITIES
Reading and discussion, extended writing exercises, viewing and analysing a range of written and visual texts, experimenting with different writing styles, investigating and responding to current media issues.

KEY SKILLS REQUIRED
Ability to interpret and analyse a range of different text types, analytical and inquiry based skills, ability to use metalanguage and essay writing skills.

ASSESSED TASKS
Media language investigation and response, text analysis essays, context responses.

UNIT 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

LEARNING ACTIVITIES
Reading and discussion, extended writing exercises, viewing and analysing a range of written and visual texts, experimenting with different writing styles.

KEY SKILLS REQUIRED
Interpretative and metalanguage knowledge and skills, understanding of a range of different text types, essay writing skills, examination skills.

ASSESSED TASKS
Analytical response to a selected text, responses to context and an end of year examination.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (50%), 3 hour written examination in November (50%).
UNIT 1
Language is an essential aspect of human behaviour and it is 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 a highly 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.

LEARNING ACTIVITIES
Analysing a variety of text types both written, spoken and sign language, studying children’s acquisition of language, reading the International Phonetic Alphabet, understanding additional language learning, linguistic analysis, grammatical exercises, text questions, short answer responses, quizzes, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Grammatical knowledge and skills, ability to interpret and analyse both written and spoken texts, use of appropriate metalanguage, inquiry based and essay writing skills.

ASSESSED TASKS
Short quizzes, short answer responses, extended responses, case study, oral/multimodal presentation and an end of unit examination.

UNIT 2
In this unit, students focus on language change. Languages are dynamic and 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 contemporary texts, 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.

LEARNING ACTIVITIES
Analysing a variety of text types, examining a range of literature to explore how language has changed (a variety of texts explored including but not limited to the Bible and texts from Chaucer, Shakespeare, Judith Wright, Mudrooroo and Bruce Dawe), text questions, linguistic analysis, quizzes, grammatical exercises, short response answers, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Grammatical, metalanguage and subsystems knowledge and skills from Unit 1, linguistic interpretation and analysis, inquiry based and essay writing skills.

ASSESSED TASKS
Short quizzes, short answer responses, linguistic analysis, investigative report, essay and the end of unit exam
UNIT 3
In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that 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.

LEARNING ACTIVITIES
Analysing a variety of informal and formal text types both written and spoken (including but not limited to children's programs, political speeches, novels, plays, poetry, emails, conversations, radio talk shows and eulogies), linguistic analysis, grammatical exercises, text questions, short answer responses, quizzes, essay writing, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Grammatical, metalanguage and subsystems knowledge and skills from Units 1 and 2, linguistic interpretation and analysis, inquiry based and essay writing skills.

ASSESSED TASKS
Short answer responses, extended responses, linguistic analysis, formal essays and a folio of a variety of informal and formal, written and spoken annotated texts.
UNIT 4
In this unit, students focus on the role of language in establishing and challenging different identities. Many varieties of English exist 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 varieties also play a role in constructing users’ social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, 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 who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, thus reinforcing the degree of social distance and/or solidarity.

LEARNING ACTIVITIES
Analysing a variety of written and spoken texts which provide examples of differing varieties of English in contemporary Australia as well as demonstrating how language plays a role in constructing social and national identities (texts include but are not limited to episodes of Kath and Kim, Sam Kekovich and Dick Smith advertisements, Radiance, poetry by both Indigenous and non-Indigenous Australians, Summer Heights High and other relevant texts), linguistic analysis, quizzes, grammatical exercises, text questions, short answer responses, essay writing, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Grammatical, metalanguage and subsystems knowledge and skills from Units 1, 2 and 3, linguistic interpretation and analysis, inquiry based and essay writing skills

ASSESSED TASKS
Short quizzes, short answer responses, extended responses, linguistic analysis and a folio of a variety of informal and formal, written and spoken annotated texts and the end of year exam

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework Unit 3 (25%)
School Assessed Coursework Unit 4 (25%)
Written examination in November (50%)
The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth and the processes that created them.

This study investigates a diversity of themes, environments and places at different scales (local, regional, national, international and global) and in different contexts, particularly in Australia. It explores the patterns and processes of physical geography and their interaction with aspects of human geography. Geographers use a number of spatial concepts as tools to help them to investigate, interpret and explain these patterns. The spatial concepts provide a unique conceptual structure and framework of ideas for geographic investigations of phenomena.

This study design focuses on the following spatial concepts: location, scale, distance, distribution, region and movement, spatial change over time, spatial association and spatial interaction. These spatial concepts are all interconnected and to some degree overlap. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

UNIT 1
This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Students must investigate at least two natural environments in each area of study. The natural environments selected for investigation may be the same in each area of study. Each environment selected for investigation must focus on physical geography at two different scales.

LEARNING ACTIVITIES
Fieldwork is a compulsory part of the course. Using aerial and topographic maps, viewing media and using internet sites to collect information. Completing structured questions from the textbook, interpreting data from a range of sources, drawing annotated sketches and diagrams and class discussions.

KEY SKILLS REQUIRED
To be able to conduct fieldwork at a local site and collect data; sort, process and represent spatial data related to formation of natural environments using a range of geographic techniques and media, that may include fieldwork data; identify and describe the geographic characteristics of selected natural environments in different locations at two different scales; analyse and explain data about the geographic characteristics of natural environments produced by the interaction of natural processes; apply spatial concepts as appropriate.

ASSESSED TASKS
Variety of tasks from the following: recording and reporting on data collected in the field; structured questions, tests and research report. Fieldwork must be one of the assessment tasks.
UNIT 2
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Students must investigate at least two human environments in each area of study. The environments selected for investigation may be the same in each area of study, but one of the environments must be a rural environment and one an urban environment; one must be from Australia and one must be from another country. Each environment selected for investigation must focus on human geography at two different scales.

LEARNING ACTIVITIES
Completing structured questions from the textbook, using an Atlas for various tasks, research using the internet, examining such places as Vietnam as a Human Environment, examining topographic maps, interpreting data from variety of sources, creating diagrams and sketches to show geographical characteristics, class discussions, viewing visual media on areas being studied and creating maps to record information.

KEY SKILLS REQUIRED
To be able to conduct fieldwork at a local site and collect data; process and represent fieldwork data related to natural environments and change using a variety of geographic techniques and media; describe and analyse data about changes to natural environments produced by the interaction between natural processes and human activity; explain how natural processes and their interaction with human activity may alter natural environments at two different scales; apply spatial concepts as appropriate.

ASSESSED TASKS
Variety of tasks from the following: recording and reporting on data collected in the field; structured questions, tests and research report. Fieldwork must be one of the assessment tasks.
UNIT 3
This unit investigates the characteristics of resources and the concept of region. One area of study focuses on the use and management of an Australian water resource and the other focuses on the use and management of local resources. Students investigate the Murray-Darling Basin region; its source, distribution, availability and utilisation of water. The study of the importance of a local resource will focus on how it is managed and its sustainability. This area of study also focuses on the use and management of a significant resource in the local region such as shopping centres, urban renewal sites such as the Docklands, a farm, a factory, conservation parks including national and marine parks, and ski fields such as Mount Stirling. Students study the importance of a local resource, how it is managed and its future sustainability. The local resource is placed in a regional context; for example, a study of a local shopping strip could be understood in the context of a hierarchy of shopping centres across the wider region. This resource is the focus of the fieldwork.

LEARNING ACTIVITIES
Completion of fieldwork is a compulsory part of the course. Completing structured questions from the textbook, using an Atlas for various tasks, research using the internet, drawing annotated sketch map, completing flow diagrams, comparing data, interpreting data presented in a variety of forms such as tables, photographs and maps. Writing detailed responses in practice for the exam and SACs.

ASSESSED TASKS
Any one or combination of the following: a case study, short-answer questions on the Murray Darling Basin that contribute to 50% of the assessment and fieldwork worth 50% of assessment for the unit.

KEY SKILLS
To be able to conduct fieldwork, record and observe data, process, represent and interpret fieldwork, synthesis fieldwork data to justify a future policy for sustainable use and apply spatial concepts as appropriate.
UNIT 4
This unit investigates two areas of study: the geographic characteristics of global phenomena and responses to them. The study focuses on an analysis, explanation, and evaluation of the factors primarily responsible for generating global phenomena. The study of the human population examines the geographic distribution, structure, and composition as well as the dynamics of population in time and space, including growth and decline in fertility and mortality. The other global phenomenon may include major natural processes and/or human activities and their interactions that are distributed globally. Students investigate the impact on people and natural systems caused by human populations and another global phenomenon. Suitable topics include wetlands, climate change, fishing, migration, tourism, and desertification.

The study focuses on how people respond to the global impact of two phenomena including human population at a range of scales. It investigates how people’s responses to phenomena have changed in the short and long term. It identifies the positive and negative impacts of these responses from government and non-government organisations.

Phenomena such as El Nino, migration, rapid communications technology, earthquake damage, genetically modified crops or globally changing patterns of investment and industrialisation, shared ocean and atmosphere resources, pandemics and other ‘borderless’ phenomena play important roles in shaping community, environments, and landscape change.

This unit investigates the distribution patterns of selected global phenomena. It considers the causes, dimensions and impact of global changes and analyses policies and strategies, including those that promote sustainability, to enable a better world in the future.

Students must investigate two global phenomena in each area of study, one of which must be human population.

LEARNING ACTIVITIES
Completing structured questions from the textbook, using an Atlas for various tasks, research tasks using the internet, drawing annotated maps, using data collected from a variety of forms such as tables, photographs, and maps and coming to conclusions or making predictions on possible outcomes or making suggestions on how to prevent the impact of factors on communities. Completing case studies and viewing visual media on areas of study. Collecting statistics and writing detailed responses in practice for the exam and SACs.

ASSESSED TASKS
Any one or a combination of the following formats: a data analysis, a case study, a multimedia presentation, a structured essay, a report, structured questions, short-answer questions and a test. There are two outcomes with each representing 50% of the assessment for the unit.

KEY SKILLS
To be able to sort, process and represent spatial data using a range of geographic techniques and media; describe and analyse data either manually and/or using information and communications technology; apply spatial concepts as appropriate. To identify, locate and extract spatial data from a range of information sources. To identify, locate and extract data from print and electronic sources and to process and represent spatial data.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Percentage contributions to the study score in VCE Geography are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent. Duration: Two hours.
HEALTH AND HUMAN DEVELOPMENT UNITS 1-2

Students develop an understanding of the dimensions and interrelationships of health and individual human development. They also research health factors and issues impacting Australia’s youth and programs or strategies that impact youth health and development. Students look in detail at the health and development of Australia’s children and adults and issues that affect Australia’s health system.

UNIT 1
In this unit students will develop an understanding of the concepts of health and individual human development, exploring the interrelationship that exists between them. Students will become aware of the different measurements of health status and how these various methods are used. Students will also develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They will explore the importance of nutrition for energy and growth in this stage of the lifespan. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise health and development of youth.

LEARNING ACTIVITIES
Include case studies, analysis text questions, film and data analysis, oral presentations, educational videos and revision activities. As well as quizzes and other relevant tasks.

KEY SKILLS REQUIRED
Ability to analyse and interpret data, identify trends and demonstrate an understanding of content through essay and long answer style questions.

ASSESSED TASKS
Include a Test, Case Study Analysis, Oral Multimedia Presentation and an Examination.

UNIT 2
In this area of study students continue to develop their understanding of health and individual human development of Australia’s children and adults, studying the period of conception to approximately 12 years, and the lifespan stage of Adulthood, including old age. Students also investigate how biological and behavioural factors, physical environments and social environments, including the family and community, influence health and development. Students will also examine a range of health issues that are having an impact on Australia’s health system, including Australia’s aging population, human rights and ethics, medical technology and the provision of rural health services, and investigate at least one health issue in detail.

LEARNING ACTIVITIES
Include case studies, analysis text questions, film and data analysis, oral presentations, educational videos and revision activities. As well as quizzes and other relevant tasks.

KEY SKILLS REQUIRED
Ability to analyse and interpret data, identify trends and demonstrate an understanding of content through essay and long answer style questions.

ASSESSED TASKS
Include a Test, Oral Multimedia Presentation, Data Analysis/Case Study and Examination.
HEALTH AND HUMAN DEVELOPMENT UNITS 3-4

This sequence of units allows students to understand Australia’s health status and compare this to other developed countries. Students study the National Health Priority Areas (NHPAs) and the relationship to the burden of disease in Australia. Various models of health and health promotion are investigated and the role of government and non-government agencies in promoting health.

Students explore the role of international organisations including the UN and WHO in sustaining improvements in health and human development and compare Australia to developing countries. Students describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

UNIT 3
Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status. Students also examine the development of the National Health Priority Areas initiative and their burden of disease in Australia. They will analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of NHPAs. Students also look at different models of health and health promotion. They will investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students will examine the role of government and non-government organizations in providing programs and support for the promotion of healthy eating.

LEARNING ACTIVITIES
Include case studies, text questions, data analysis, educational videos and revision activities. As well as quizzes and other relevant tasks.

KEY SKILLS REQUIRED
Compare and contrast other developed countries health status to Australia’s and discuss the NHPAs. Discuss and analyse health and health promotion and describe the roles of government and non-government organisations in promoting health.

ASSESSED TASKS
Tests, Data Analysis, SAE Studies and end of year Examination
UNIT 4
Students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. In the second area of study students will explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students will consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organizations.

LEARNING ACTIVITIES
Include case studies, text questions, data analysis, educational videos and revision activities. As well as quizzes and other relevant tasks.

KEY SKILLS REQUIRED
Analyze factors contributing to variations in health status between Australia and developing countries. Evaluate progress towards the UN and WHO goals of health, human development and sustainability.

ASSESSED TASKS
Tests, Data Analysis, Sae Studies and end of year Examination

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent. Duration: Two hours.
HISTORY – 20TH CENTURY UNITS 1-2

Through both Units the major focus will be analysing the causes and effects of conflict, the changes in societies and the development of ideologies.

UNIT 1
TWENTIETH CENTURY HISTORY (1900 – 1945)
This unit explores the crises and conflicts, social life and cultural expression in the first half of the 20th century. We will look at the causes of the First World War, the Versailles Treaty and its effects, the rise of Communism and Fascism, and a snapshot of a cross section of lives and events in that period.

LEARNING ACTIVITIES
Developing time lines, analysing documents, visual sources and maps, group activities, research, assessing historian’s opinions, creating charts to compare and contrast information.

KEY SKILLS REQUIRED
The ability to research a range of information, to analyse written and visual sources, to interpret a range of opinions and to synthesise evidence.

ASSESSED TASKS
Research causes of the First World War, the Treaty of Versailles and the German response. Analyse Communism through the film ‘Animal Farm’. Research and give an oral presentation of a chosen historic ideology, event or person.

Coursework = 70% of the final assessment
End of semester examination = 30% of the final assessment

UNIT 2
TWENTIETH CENTURY HISTORY (1945 – 2000)
This unit considers some of the major themes and principal events of post-World War Two; namely the Cold War. We will enquire into the ways in which individuals, communities and nations responded to the political, economic, social and technological developments, especially the atomic bomb. These topics will be viewed in domestic, regional and international settings.

LEARNING ACTIVITIES
Developing time lines, analysing documents, visual sources and maps, group activities, research, assessing historian’s opinions, creating charts to compare and contrast information.

KEY SKILLS REQUIRED
The ability to research a range of information, to analyse written and visual sources, to interpret a range of opinions and to synthesise evidence.

ASSESSED TASKS
Research causes of the Cold War, the Nuclear Arms Race and the Soviet and American responses. Analyse the concept of M.A.D (Mutually Assured Destruction) through the films ‘The Fog of War’ and ‘Dr Strange Love’. Research and write an essay on the effects of the Cold War.

Coursework = 70% of the final assessment
End of semester examination = 30% of the final assessment
This unit focuses on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War I.

The study introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over the colonial period, especially under the impetus of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including the Indigenous people.

The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century. Students continue their exploration of the ideas and visions which shaped the society – this time in the lead up to Federation and in the early years of the new commonwealth. They will examine popular ideas about the new society and consider some of the practical manifestations of these ideas. An important focus in this area is the question of who was to be included or excluded in this new society and why.

**UNIT 3**

Students examine the ideas underpinning the settlement of and migration to the Port Phillip District, including ideas about European expansion in the new world and land ownership, and the motivations of some individuals and groups; the impact of European settlement on the Aboriginal communities of Port Phillip and their responses to it; the impact of the gold rushes and the way gold changed people’s visions of the future of the colony.

**LEARNING ACTIVITIES:**

Analysis of contemporary documents, text questions, consideration of the views of modern historians, small group work, examination of the contribution of contemporary art and literature, excursion to the Old Treasury Museum and the Ian Potter Gallery in Melbourne and other relevant tasks.

**SKILLS REQUIRED**

These skills include the ability to

- explain the historical issues covered in the key knowledge;
- apply historical concepts related to the period (1830–1860);
- analyse and evaluate written and visual historical evidence;
- synthesise material and evidence to draw conclusions;
- analyse the way that the experience of the period (1830–1860) has been interpreted and understood over time by historians and other commentators;
- express knowledge and ideas in writing, presenting material using historical conventions such as quotations, acknowledgement of sources, and a bibliography.
- apply historical concepts related to the period (1888–1914)
- analyse the way that the experience of the period (1888–1914) has been interpreted and understood over time by historians and other commentators;

**ASSESSED TASKS**

Students are required to complete tasks in each of the following forms: research report, analysis of visual and/or written documents, historiographical exercise and an essay.
UNIT 4
This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War I, The Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will also examine the impact of these experiences on change and social cohesion. The study concludes with an examination of changing Australian attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century, among them Indigenous rights, the environment, immigration and involvement in war.

LEARNING ACTIVITIES
Analysis of contemporary documents, text questions, consideration of the views of modern historians, small group work, examination of the contribution of contemporary art and literature, library research and other relevant tasks.

KEY SKILLS REQUIRED
The ability to:
• explain the historical issues covered in the key knowledge;
• apply historical concepts related to the period (1914–1950);
• analyse and evaluate written and historical evidence;
• synthesise material and evidence to draw conclusions;
• analyse the way that the experience of the crisis within the period (1914–1950) has been interpreted and understood over time historians and other commentators;
• express knowledge and ideas in writing, presenting material using historical conventions such as quotations, acknowledgement of sources, and a bibliography
• apply historical concepts related to the period (1960–2000);
• analyse the way that the experience of the period (1960–2000) has been interpreted and understood over time by historians and other commentators;

ASSESSED TASKS
Students are required to complete tasks in each of the following forms: research report, analysis of visual and/or written documents, historiographical exercise and an essay. The order of the completion of these tasks will be decided on by the teacher.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School-assessed coursework (50%) and an end-of-year two hour written examination (50%)
HISTORY – REVOLUTIONS UNITS 3-4

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the Revolution the principal concern of the revolutionary state. In defence of the Revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of Revolution concludes when a point of stability had been reached and a viable revolutionary settlement has been made.

UNIT 3
THE FRENCH REVOLUTION (1781-1795)

LEARNING ACTIVITIES
Developing time lines, analysing documents and visual sources, group work, research tasks, evaluating historian’s opinions, constructing tables to compare information.

KEY SKILLS REQUIRED
Document a range of information, analyse documents and visual sources, synthesise evidence and interpretation of a range of historians opinions.

ASSESSED TASKS
Analyse a visual representation, extended response, research report, historiographical exercise, and essay.

UNIT 4
THE RUSSIAN REVOLUTION (1905-1924)

LEARNING ACTIVITIES
Developing time lines, analysing documents and visual sources, group work, research tasks, evaluating historian’s opinions, constructing tables to compare information.

KEY SKILLS REQUIRED
Document a range of information, analyse documents and visual sources, synthesise evidence and interpretation of a range of historians opinions.

ASSESSED TASKS
Analyse a visual representation, extended response, research report, historiographical exercise, and essay.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
Percentage contributions to the study score in VCE Geography are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent. Duration: 1 ½ hours.
INFORMATION TECHNOLOGY UNITS 1-2

IT IN ACTION AND IT PATHWAYS

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. Not only does Information Technology have the capacity to change how existing tasks and activities are undertaken but it also creates new opportunities in work, study, recreation and in personal relationships. This study will better equip students to use information technology responsibly, and to make informed choices, both at a personal level and within the workplace, about the nature of developments and directions in this exciting and challenging field.

UNIT 1

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

LEARNING ACTIVITIES

Write formulae to manipulate data, produce graphical to represent data, apply design elements, formats and conventions to produce graphic representations.

Analyse networked information systems; describe the roles and functions of its components as well as security threats.

Use visual thinking tools to identify the strengths and weaknesses of different networked scenarios.

Develop and conduct surveys, use software tools to manage and complete projects. Participate in a team to design and build a website using accepted design elements, conventions and formats.

KEY SKILLS REQUIRED

Read and interpret case studies, select and apply design tools. Skills in the use of word processing, visualising thinking tools, spreadsheet and file management software. Select and apply functions, formats, conventions, data validation and testing techniques to manipulate data. Skills in the use ICT to document and monitor project plans when creating team solutions.

ASSESSED TASKS

Coursework – test, analysis tasks, research assignments, folio of spreadsheet problem solving activities, network analysis report, and issues based collaborative web site. End of semester examination.

UNIT 2

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

LEARNING ACTIVITIES

Use a variety of software tools to create data visualisations that meet users’ needs. Use features of a programming language – including sequences, iterations and selections - to create solutions. Work collaboratively to create an ICT solution, taking into account client feedback.

KEY SKILLS REQUIRED

Read and interpret case studies, select and apply design tools. Skills in the use of word processing, visualising thinking tools, spreadsheet and file management and programming software. Select and apply functions, formats, conventions, data validation and testing techniques to manipulate data. Skills in the use of ICT to document and record learning progress.

ASSESSED TASKS

Coursework – test, analysis tasks, research assignments, folio of programming activities, folio of data visualisation problem solving, and client based collaborative web site. End of semester examination.
UNIT 3
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.

LEARNING ACTIVITIES
Investigate and critique a range of online communities, discuss social online protocols and accepted ways of behaving on websites, explore current legal obligations and key provisions as detailed in various Acts. Site visit to file server room and investigate how Transport Layer Security (TLS) or Secure Sockets Layer (SSL) protocols work.

KEY SKILLS REQUIRED
Read and interpret case studies, select and apply design tools. Activities to improve knowledge and skills in the use of word processing, visualising thinking tools, spreadsheet and or database programs, file management and multimedia authoring software. Select and apply functions, formats, conventions, data validation and testing techniques to manipulate data.

ASSESSED TASKS
School Assessed Coursework; Outcome 1 - Prototype website and a short-answer test; Outcome 2 - Design and development of a solution and a written report.

UNIT 4
In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

LEARNING ACTIVITIES
Produce organisational charts, maintain a folio of work showing the development of skill acquisition with a relational database management system. Develop criteria to evaluate efficient and effective user interfaces and effective information architecture. Prepare user interfaces for a variety of situations. Examine a range of Acts and summarise the key points of each law. Prepare a presentation that explains ethics to younger students. Explore and explain variety of security techniques and the key features of cloud computing.

KEY SKILLS REQUIRED
Read and interpret case studies, select and apply design tools. Skills in the use of word processing, visualising thinking tools, spreadsheet and or database, file management, and multimedia authoring software. Select and apply functions, formats, conventions, data validation and testing techniques to manipulate data.

ASSESSED TASKS
School Assessed Coursework
Outcome 1 - A solution including user documentation and a written report.
Outcome 2 - A test.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School-assessed Coursework for Unit 3 and 4 will each contribute 25%. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50%.
SOFTWARE DEVELOPMENT UNITS 3-4

UNIT 3
The focus is on programming as a strategy for solving problems for users in a networked environment. Students investigate the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions. Students engage in designing and developing a software solution using a selected programming language.

LEARNING ACTIVITIES

Investigate user needs using a range of methods, complete data flow and use case diagrams, investigate the types of threats that need to be taken into account when designing software for a network environment. Maintain a folio of work showing the development of skill acquisition with programming software, develop and check algorithms to solutions.

KEY SKILLS REQUIRED

Read and interpret case studies. Skill in the use of analysis tools to create use case diagrams and data flow diagrams. Apply tools and techniques to analyse data and information. Skills in the use of word processing, file management, and programming software. Select and apply functions, formats, conventions, and testing techniques to create programming solutions.

ASSESSED TASKS

Outcome 1 - Written report.
Outcome 2 - Prototype source code + report.

UNIT 4
In this area of study students apply a range of tools and techniques to produce purpose-designed solutions suitable for use on mobile computing devices. Suitable mobile devices include personal digital assistants (PDAs), mobile phones, laptops and gaming consoles. Students expand their range of programming skills and develop knowledge and skills related to file management in order to improve processing efficiency. As part of this stage, students develop knowledge and skills in preparing user documentation using appropriate software, and consider strategies for preventing security violations of stored and communicated information. Students examine their legal obligations as programmers.

LEARNING ACTIVITIES

Discuss the implications of designing software modules for portable computing, debate the ethics of using another programmer’s code, produce a variety of software modules intended for a mobile device that will provide a customer. Explore using different data structures and different methods of file storage. Investigate the validity of customer fears about the safety of credit card data transmitted over the Internet. Compare strategies for managing the introduction of a new software solution and debate their appropriateness in different situations.

KEY SKILLS REQUIRED

Read and interpret case studies. Apply tools and techniques to analyse data and information. Skills in the use of word processing, file management, and programming software. Select and apply functions, formats, conventions, and testing techniques to create programming solutions. Research and summarize information from a variety of sources.

ASSESSED TASKS

School Assessed Course work
Outcome 1 - Solution + User documentation / report.
Outcome 2 – Test.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School-assessed Coursework for Unit 3 and 4 will each contribute 25%. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50%.
The areas of VCE study for Italian language learners comprise themes and topics, grammar, text types, vocabulary and styles of writing. They are designed to be drawn upon in an integrated way and are common to all four units of study: Units 1 & 2 (Year 11) and Units 3 & 4 (Year 12).

**UNIT 1**

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are three prescribed themes that are common to Italian throughout all four VCE units. These are: “the individual”; “the Italian-speaking community”; and “the changing world”. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

**LEARNING ACTIVITIES**

Grammar, Travelling Around the World, Health in Italy, Balance Between the Past and Future.

**KEY SKILLS REQUIRED**

Reading, Writing, Listening, Speaking in the target language.

**ASSESSED TASKS**

Written Response; Listening Comprehension; Reading Comprehension; Oral presentation
Coursework = 75% of final assessment
Examination = 25% of final assessment

**UNIT 2**

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are three prescribed themes that are common to Italian throughout all four VCE units. These are: “the individual”; “the Italian-speaking community”; and “the changing world”. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

**LEARNING ACTIVITIES**

Language and the Arts in Italy, Past, Present and Future in a Changing Italy, Formation of Italians Through School to Work.

**KEY SKILLS REQUIRED**

Reading, Writing, Listening, Speaking in the target language.

**ASSESSED TASKS**

Written Response; Listening Comprehension; Reading Comprehension; Oral presentation;
Coursework = 75% of final assessment
Examination = 25% of final assessment
LOTE ITALIAN UNITS 3-4

The areas of VCE study for Italian language learners comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon, in an integrated way and are common to all four units of study: The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are five prescribed themes that are common to Italian. These are: “the individual”, “the Italian-speaking community”, “the changing world”, “relationships” and “trade and commerce”. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

UNIT 3
The focus is on the five prescribed themes that are common to Italian. These are: “the individual”, “the Italian-speaking community”, “the changing world”, “relationships” and “trade and commerce”.

LEARNING ACTIVITIES
Grammar, Family, Adolescence, Italian Café Culture, Social Effects of Technology.

KEY SKILLS REQUIRED
Reading, Writing, Listening, Speaking in the target language.

ASSESSED TASKS
Written Response.
Listening Comprehension.
Oral role play.

UNIT 4
The focus is on the five prescribed themes that are common to Italian. These are: “the individual”, “the Italian-speaking community”, “the changing world”, “relationships” and “trade and commerce”.

LEARNING ACTIVITIES
Made in Italy.
Detailed Study.

KEY SKILLS REQUIRED
Reading, Writing, Listening, Speaking in the target language.

ASSESSED TASKS
Reading Comprehension.
Written Response.
Oral Interview.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
Coursework = 25% of final assessment
Written Examination = 12.5% of final assessment
Oral Examination = 37.5% of final assessment
LOTE JAPANESE UNITS 1-2

The areas of study in Japanese comprise of themes and topics, grammar text types, vocabulary and diverse forms of writing.

UNIT 1
This unit should allow the student to establish and maintain a spoken or written exchange, read, listen to and obtain information from written and spoken texts as well as produce a personal response to a text focusing on real or imaginary experience.

LEARNING ACTIVITIES
My Town, House and Room
Introducing my Family and Typical Japanese Family Life
Comparing Japanese and Australian Festivals and Events
Japanese and Australian Foods

KEY SKILLS REQUIRED
Reading, Writing, Listening, Speaking in the target language.

ASSESSED TASKS
Written Response
Listening Comprehension
Reading Comprehension
Oral Presentation
Coursework = 80% of final assessment
Examination = 20% of final assessment

UNIT 2
This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

LEARNING ACTIVITIES
Japanese Seasons and Events
Travelling to Japan
Introducing my Country and City to Japanese People

KEY SKILLS REQUIRED
Reading, Writing, Listening, Speaking in the target language.

ASSESSED TASKS
Written Response
Listening Comprehension
Reading Comprehension
Oral Presentation
Coursework = 80% of final assessment
Examination = 20% of final assessment
LOTE JAPANESE UNITS 3-4

Japanese focuses on cross-cultural understanding through providing access to the Japanese speaking community and their culture; promoting understanding of different attitudes and values within the wider Australian community and beyond; recognising the close economic and cultural ties between Australia and Japan.

UNIT 3
The areas of study comprise themes and topics such as the individual, the Japanese Speaking Community and the Changing World.

LEARNING ACTIVITIES

KEY SKILLS REQUIRED
Reading, Writing, Listening, Speaking in the target language.

ASSESSED TASKS
Written Response.
Listening Comprehension.
Oral role play.

UNIT 4
Students are required to undertake a detailed study during Units 4. The detailed study will enable the student to explore and compare aspects of the language and culture of the Japanese-speaking community through a range of oral and written texts related to the selected sub-topic.

LEARNING ACTIVITIES
Technological Progress and Student Life, Life After High School, Detailed Study.

KEY SKILLS REQUIRED
Reading, Writing, Listening, Speaking in the target language.

ASSESSED TASKS
Reading Comprehension; Written Response Oral Interview

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
Coursework - 25% of final assessment
Written Examination - 12.5% of final assessment
Oral Examination - 37.5% of final assessment
LEGAL STUDIES UNITS 1-2

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

UNIT 1
This unit explores the need for laws in society. Students investigate the key features of criminal law, how its enforced and adjudicated and possible outcomes and impacts of crime. Students learn about different types of crimes and explore rights and responsibilities under criminal law through a consideration of contemporary cases and issues. Students also consider the role of parliament and subordinate authorities as law makers as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

LEARNING ACTIVITIES
A variety of learning tasks are undertaken such as written responses to questions, quizzes, crosswords DVD viewing on cases where injustices have occurred, reading of newspaper articles on recent criminal cases, discussion about topics and group work. Using the online resources available through e book plus. A visit to the Ringwood Magistrate’s court to see the court in operation is part of the course.

ASSESSED TASKS
Tasks for this unit are selected from: Structured assignment, Case Study, Test, Folio and Report and Essay
Coursework = 70% of the final assessment
End of semester examination = 30% of the final assessment

UNIT 2
This unit focuses on the protection of rights of individuals, groups and organisations in society. Students gain an insight into the importance of civil law in their lives and how to distinguish between civil and criminal law. Students develop an understanding of the process of law-making by judges and courts through the operation of the doctrine of precedent and through statutory interpretation. They explore torts and their related defences.

UNIT FOCUS
There are four areas of study: Civil Disputes, The Civil Law in Action, The Law in Focus and A Question of rights.

LEARNING ACTIVITIES
A variety of learning tasks are undertaken such as written responses to questions, quizzes, crosswords DVD viewing, reading of newspaper articles on recent civil cases, discussion about topics and group work. Research is undertaken on a particular area of law, its operation and how it can improve or has improved.

KEY SKILLS REQUIRED
These skills include defining key legal terminology and using it appropriately, classifying rules as either legal or non-legal, considering the effectiveness of selected laws, identifying legal problems that might be addressed by criminal or civil law and describe the role of parliament and subordinate authorities in law-making. Research and gather information about criminal cases suing print and electronic media, apply legal principles, discuss effectiveness of criminal sanctions and analyse data on sentencing and crime trends.

ASSESSED TASKS
Tasks for this unit are selected from: Structured assignment, Case Study, Test, Folio and Report and Essay
Coursework = 70% of the final assessment
End of semester examination = 30% of the final assessment
LEGAL STUDIES UNITS 3-4

UNIT 3
This unit enables students to develop an understanding of the institutions that determine laws and their law-making powers and processes. Students evaluate the effectiveness of these law making bodies and examine the need for law to keep up to date with changes in society. They develop an understanding of the role played by the Commonwealth Constitution and the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. Students undertake an evaluation of the effectiveness of the law-making bodies and the relationship that exist between parliament and the courts. Students will examine relevant cases to support their learning and apply legal principles to these cases.

There are three areas of study: Parliament and the Citizen: The Constitution and the protection of rights and the role of the Courts in law-making.

LEARNING ACTIVITIES
A variety of learning tasks are undertaken such as written responses to questions, quizzes, DVD viewing, reading of newspaper articles, discussion about topics and group work. Also use of study on an online resource with a variety of task to assist with learning such as podcasts, multiple choice questions, and various other quiz type of activities.

KEY SKILLS REQUIRED
Define key legal terminology and use it appropriately, discuss, interpret and analyse legal information and data and to be able to critically evaluate the effectiveness of the law maker. Apply legal principles to relevant cases and issues.

ASSESSED TASKS
Assessment will consist of Case study, structured questions and a test. All assessment is completed under test conditions.

UNIT 4
Students examine the methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation. Throughout this unit, students examine current or recent cases to support their learning and apply legal principles to these illustrative cases.

UNIT FOCUS
There are two major areas of study: Dispute Resolution methods and Court processes and procedures, and engaging in justice.

LEARNING ACTIVITIES
A variety of learning tasks are undertaken such as written responses to questions, quizzes, DVD viewing, reading of newspaper articles, discussion about topics and group work. Also use of study on an online resource with a variety of task to assist with learning such as podcasts, multiple choice questions, and various other quiz type of activities.

KEY SKILLS REQUIRED
Define key legal terminology and use it appropriately, discuss, interpret and analyse legal information. Evaluate processes and procedures used in the dispute resolution process and apply legal principles to relevant cases and issues.

ASSESSED TASKS
Assessment will consist of structured questions and two tests on the final outcome. All assessment is completed under test conditions.

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (50% in total, 25% for each unit), 2 hour examination in November (50%).
UNIT 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

LEARNING ACTIVITIES

Students examine a range of texts including but not limited to plays, poetry, novels, films and short stories, thematic and character based questions, personal responses, analysis of literary, structural and linguistic features, interpretative activities, visual interpretations, short answer responses, essay writing, annotations and other relevant tasks.

KEY SKILLS REQUIRED

Ability to interpret and analyse a range of different text types, analytical and inquiry based skills, ability to use metalanguage and essay writing skills.

ASSESSED TASKS

Journal entries, oral/multimodal presentation, passage analysis, essay and an end of unit examination.

UNIT 2

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

LEARNING ACTIVITIES

Students examine a range of texts including but not limited to plays, poetry, novels, films and short stories, thematic and character based questions, context (social, political and cultural) questions and researching a variety of eras, drawing connections, contrasts and parallels between texts, visual interpretations, short answer responses, essay writing, annotations and other relevant tasks.

KEY SKILLS REQUIRED

Interpretative and metalanguage knowledge and skills from Unit 1, analyse a range of different text types, inquiry based and essay writing skills.

ASSESSED TASKS

Journal entries, comparative essay, an original response to a selected text and an end of unit examination.
LITERATURE UNITS 3-4

UNIT 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

LEARNING ACTIVITIES
Students examine a range of texts including but not limited to plays, poetry, novels, films and short stories, thematic and character based questions, personal responses, analysis of literary, structural and linguistic features, interpretative activities, visual interpretations, views and values critiques, comparative analysis, theoretical perspectives reading, short answer responses, essay writing, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Interpretative and metalanguage skills from Unit 1 and 2, analytical and inquiry based skills, ability to use metalanguage and essay writing skills.

ASSESSED TASKS
Oral/multimodal presentation, critical commentary of review, comparative essay and a views, values and contexts response.

UNIT 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

LEARNING ACTIVITIES
Students examine a range of texts including but not limited to plays, poetry, novels, films and short stories, thematic and character based questions, personal and imaginative responses, analysis of literary, structural and linguistic features, interpretative activities, visual interpretations, close analysis, theoretical perspectives reading, short answer responses, essay writing, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Interpretative and metalanguage knowledge and skills from Unit 1, analyse a range of different text types, inquiry based and essay writing skills.

ASSESSED TASKS
Annotations, personal response to selected text (imaginative),close analysis and an end of year examination.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Work (50% - 25% Unit 3 and 25% Unit 4); End of Year examination (50%)
# Mathematics Overview

The following table outlines the Year 10 and VCE Subject Selections in Mathematics:

<table>
<thead>
<tr>
<th>Mathematics Year 10 and VCE Subject Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Mathematics</strong></td>
</tr>
<tr>
<td><strong>Units 1&amp;2</strong></td>
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<tr>
<td><strong>General Mathematics</strong></td>
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<tr>
<td><strong>(Further) Units 1&amp;2</strong></td>
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<tr>
<td><strong>Mathematical Methods</strong></td>
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<tr>
<td><strong>Units 3&amp;4</strong></td>
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<td><strong>Specialist Mathematics</strong></td>
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<tr>
<td><strong>Units 3&amp;4</strong></td>
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</tbody>
</table>

### Year 10
- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Year 11
- Further Mathematics
- General Mathematics (Further) Units 1&2
- Mathematical Methods Units 3&4
- General Mathematics (Specialist) Units 3&4

### Year 12
- Mathematical Methods
- Specialist Mathematics Units 3&4
The areas of study for Unit 1 and Unit 2 of Foundation Mathematics are Space, Shape and Design, Patterns and Number, Handling Data and Measurement.

**UNITS 1 AND 2**

In Units 1 and 2 Space, Shape and Design covers the geometric properties of lines and curves, shapes and solids and their graphical and diagrammatic representations. Consideration of scale, and labelling and drawing conventions enables students to interpret domestic, industrial and commercial plans and diagrams.

The area of Patterns and Number covers basic number operations and the representation of patterns in number in different forms. Consideration of approximation strategies and standard calculations enable students to obtain estimates and exact values in a variety of common contexts.

The area of Handling Data covers the collection, presentation and basic analysis of data.

Consideration of different forms of data representation enables students to create appropriate and effective data summaries and critically interpret common media presentations.

The Measurement area covers the use of the metric system in familiar and everyday measurement activities. Consideration of conventions and practices for degree of accuracy and the use of appropriate units enable students to make measurements relevant to a variety of common contexts.

**LEARNING ACTIVITIES**

Examples of learning activities include: metric conversions, area calculations, using formulae, rounding, estimation, scale drawings, spreadsheets, timetables and computer aided drawing.

**KEY SKILLS REQUIRED**

The ability to plan, organise and logically process information. Proficiency in the use of a scientific or CAS calculator.

**ASSESSED TASKS**

Assignments and Analysis Tasks, Investigations and Projects, Topic Tests and Semester Examinations.

**ASSESSMENT - FOR EACH UNIT THE OVERALL SCORE WILL CONSIST OF:**

Topic tests, projects and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
GENERAL MATHEMATICS (FURTHER) UNITS 1-2

The areas of study for Unit 1 and Unit 2 of General Mathematics (Further) are Arithmetic, Data Analysis and Simulation, Algebra, Graphs of Linear and Non-linear Relations, Decision and Business Mathematics and Geometry and Trigonometry. The units have been constructed to prepare students for study at of VCE Further Mathematics Units 3 and 4. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, statistical analysis systems and computer algebra systems.

UNIT 1
In Unit 1 General Mathematics (Further) students study Matrices, Linear Equations, Univariate Statistics and Sequences and Series.

LEARNING ACTIVITIES
Computations, diagram construction, use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Skills of algebraic manipulation, trigonometry and statistics from Year 10 General Mathematics along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic tests, revision assignments, analysis tasks and end of unit examination.

UNIT 2
In Unit 2 General Mathematics (Further) students study Bivariate Statistics, Trigonometry and Networks.

LEARNING ACTIVITIES
Computations, diagram construction, use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Skills of algebraic manipulation, trigonometry and statistics from Year 10 General Mathematics along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic tests, revision assignments, analysis tasks and end of unit examination.

ASSESSMENT - FOR EACH UNIT THE OVERALL SCORE WILL CONSIST OF:

Topic tests and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
MATHEMATICAL METHODS (CAS) UNITS 1-2

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for VCE Mathematical Methods (CAS) Units 3 and 4. The areas of study are ‘Functions and Graphs’, ‘Algebra’, ‘Rates of Change and Calculus’ and ‘Probability’. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

UNIT 1
In Unit 1 Mathematical Methods (CAS) students study Linear Functions, Quadratic Functions, Cubic Functions and Probability.

LEARNING ACTIVITIES
Computation, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Skills of linear and quadratic algebraic manipulation from Year 10 Mathematical Methods along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic tests, revision assignments, analysis tasks and end of unit examination.

UNIT 2
In Unit 2 Mathematical Methods (CAS) students study Circular Functions, Calculus and Exponential and Logarithmic Functions.

LEARNING ACTIVITIES
Computation, diagram construction, use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Skills of linear and quadratic algebraic manipulation and trigonometry from Year 10 Mathematical Methods along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic tests, revision assignments, analysis tasks and end of unit examination.

ASSESSMENT - FOR EACH UNIT THE OVERALL SCORE WILL CONSIST OF:

Topic tests and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
GENERAL MATHEMATICS (SPECIALIST) UNITS 1-2

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for VCE Mathematical Methods (CAS) Units 3 and 4. The areas of study are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

UNIT 1
Students study Sequences and series, Algebra, Number Systems and Matrices, Variation and Sequences and Series covers definitions, arithmetic and geometric sequences and series and infinite geometric series. Algebra covers index laws, linear equations, simultaneous linear equations, quadratic equations, partial fractions. Number systems and matrices covers set notation, rational and irrational numbers, surds, matrix definitions, inverse, using matrices to solve simultaneous equations. Variation covers direct, inverse, joint and part variation.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Skills of linear and quadratic algebraic manipulation from Year 10 Mathematical Methods along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic tests, revision assignments, analysis tasks and end of unit examination.

UNIT 2
Students study Trigonometry, Polar co-ordinates and complex numbers, Trigonometric ratios and applications, Vectors, Kinematics and Statics. Trigonometry covers circular functions, graphs of sin, cos and tan, further applications of circular functions, double angle formulae. Polar co-ordinates and complex numbers covers polar co-ordinates, complex numbers, conjugates, solution of equations using complex numbers, polar form. Trigonometric ratios and applications covers rules for right angled and non right angled triangles, circle mensuration, 3D problems. Vectors covers definitions, components, 2D and 3D. Kinematics and Statics covers position, displacement, velocity, acceleration, forces, equilibrium and resolution.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Skills of linear and quadratic algebraic manipulation and trigonometry from Year 10 Mathematical Methods along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic tests, revision assignments, analysis tasks and end of unit examination.

ASSESSMENT - FOR EACH UNIT THE OVERALL SCORE WILL CONSIST OF:

Topic tests and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
FURTHER MATHEMATICS UNITS 3-4

Further Mathematics consists of a compulsory core area of study Data Analysis and then a selection of three modules. The chosen modules are: Number Patterns, Networks and Decision Mathematics, and Matrices. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the units. In particular, students are encouraged to use graphics or CAS calculators, computer algebra systems and spreadsheets both in the learning of new material and the application of this material in a variety of different contexts.

UNIT 3
Students study Data Analysis and Matrices. Data Analysis covers the presentation of data, measures of central tendency and spread, scatter plots and residual analysis. Matrices covers basic matrix operations, multiplicative inverse, solution of simultaneous equations and transition equations.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Linear algebra, Sequences and Series, Univariate Data and Bivariate Data from General Mathematics (Further) Units 1 and 2 along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Statistical Application Task and Matrices Analysis Task.

UNIT 4
Students study Number Patterns and Networks and Decision Mathematics. Number Patterns covers arithmetic and geometric sequences and series and difference equations. Networks and Decision Mathematics covers networks, paths, circuits, Euler, critical path analysis.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Linear algebra, Sequences and Series, Univariate Data and Bivariate Data from General Mathematics (Further) Units 1 and 2 along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Number Pattern Analysis Task and Networks and Decision Mathematics Analysis Task.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Unit 3 Coursework 20%
Unit 4 Coursework 14%
Examination 1 (Multiple Choice) 33%
Examination 2 (Extended Answer) 33%
MATHEMATICAL METHODS (CAS) UNITS 3-4

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: Functions and Graphs, Calculus, Algebra and Probability. The appropriate use of computer algebra system technology (CAS) to support and develop the teaching and learning of mathematics, and in related assessments, is incorporated throughout the course. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work.

UNIT 3
In Unit 3, the study of Mathematical Methods (CAS) includes a selection of content from the areas of study Functions and Graphs, 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.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4 along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Topic Tests and Application Tasks.

UNIT 4
In Unit 4, this selection consists of remaining content from the areas of study: Functions and graphs, Calculus, Algebra and the study of random variables and discrete and continuous probability distributions and their applications. For Unit 4, the content from the Calculus area of study includes the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4 along with problem solving skills, the ability to organise and logically process information and proficiency in the use of a TI-Nspire CAS calculator.

ASSESSED TASKS
Application Questions
Item Response

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Unit 3 Coursework 20%
Unit 4 Coursework 14%
Examination 1 (Technology free – Short and Extended Answers) 22%
Examination 2 (Technology permitted – Multi Choice and Extended Answers) 44%
SPECIALIST MATHEMATICS UNITS 3-4

Specialist Mathematics consists of the following areas of study: Functions, Relations and Graphs, Algebra, Calculus, Vectors and Mechanics. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the units. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems and computer algebra systems.

UNIT 3
In Unit 3 students study Co-ordinate Geometry, Circular Functions, Complex Numbers, Vectors, Differential and Integral Calculus and applications and Differential Equations.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods (CAS) Units 3 and 4. They contain assumed knowledge and skills for Specialist Mathematics, which will be drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes. Students must have also satisfactorily completed Units 1&2 General Mathematics (Specialist) and Units 1&2 Mathematical Methods.

ASSESSED TASKS
Analysis Tasks.

UNIT 4
In Unit 4 students study Differential Equations, Kinematics, Vector Calculus, Dynamics – Newton’s Laws of Motion.

LEARNING ACTIVITIES
Computations, diagram construction (including graphs), use of TI-Nspire CAS calculator, application of laws, text questions, extended simulation activities, quizzes, analysis tasks, group problem solving and other relevant activities.

KEY SKILLS REQUIRED
Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods (CAS) Units 3 and 4. They contain assumed knowledge and skills for Specialist Mathematics, which will be drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes. Students must have also satisfactorily completed Units 1&2 General Mathematics (Specialist) and Units 1&2 Mathematical Methods.

ASSESSED TASKS
Analysis Tasks.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 Coursework</td>
<td>14%</td>
</tr>
<tr>
<td>Unit 4 Coursework</td>
<td>20%</td>
</tr>
<tr>
<td>Examination 1 (Technology free – Short and Extended Answers)</td>
<td>22%</td>
</tr>
<tr>
<td>Examination 2 (Technology permitted – Multi Choice and Extended Answers)</td>
<td>44%</td>
</tr>
</tbody>
</table>
MEDIA UNITS 1-2

Students develop skills in practical filmmaking, from script-writing to shooting and editing. They also engage in film and television analysis, developed critical arguments around complex new media issues of our time, and develop and in depth knowledge of the media industry. The study is a foundation for the film, television and screen industries (including gaming), for journalism, and other print-based media positions.

UNIT 1
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

LEARNING ACTIVITIES
Practical filmmaking, including live action video and stop motion animation, which include folio work documentation of the creative process. Tutorials and workshops for equipment practise. Reports, blogs, and article submissions in response to topics.

KEY SKILLS REQUIRED
Ability to critically analyse media productions, new media debates, and technologies of media production and construction. Folio development, script-writing, storyboard drawing, filmmaking, and digital video editing.

ASSESSED TASKS
Folio of developmental work on major productions, essays, reports, blogs, articles, and an end of unit written examination.

UNIT 2
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

LEARNING ACTIVITIES
Practical filmmaking, including live action video and/or stop motion animation, which include folio work documentation of the creative process. Tutorials and workshops for equipment practise. Reports, blogs, and article submissions in response to topics.

KEY SKILLS REQUIRED
Practical and theoretical knowledge of the stages of media production and the roles involved. Ability to analyse current global media issues.

ASSESSED TASKS
Folio of developmental work on major Productions, including the collaboration with others. Essays, reports, blogs, articles, and an end of unit written examination.
MEDIA UNITS 3-4

Students develop skills in practical filmmaking, from script-writing to shooting and editing. They also engage in film and television analysis, developed critical arguments around complex new media issues of our time, and develop and in depth knowledge of the media industry. The study is a foundation for the film, television and screen industries (including gaming), for journalism, and other print based media positions.

The Prerequisites for this study are Media Units 1 & 2.

UNIT 3
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

LEARNING ACTIVITIES
The analysis of Film and Television products, Practical filmmaking, pre-production folio documentation, such as script-writing and storyboarding. Tutorials and workshops for equipment practise. Reports, blogs, and article submissions in response to topics.

KEY SKILLS REQUIRED
Ability to critically analyse narrative media productions, folio development, script-writing, storyboard drawing, filmmaking, and digital video editing.

ASSESSED TASKS
Folio of developmental work on major Productions, essays, reports, blogs, articles, and a end of unit written examination.

UNIT 4
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

LEARNING ACTIVITIES
Practical filmmaking, including live action video and/or stop motion animation, which include folio work documentation of the creative process. Tutorials and workshops for equipment practise. Reports, blogs, and article submissions in response to topics.

KEY SKILLS REQUIRED
Ability to critically analyse media productions in relation to social values, and the analysis of the extent of media influence in society. Folio development, major film production, and post production including digital video and audio editing.

ASSESSED TASKS
Major Media production, and Post- Production. Essay responses on the topics of Social Values in Media, and Media Influence.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework 18 %, School Assessed Task 37%, End-of-year examination: 45%
MUSIC INVESTIGATION UNITS 3-4

This subject involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students’ research of music characteristics and performance practices representative of the Focus Area underpins the Investigation, Composition/arrangement/improvisation and Performance. Entry to this subject is by audition and written examination. A student must be undertaking individual tuition with a College approved instructor for the duration of the course. They must also be an active member of a College based ensemble.

UNIT 3
Students explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices.

LEARNING ACTIVITIES
Research and provide reports on performance Focus Area. Composition of works relating to, and in response to Focus Area. Aural and theoretic exercises.

KEY SKILLS REQUIRED
Students are to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

ASSESSED TASKS
A report on performance practices in different contexts, performance of technical works and exercises, performance of works that communicate understanding of Focus Area.

UNIT 4
This Unit involves the preparation of program notes to accompany their end-of-year performance program. The Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area.

LEARNING ACTIVITIES
Research and provide reports on performance Focus Area Composition of works relating to, and in response to Focus Area. Aural and theoretic exercises.

KEY SKILLS REQUIRED
Students are to develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work.

ASSESSED TASKS
A report on performance practices in different contexts, performance of technical works and exercises, performance of works that communicate understanding of Focus Area.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework:
Unit 3: Written report (20%); performance of works (5%)
Unit 4: Written report (20%); performance of works (5%)
End of year performance of works (50%)
MUSIC PERFORMANCE UNITS 1-2

This subject 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. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Entry to this subject is by audition and written examination. The student must be undertaking individual tuition with a College approved instructor for the duration of the course. They must also be an active member of a College based ensemble.

UNIT 1
Students study performance, performance practice and musicianship. Western music conventions are explored. A program of works, solo as well as ensemble, will be developed and performed.

LEARNING ACTIVITIES
On a one-to-one basis, study performance an approved instrument (including voice) with a qualified studio teacher. Explore, through ICT and performances, western music conventions and performance practices.

KEY SKILLS REQUIRED
Performance as a soloist and in ensemble, on an instrument of the student’s choosing. Identification, written and orally, of various intervals, chords, scales and melody. The ability to discuss, using music conventions and terms, performance practice in various contexts.

ASSESSED TASKS
15 minute performance examination, technical performance examination, technical performance written task, aural & theory examination.

UNIT 2
Students study performance, performance practice and musicianship. Western music conventions are explored. A program of works, solo as well as ensemble, will be developed and performed.

LEARNING ACTIVITIES
On a one-to-one basis, study performance an approved instrument (including voice) with a qualified studio teacher. Explore, through ICT and performances, western music conventions and performance practices.

KEY SKILLS REQUIRED
Performance as a soloist and in ensemble, on an instrument of the student’s choosing. Identification, written and orally, of various intervals, chords, scales and melody. The ability to discuss, using music conventions and terms, performance practice in various contexts.

ASSESSED TASKS
15 minute performance examination, technical performance examination, technical performance written task, aural & theory examination, composition of works.
**MUSIC PERFORMANCE UNITS 3-4**

**UNIT 3**
Students study performance, performance practice and musicianship. Western music conventions are explored. A program of works, solo as well as ensemble, will be developed and performed.

**LEARNING ACTIVITIES**
On a one-to-one basis, study performance an approved instrument (including voice) with a qualified studio teacher. Explore, through ICT and performances, western music conventions and performance practices.

**KEY SKILLS REQUIRED**
Performance as a soloist and in ensemble, on an instrument of the student’s choosing. Identification, written and orally, of various intervals, chords, scales and melody. The ability to discuss, using music conventions and terms, performance practice in various contexts.

**ASSESSED TASKS**
15 minute performance examination, technical performance examination, technical performance written task, aural & theory examination.

**UNIT 4**
Students study performance, performance practice and musicianship. Western music conventions are explored & identified. A program of works, solo as well as ensemble, will be developed and performed.

**LEARNING ACTIVITIES**
On a one-to-one basis, study performance an approved instrument (including voice) with a qualified studio teacher. Explore, through ICT and performances, western music conventions and performance practices.

**KEY SKILLS REQUIRED**
Performance as a soloist and in ensemble, on an instrument of the student’s choosing. Identification, written and orally, of various intervals, chords, scales and melody. The ability to discuss, using music conventions and terms, performance practice in various contexts.

**ASSESSED TASKS**
10 minute Performance examination, technical performance examination, Technical performance written task, aural & theory examination.

**VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:**
School Assessed Coursework:
Unit 3-20%; technical & unprepared performance (5%); written task (5%), aural & theory examination (10%).
Unit 4-10%; technical performance, written task, unprepared performance
VCAA: 25 minute performance examination in October/November (50%); 1½ hour written examination in November (20%)
MUSIC STYLE & COMPOSITION UNITS 1-2

In Music Style and Composition Units 1 to 4 students explore the ways sound can be organised in music. As they develop an understanding of ways music is designed, created and performed in a range of styles and traditions, they create their own music. Students listen and respond to a wide variety of music excerpts and develop skills in aural analysis by focusing on how the elements of music are treated and the way compositional devices are used.

Entry to this subject is by audition and written examination. The student must be undertaking individual tuition with a College approved instructor for the duration of the course. They must also be an active member of a College based ensemble.

UNIT 1
In this unit students undertake focused aural and/or visual analysis of selected works.

LEARNING ACTIVITIES
They uncover the music characteristics of the works and their associated styles, the context from which the works emerged and the processes composers/creators used to create the finished works. Students create their own music in direct response to the music and the creative processes they have studied.

KEY SKILLS REQUIRED
Advanced aural & theory skills. Demonstratively proficient use of music notation software and an understanding of both Western and non-western music performance conventions and practices. Critical and creative thinking, and the ability to describe music conventions using music terms.

ASSESSED TASKS
A folio of written responses based on aural analysis of selected works. A folio of compositions with accompanying documentation.

UNIT 2
This unit explores how composers and/or creators use music to create effects and elicit responses in multi-disciplinary forms.

LEARNING ACTIVITIES
Students listen to music excerpts from diverse styles and respond to the ways elements of music and compositional devices are used to create specific effects. Students study multi-disciplinary works that combine music and non-musical elements, and investigate how music is used in combination with these other elements. Students also consider the role and function of music in the complete work. Students create music for a multi-disciplinary work in a form of their choice.

KEY SKILLS REQUIRED
Advanced aural & theory skills. Demonstratively proficient use of music notation software, and an understanding of both Western and non-western music performance conventions and practices. Critical and creative thinking, and the ability to describe music conventions using music terms.

ASSESSED TASKS
A folio of written responses based on aural analysis of selected works. A folio and recording of compositions with accompanying documentation.
UNIT 3
In this unit students develop an understanding of the diverse practice of music creators working in different times, places and stylistic traditions.

LEARNING ACTIVITIES
Students develop skills in making critical responses to music excerpts. They analyse ways the compositional devices of contrast, repetition and variation are used in the 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. They develop an understanding of the way contextual issues can influence works. Contextual issues may include cultural influences, social issues, practical issues, musical influences, commercial considerations and issues relating to the performer/s of the work.

KEY SKILLS REQUIRED
Advanced aural & theory skills. Demonstratively proficient use of music notation software, and an understanding of both Western and non-western music performance conventions and practices. Critical and creative thinking, and the ability to describe music conventions using music terms.

ASSESSED TASKS
Aural analysis of and written critical responses to four previously unheard excerpts of music. Analysis and discussion of selected works submitted as a report or another agreed format.

UNIT 4
In this unit students create an original music work inspired by the study of music from different styles and traditions.

LEARNING ACTIVITIES
They document their creative process/es from initial intention. Students develop skills in forming and presenting critical responses to music excerpts. They also analyse use of the compositional devices of contrast, repetition and variation. Students investigate the music characteristics and style of two selected works or collections of minor works, one of which was created after 1910. They develop an understanding of the process/es used to create the works and how contextual issues may have influenced the creative process.

KEY SKILLS REQUIRED
Advanced aural & theory skills. Demonstratively proficient use of music notation software, and an understanding of both Western and non-western music performance conventions and practices. Critical and creative thinking, and the ability to describe music conventions using music terms.

ASSESSED TASKS
Aural analysis of and written critical responses to four previously unheard excerpts of music. Analysis and discussion of selected works submitted as a report or another agreed format.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework:
Unit 3-15%: Aural analysis (7.5%), Analysis and description of elements (7.5%).
Unit 4-15%: Aural analysis (7.5%), Analysis and description of elements (7.5%).
End of year written exam (70%)
PHILOSOPHY UNITS 1-2

UNIT 1
This unit provides an introduction to logic and reasoning, and requires the skill of metacognition, thinking about thinking. It includes the study of metaphysics which looks at the nature of reality, covering issues such as the mind-body problem and free will. This unit also includes the study of epistemology, the study of knowledge. Within each area, we look at various philosophers including Descartes, Plato and Aristotle.

UNIT 2
This unit requires students to explore a range of everyday practical philosophical problems and examine the steps involved in formulating and defending an ethical and/or philosophical position. This is explored through a study of ethical theories and theorists and applying the knowledge to various ethical issues such as abortion, euthanasia and animal rights.

LEARNING ACTIVITIES

Philosophy incorporates a wide range of learning activities including class and group discussion, reflection and analysis of DVD/Video and texts, independent research and ‘e’ lesson activities and forums.

KEY SKILLS REQUIRED

Textual analysis
Developing an argument
Essay writing
Critical thinking
Evaluation skills

ASSESSED TASKS

Folio of Written Pieces
Oral Presentation
Essay
Examination
PHILOSOPHY UNITS 3-4

UNIT 3
In Philosophy Unit 3, the focus is on The Good Life. We explore different viewpoints of The Good Life and study four different philosophers. This year, we have studied Plato, Aristotle, Nietzsche and Weil. All these philosophers come from different angles with regard to their beliefs. Through the voice of Socrates, Plato discusses the search for truth, a universal rule for how we should live our lives. Aristotle discusses temperance of behaviour and choosing actions that fall within the Golden Mean. Nietzsche believes one must reject social convention and embrace their individuality in order to rise above the masses and embrace their own will to power. Weil believes in a strictly ordered society providing boundaries and freedoms when appropriate. We also look at different religious ideas on The Good Life.

UNIT 4
In Philosophy Unit 4, the focus is Mind, Body and Soul. What is the connection between these three things? Are mental processes simply chemical reactions occurring in the brain, or are they deeper than that? The philosophers studied are Descartes, Armstrong, Hume, Popper and Kuhn. They each explore different ideas with regard to what the mind is, and how it is linked to our bodies. They also explore this in relation to a higher power.

LEARNING ACTIVITIES
For both units Philosophy incorporates a wide range of learning activities including class and group discussion, reflection and analysis of philosophical texts, independent research and ‘e’ lesson activities.

KEY SKILLS REQUIRED
Textual analysis
Developing an argument
Essay writing
Critical thinking
Evaluation skills

ASSESSED TASKS
Written Exercises
Topic Tests
Essays
End of Year Examination

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework:
Unit 3-25%.
Unit 4-25%
End of year written exam (50%)
PHYSICAL EDUCATION UNITS 1-2

Physical Education introduces the students to an understanding of the systems including skeletal, muscular, cardiovascular, respiratory and energy systems. Physical activity is also analysed through the understanding of Biomechanical principals and methods. The benefits of physical activity in contributing to well-being, in both their own lives, as well as within the wider community are investigated. Physical activity is also looked at across the lifespan and barriers to participation are explored. Furthermore coaching practices and principals are investigated focusing on the ways in which a coach influences his or her athletes and how this can have a significant effect on their performance.

UNIT 1

Students explore the body systems and how they work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

LEARNING ACTIVITIES

Include theory and practical classes, labs, text questions, interactive explorative and revision activities. As well as tests, quizzes, role plays and other relevant tasks.

KEY SKILLS REQUIRED

Recall components of the body systems and understand the way we produce ATP via the energy systems. Be able to analyse different skills identifying biomechanical principals and understanding the way the human body functions.

ASSESSED TASKS

Test, Lab Report, Case study and Examination.

UNIT 2

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

LEARNING ACTIVITIES

Include theory and practical classes, labs, text questions, interactive explorative and revision activities. As well as tests, quizzes, role plays and other relevant tasks.

KEY SKILLS REQUIRED

Demonstrate and evaluate skills and behaviours of an exemplary coach. Students also need to identify health benefits of physical activity and barriers that prevent people from achieving the National Physical Activity Guidelines.

ASSESSED TASKS

Lab Report, Multimedia Presentation, Test and Examination.
PHYSICAL EDUCATION UNITS 3-4

Physical Education Unit 3 and 4 examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The subject integrates theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation. Students analyse participation in physical activity, explore the energy systems, write and complete a training program and identify performance enhancing strategies.

UNIT 3
This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

LEARNING ACTIVITIES
Include theory and practical classes, labs, text questions, interactive explorative and revision activities. As well as tests, quizzes, role plays and other relevant tasks.

KEY SKILLS REQUIRED
Analyse and evaluate the National Physical Activity Guidelines and identify when they are being achieved. Understand and apply information regarding the energy systems in regards to fuels, fatigue and recovery.

ASSESSED TASKS
Lab Reports, Case Study and Examination in November.

UNIT 4
Improvements in physical performance, in particular fitness, depend on the ability of the individual to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately access the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.

LEARNING ACTIVITIES
Include theory and practical classes, labs, text questions, interactive explorative and revision activities. As well as tests, quizzes, role plays and other relevant tasks.

KEY SKILLS REQUIRED
Conduct an activity analysis of a chosen sport identifying energy systems and fitness components involved and using this information to write, complete and evaluate a training program. Identify legal and illegal performance enhancement practices and explain the physiological reasons behind them.

ASSESSED TASKS
Lab Report, Tests and Examination.

VCAA ASSESSMENT
The overall Study Score will consist of School Assessed Coursework (50% - 25% Unit 3 and 25% Unit 4), 2 hour written examination in November (50%).
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. The study of Physics underpins much of the technology found in areas such as communications, engineering and industry.

UNIT 1
The topics covered are Electricity, Radioactivity and Nuclear Physics and Nuclear Energy. On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems. We describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry. The unit concludes with a discussion concerning the Physics concepts involved in nuclear power stations and bombs.

LEARNING ACTIVITIES
Experimental work, demonstrations, simulations, data analysis, text questions and quizzes.

KEY SKILLS REQUIRED
Ability to manipulate mathematical formulae and produce detailed practical reports. Most classes involve calculations and most students taking Physics also study Mathematical Methods.

ASSESSED TASKS
Assignments, tests, quizzes, practical reports, extended investigation, research presentation, end of semester examination.

UNIT 2
The students understanding of physics is further developed through the application of models to more complex phenomena. Newtonian ideas of motion already studied as part of the general science curriculum are extended to a greater range of movements and more abstract ideas. The wave and particle models of light provide a framework for exploring light phenomena in real world applications. The unit concludes with an investigation on the Physics involved in flight.

LEARNING ACTIVITIES
Experimental work, demonstrations, simulations, data analysis, text questions, quizzes.

KEY SKILLS REQUIRED
Ability to manipulate mathematical formulae and produce detailed practical reports.

ASSESSED TASKS
Assignments, tests, quizzes, practical reports, flight investigation, end of semester examination.
PHYSICS UNITS 3-4

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter in an atom to the broad expanses of the Universe. The study of Physics underpins much of the technology found in areas such as communications, engineering and industry.

Students need to have satisfactorily completed Units 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 3
Motion in two dimensions is introduced and applied to moving objects on the earth’s surface and in space. Uniformly accelerated motion, forces, momentum, impulse, work energy, power, projectile motion and circular motion are covered in detail. Circuit models of electricity are further developed. Electronics and the operation and use of photonics devices are introduced. A detailed study on investigating materials and their uses in structures is undertaken.

LEARNING ACTIVITIES
Experimental work, demonstrations, data analysis, text questions and quizzes.

KEY SKILLS REQUIRED
Ability to solve electrical circuits, manipulate formulae and produce detailed practical reports.

ASSESSED TASKS
The SAC’s are: an extended experimental investigation related to motion, three tests and a report on practical activities in structures and materials. Practice exams and assignments are also marked.

UNIT 4
The operation of electric motors, generators, transformers and the transmission of electric power are considered. Models for light and matter are studied. The evolution of a wave model, a particle model and finally wave-particle duality, based on experimental evidence, are traced historically and discussed in detail.

LEARNING ACTIVITIES
Experimental work, demonstrations, data analysis, text questions and quizzes.

KEY SKILLS REQUIRED
Ability to solve electrical circuits, manipulate formulae and produce detailed practical reports.

ASSESSED TASKS
The SAC’s are two tests and a report on the generation and supply of electric power in Victoria. The end of year exam covers both Units 3 and 4. Practice exams and assignments are also marked.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
End of year examination: 60%, School Assessed Course Work:40%
VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them. Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practised in Australia and the opportunities for young Australians to participate. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, and tolerance of diversity and freedom of speech. Australian Politics compares Australian democracy with other democratic systems. It examines the ways that national governments use their power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

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

UNIT 1
The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action. Examples from contemporary media will be utilised.

UNIT FOCUS
There are two main areas of study: Power, Politics and Democracy and Exercising and challenging power.

LEARNING ACTIVITIES
Role Plays, visual material, reading of media articles on contemporary political issues,

KEY SKILLS REQUIRED
To be able to define and use key terms and concepts related to the nature of democracy and political power. Describe, analyse, interpret and draw conclusions from information gathered from a variety of sources. Compare and contrast other ideologies and research skills.

ASSESSED TASKS
Assessment will consists of an analysis of visual materials, annotated visual presentation, written report, Case study media file and an end of unit written examination. End of semester examination will be 30% of the final assessment mark. 70% will be on school assessed coursework.
UNIT 2
The Global Picture
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

UNIT FOCUS
There are two main areas of study: Global Threads and Global Cooperation and conflict.

LEARNING ACTIVITIES
Role-plays, visual material, discussions and debate will be part of the learning process.

KEY SKILLS REQUIRED
Accurately define and use key terms, describe, analyse, access, interpret and draw conclusions from information gathered from a range of sources.

ASSESSED TASKS
Assessment will consists of a written report, research task, media file, annotated visual presentation and an end of unit written examination. End of semester examination will be 30% of the final assessment mark. 70% will be on school assessed coursework.
POLITICS UNITS 3-4

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

UNIT 3

Evaluating Australian Democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses. Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy

LEARNING ACTIVITIES
A variety of visual material found in various media formats will be examined. There will be debate, discussion and written responses to questions and analysis of articles on the Australian political system in action.

KEY SKILLS REQUIRED
Accurately define and use key terms, describe, analyse, access, interpret and draw conclusions from information and evaluate.

ASSESSED TASKS
Assessment will consist of structured questions, extended response and a written report.

UNIT 4

Australian Public Policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation. In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia’s broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary.

LEARNING ACTIVITIES
The use of variety of media type formats will be examined, a particular emphasis will be on foreign policy both Australian and domestic, debate, discussion and written responses to questions. Viewing of shows such as foreign correspondent and four corners where topics involve Australian and domestic foreign policy.

KEY SKILLS REQUIRED
Accurately define and use key terms, describe, analyse, access, interpret and draw conclusions from information and evaluate.

ASSESSED TASKS
Assessment will consist of short answer test, domestic foreign policy and Australian foreign policy essay, and a written report. There will also be an end of year written examination on both units of work.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (50%), 2 hour written examination in November (50%).
UNIT 1
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

LEARNING ACTIVITIES
In class discussions; text book activities; creation of presentations about certain content; execution of experiments.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by formulating research questions and construction of testable hypotheses; designing and conducting investigations; collecting, recording and summarising both quantitative and qualitative data; analysing and interpreting data, and drawing conclusions consistent with the research question; evaluating the validity and reliability of research investigations including potential confounding variables; adhering to ethical guidelines.

Apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed over time; processing and interpreting information, and making connections between psychological concepts and theories; apply understandings to both familiar and new contexts.

Communicate psychological information and understandings by communicating psychological information, ideas and research findings accurately and effectively; using communication methods suitable for different audiences and purposes; use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

ASSESSED TASKS:
Outcome 1 (2 parts)
  Part 1: Test on Introduction to Psychology
  Part 2: Annotated Poster on Visual Perception
Outcome 2
  Empirical Research Activity: Cognitive Development
Semester Exam
UNIT 2
A person’s attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories. In this unit students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

LEARNING ACTIVITIES
In class discussions; text book activities; creation of presentations about certain content; execution of experiments.

KEY SKILLS REQUIRED:

Investigate and inquire scientifically by formulating research questions and construction of testable hypotheses; designing and conducting investigations; collecting, recording and summarising both quantitative and qualitative data; analysing and interpreting data, and drawing conclusions consistent with the research question; evaluating the validity and reliability of research investigations including potential confounding variables; adhering to ethical guidelines.

Apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed over time; processing and interpreting information, and making connections between psychological concepts and theories; apply understandings to both familiar and new contexts.

Communicate psychological information and understandings by communicating psychological information, ideas and research findings accurately and effectively; using communication methods suitable for different audiences and purposes; use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

ASSESSED TASKS:

Outcome 1
Empirical Research Activity: Status and Power within groups, Zimbardo’s Prison Experiment

Outcome 2
Annotated Portfolio: Personality

Semester Exam
UNIT 3
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. Research methods are integrated throughout the unit and students also conduct a research investigation.

LEARNING ACTIVITIES
Practical experiments related to both areas of study, second-hand data activities, complete chapter questions, work through trial exams.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by formulating research questions and constructing testable hypotheses, design and conduct investigations using experimental and non-experimental methods such as observation studies, case studies and correlation studies, collect data, analyse and interpret data, and draw conclusions consistent with the research question, apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed and applying understandings to both familiar and new contexts, communicate psychological information and understandings.

ASSESSED TASKS:
School Assessed Coursework (SAC’s) for this unit will include:
Empirical Research Activity (50%)
Test (25%)
Visual Presentation (25%)

UNIT 4
This Unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students use a biopsychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person’s mental state – to explore the nature of stress and a selected mental disorder. Students analyse research methodologies, consider ethical issues associated with the conduct of research and the use of findings, and apply research methods when conducting investigations.

LEARNING ACTIVITIES
Second-hand data activities, complete chapter questions, work through trial exams.
Practical Experiments

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by formulating research questions and constructing testable hypotheses, design and conduct investigations using experimental and non-experimental methods such as observation studies, case studies and correlation studies, collect data, analyse and interpret data, and draw conclusions consistent with the research question, apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed and applying understandings to both familiar and new contexts, communicate psychological information and understandings.

ASSESSED TASKS:
School Assessed Coursework (SAC’s) for this unit will include:
Annotated Folio of Practical Activities (50%)
Test (25%)
Media Response (25%)

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 20%
End-of-year examination: 60%
RELIGION AND SOCIETY UNITS 1-2

Students gain an appreciation of the origins of religion, exploring the nature and purpose of religion, both past and present. They learn about the contribution of religion to the development of human society and then focus on the role of different religious traditions in shaping personal and group identity, with particular reference to Australia.

UNIT 1
Students investigate the nature of religion, and the common features that the religions share in expressing their belief. The students also examine the contribution of religions to the development of human society.

LEARNING ACTIVITIES
Research work into two religious traditions, text questions, interpretation and analysis of information given, discussion and debating the issues emerging from their knowledge and understanding.

KEY SKILLS REQUIRED
Ability to describe the nature and purpose of religion, to identify and define the eight commons aspects of religion, to explain the importance of these aspects to religion, to explain the contribution of religion to the development of human society, to interpret and synthesise source material, to explain the nature of interaction between different religious traditions in Australia and the wider national society of which they are a part. Finally to identify how a range of life experiences may have an impact on identity, and the interplay between of individuals as member of their religious tradition.

ASSESSED TASKS
Three outcome assessment tasks (each worth 25 marks) and an end of semester examination (worth 25% of the final assessment).

UNIT 2
In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. The explore a number of contemporary issues in the light of their investigations into ethical decision making, ethical perspectives and moral viewpoints in religious traditions.

KEY SKILLS REQUIRED
Define and use correctly concepts associated with ethics and decision-making, know and explain moral viewpoints of religious traditions, summarise and explain the ethical perspectives and moral viewpoints regarding selected ethical issues.

ASSESSED TASKS
Three outcome assessment tasks (each worth 25 marks) and an end of semester examination (worth 25% of the final assessment).
RELIGION AND SOCIETY CSYMA

There will be an opportunity for students to choose Catholic Schools Youth ministry Australia at Year 11. Students studying CSYMA have opportunities to progress in leadership and spiritual development through the knowledge learnt in the classroom and the practice of youth ministry activities. Multi-media presentations, retreat team training and knowledge of world issues and the Catholic Church’s teachings are key components taught in CSYMA units of work.

This course will run for both Semesters and will incorporate one unit of VCE Religion and Society.

UNIT 1
In this unit students will explore a vision for Youth spirituality and Ministry by looking at types of youth Ministries in the world today. Including examples of Indigenous ministries in Australia. They will explore the unique nature of church and school-based youth ministry.

KEY SKILLS REQUIRED
Students must have completed a minimum of one semester of CSYMA at Year 10 either ‘An introduction to CSYMA’ or ‘Ministry and Leadership’ or be able to show evidence of an active interest in issues of justice and faith exploration. For those students who have not completed CSYMA there will be an interview process.

ASSESSED TASKS
- Completion of class notes
- Planning, facilitating and evaluating a youth ministry project
- Completion of prayer journal
- Assignment

UNIT 2
In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. The explore a number of contemporary issues in the light of their investigations into ethical decision making, ethical perspectives and moral viewpoints in religious traditions.

KEY SKILLS REQUIRED
Define and use correctly, concepts associated with ethics and decision-making, know and explain moral viewpoints of religious traditions, summarise and explain the ethical perspectives and moral viewpoints regarding selected ethical issues.

ASSESSED TASKS
Three outcome assessment tasks (each worth 25 marks) and an end of semester examination (worth 25% of the final assessment).

Please note these units will be taught concurrently throughout the year so both must be selected.
RELIGION AND SOCIETY UNITS 3-4

Students need to have satisfactorily completed Unit 1 and 2 Religion and Society prior to studying Units 3 and 4.

UNIT 3: “THE SEARCH FOR MEANING”
Students consider the major fundamental questions about our existence. They learn about how religions have developed systems to establish meaning to these big questions of life. The students build on these beliefs by examining how a particular religious tradition (Roman Catholic) maintains continuity of a particular religious belief. The belief to be studied for this area is the Eucharist. Finally in this unit the students investigate the relationship between a selected significant life experience and religious belief.

LEARNING ACTIVITIES
Research and analysis of the big questions of life, using text questions, media inputs and other stimuli. Investigation activities relating to the areas of study, and guest speakers and other inputs to consolidate knowledge and understanding.

KEY SKILLS REQUIRED
Define and summarise the nature and purpose of religious beliefs in religious traditions generally, explain the implications of religious beliefs for the way members of the religious tradition/s are to lead their lives, to identify the reasons for maintaining continuity of religious beliefs, describing the internal and external factors that promoted action to maintain continuity of the beliefs, to summarise a significant life experience of a person or group within the religious tradition. Finally, the ability to explain how the religious beliefs influence the interpretation of the significant life experience of the person.

ASSESSMENT
Coursework work = 50% of the final assessment
Outcome 1: 30 marks
Outcome 2: 40 marks
Outcome 3: Biographical exercise 30%

UNIT 4: “CHALLENGE AND RESPONSE”
Students investigate the types of significant internal and external challenges to the Roman Catholic Tradition within an historical framework. Students appreciate how the challenge may come from a number of directions or sources, and the differing responses from the Catholic Church. In this unit students also examine the visions for society held by the Roman Catholic tradition and the confrontations made by contemporary social or moral issues. The responses to these challenges are analysed and commented on.

KEY SKILLS REQUIRED
An ability to compile an historical overview identifying a range of significant internal and external challenges faced by one or more than one religious tradition, to ascertain, analyse and evaluate the responses of the religious tradition/s to the challenge, to explain why religious traditions respond to contemporary challenges, and an ability to describe, analyse and evaluate both a contemporary challenge and the Church’s responses.

ASSESSMENT

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
Outcome One (Historical Challenge) = 25%
Outcome Two (Contemporary Challenge) = 25%
End of Year Examination = 50% of the final assessment
STUDIO ARTS UNITS 1-2

Students focus on sources of inspiration and individual ideas by developing creative skills through the use of a visual diary. They are given the opportunity expand their practical skills using a range of materials and techniques and are encouraged to experiment with different aesthetic qualities, directions and solutions in order to express personal ideas. Students also explore and research how artists from different periods and cultures have interpreted and expressed Ideas as well as learning intermediate analytical verbal and written skills.

UNIT 1:
Unit 1 focuses on artistic inspiration and techniques

LEARNING ACTIVITIES

Practical creative tasks based on specific materials, techniques and themes, class discussions, excursions and written assignments.

KEY SKILLS REQUIRED

• Generate ideas and identify sources of inspiration
• Use a variety of methods to translate ideas, observations and experiences through a visual language or art form
• Select, create, organise and use visual reference material to support artmaking
• Reflect on ideas and work produced through oral and written forms
• Produce artworks

ASSESSED TASKS

A visual diary outlining experimentation with set materials and techniques as well as the development of a final artwork based on a set theme as well as written research and analytical essays focussing on artists from particular periods in history.

UNIT 2:
Unit 2 focusses on design exploration and concepts

LEARNING ACTIVITIES

Practical creative tasks based on set themes, class discussions, excursions and written assignments.

KEY SKILLS REQUIRED

• Develop an individual design process
• Explore and use ideas and sources of inspiration
• Explore and develop a range of creative solutions
• Research, analyse and evaluate directions explored

ASSESSED TASKS

A visual diary outlining experimentation with set materials and techniques as well as the development of a final artwork based on a set theme as well as written research and analytical essays focussing on artists from particular periods in history.
STUDIO ARTS UNITS 3-4

UNIT 3
Studio Arts in Unit 3 focuses on studio production and professional arts practices. Students are required to submit a written proposal outlining their chosen theme and the design processes they wish to undertake in units 3 and 4. Throughout the unit students experiment with a range of chosen techniques and materials and record and analyse their own work and methods of communication through a visual medium. Ideas formed in unit 3 go on to become finished artworks in unit 4. Students study the working processes and techniques of renowned artists and learn to identify and understand the development of personal styles of art making and art presentation in the professional world.

LEARNING ACTIVITIES
Practical creative tasks based on chosen materials, techniques and themes, class discussions, excursions and written assignments including an Exploration Proposal.

KEY SKILLS REQUIRED
The ability to explore, analyse and explain particular themes and processes used to create artworks, both in written and verbal form. Communicate and discuss the use of materials and techniques and meanings and interpretations behind artworks and demonstrate the ability to realise connections between aesthetic qualities and ideas communicated in the works.

ASSESSED TASKS
A written Proposal outlining the chosen theme and processes the student wishes to undertake in the unit. A visual diary outlining ideas and analysing the creative path they have taken throughout the semester. Written research and analytical essays focussing on two artists from two different periods in history.

UNIT 4
Unit 4 focuses on the production and presentation of finished artworks that have been developed in Unit 3. Students are required to complete at least 2 finished artworks in a medium of their choosing that communicates chosen themes and meanings outlined in the Unit 3 Exploration Proposal. Their creative processes and techniques are recorded in a visual diary which is accompanied by a written Focus and Evaluation Statement. Students also study the daily workings of the Art Industry by focussing on the conservation and preservation of works and the function of various styles of art galleries. Topics such as Copyright Law and Appropriation are also studied in detail.

LEARNING ACTIVITIES
Practical creative tasks based on specific materials, techniques and themes, class discussions, excursions and written assignments.

KEY SKILLS REQUIRED
• Articulate the focus of the folio
• Use selected Potential Directions to support production of artworks
• Utilise materials and techniques appropriate to particular art forms
• Depict Subject matter
• Resolve aesthetic qualities
• Realise and communicate ideas in the artworks
• Create relationships between artworks

ASSESSED TASKS
A minimum of 2 finished artworks accompanied by a visual diary outlining the creative process undertaken. A Focus Evaluation Statement that evaluates the processes and final outcomes of units 3 and 4. Set Essays on Art Industry contexts including the roles of various art spaces and the conservation, presentation and promotion of artworks. And a final year exam focussing on the theory components of units 1, 2, 3 and 4.

VCFAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
Unit 3 School Assessed Coursework = 33%
Unit 4 School Assessed Coursework = 33%
End of Year Examination = 34% of the final assessment
TECHNOLOGY - TEXTILES OR WOOD UNITS 1-2

Students gain an understanding of the product design process, the ability to generate multiple ideas to design problems, explore the properties of materials, examine methods of production and evaluate production and design activities. Students learn by developing design folios, researching, drawing and safely producing products.

UNIT 1
Students are introduced to the product design process, Intellectual Property and product design factors, with a focus on sustainability. They study material use and suitability for particular products. Students produce a re-designed product safely using equipment, tools, machines and materials. Compare products and evaluate their product.

LEARNING ACTIVITIES
Design work including research, written design briefs and drawing. Production practice which is relevant to either wood or textiles.

KEY SKILLS REQUIRED
Ability to respond creatively to a design problem, drawing skills and safe production practices.

ASSESSED TASKS
Design folio, product and written examination.

UNIT 2
Students learn to work in a team to design and develop a product. They study design factors with a focus on human needs, aesthetics, function, materials and sustainability. They gain inspiration from a historical or design movement. Students produce a product that is part of a range or a component of a group product. They safely use equipment, tools, machines and materials. Students’ evaluate group contribution and their own contribution. They evaluate the products in terms of design factors.

LEARNING ACTIVITIES
Design work including research, written design briefs and drawing. Production practice which is relevant to either wood or textiles.

KEY SKILLS REQUIRED
Ability to respond creatively to a design problem, drawing skills and safe production practices. Ability to work well with others in a team.

ASSESSED TASKS
Design folio, product and written examination.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School assessed coursework – design folio (33%) product (33%), 1 1/2 hour written examination (33%).
TECHNOLOGY - TEXTILES OR WOOD UNITS 3-4

The Product Design and Technology study examines people’s responses to changing needs to improve quality of life by designing and creating artifacts with various materials including: textiles, timber, metal, plastic, glass etc. Product design is enhanced through a range of ethical, legal, historic, environmental and cultural factors which provide students with a structure to develop and realise their own design ideas. There are no prerequisites for this study.

UNIT 3
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user. Their designs will be influenced by a range of factors which affect the purpose, function and context of the product. This unit examines different design settings from industrial to ‘cottage’ industry and takes students through a realistic Product Design Process as they design for others.

LEARNING ACTIVITIES
Students explain the roles of the designer, client and/or end-users in the Product design process and explain how these contribute to product development. They analyse influences on the design, development and manufacture of products within industrial settings and present a folio that documents their own design activities in response to a negotiated design brief.

KEY SKILLS REQUIRED
Understand the role of a designer and the relationship between a designer, client and/or end-user of a product. Develop creative design ideas to meet the requirements of a design brief and establish evaluation criteria to assess the effectiveness of their folio work. Explain the role of manufacturing and the factors that impact on product design.

ASSESSED TASKS
Present a folio that documents the Product design process to meet the needs of a negotiated design brief, explain the various roles within that design process and analyse influences on design within industrial settings.

UNIT 4
In this unit students learn that evaluations are made at various points of product design, development and production. Students will judge the suitability and viability of design ideas by referring to their design brief and evaluation criteria in collaboration with a client and/or end-user. Students will manufacture the product they designed in Unit 3, record their production activities and produce an informative presentation to highlight the product’s features.

LEARNING ACTIVITIES
Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently. Students evaluate the outcome of their production activities (and similar commercial products) and explain their product’s features to the client and/or end-user.

KEY SKILLS REQUIRED
Use appropriate processes safely and accurately to make a safe, functional product. Report and record progress of production activities, explain product performance and possible improvements. Outline the features and care requirements of their product and compare and evaluate the attributes of similar products.

ASSESSED TASKS
Product manufacture and evaluation, explanation of the product’s features and care requirements and a written analysis of the attributes of similar products.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (20%), School Assessed Task (50%), 1½ hour written examination in November (30%).
Units 1 & 2 focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced in response to changing social consumer demands.

**UNIT 1**

**FOOD SAFETY AND PROPERTIES OF FOOD**

This unit introduces students to the diverse nature of foods and how to prepare and store it for best quality. Students discover the links between classification of foods and their properties and how the enjoyment of food is associated with different cooking methods and properties of foods. They examine changes in properties of food when different preparations and processing techniques are used. Students apply this knowledge when preparing food.

**ASSESSMENT**

| Keeping Food Safe | Evaluations |
| Food Properties and Preparation | Coursework = 80% of final assessment |
| Production Work | Examination = 20% of final assessment |

**ASSESSMENT TASKS:**

Written report - explain and apply safe and hygienic work practices when handling and storing food
Production activity – Test & evaluation
Design process / Production / Test - Analysis of the physical, chemical, sensory and functional properties of key foods.
Practical and Theory Exams.

**UNIT 2**

**PLANNING AND PREPARATION OF FOOD**

This unit provides students with the opportunity to investigate the best methods of preparing a range of foods. Students research and implement solutions to a design brief and respond to exciting challenges of preparing food for a range of contexts. These contexts include nutritional considerations, cultural beliefs and resource and access availability.

**ASSESSMENT**

| Tools, Equipment, Preparation & Processing | Production Work |
| Planning & Preparing Meals | Evaluations |

Coursework = 80% of final assessment
Examination = 20% of final assessment

Assessment tasks:
Multimedia & Oral presentation - identification and use of a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods in order to maximise their properties.

Written report and Production: (both individually and as team) plan, prepare, produce and evaluate food products for a range of contexts.

Production activity: use skills and implement processes in food preparation of key foods.
Assignment & Production – knowledge of the design process in planning and evaluating meals based on nutritional considerations and social and cultural factors.

Practical and Theory exams.
TECHNOLOGY
FOOD & TECHNOLOGY UNITS 3-4

Students develop knowledge of the physical, chemical, sensory and functional properties of food. They use the design process to develop food products to suit specific situations. The study may provide a foundation for pathways to food science and technology, consumer science, child care and education, community services and aged care, the hospitality and food industry, and nutrition and health studies. **Students need to have satisfactorily completed Unit 1 Food & Technology prior to studying Units 3 & 4.**

UNIT 3
FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. They investigate the causes of food spoilage and food poisoning. Students demonstrate understanding of key foods, analyse the functions of natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of these when preparing key foods.

Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

ASSESSMENT

Maintaining Food Safety in Australia
Food Preparation and Processing

Developing a Design Plan
Coursework = 18% of final assessment

ASSESSMENT TASKS

Short answer test; Production activity and test; Design brief, design and production plan

UNIT 4
FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

Students examine food product development, and research and analyse driving forces that have contributed to product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging and marketing.

ASSESSMENT

Implementing a Design Plan
Food Product Development
Course work = 12% of final assessment

School Assessed Task (SAT) = 40% of final assessment
Examination = 30% of final assessment

ASSESSMENT TASKS:
Completion of SAT – safely and hygienically implement the production plans for a set of four to six food items. Evaluate sensory properties, evaluation criteria and the efficiency and effectiveness of the production activities.

Written report and short answer test
Examination

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework (30%), School Assessed Task (40%), 1½ hour written examination in November (30%).
UNIT 1
MECHANICAL ENGINEERING FUNDAMENTALS

In this unit, students study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. The unit allows for a 'hands-on' approach, as students apply their knowledge and construct functional systems. These systems can be purely mechanical or have some level of integration with electrotech systems.

LEARNING ACTIVITIES
On completion of this unit the student should be able to:
1. Recognize, identify, illustrate and use theoretical principles of mechanical systems;
2. Use appropriate processes in the designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system;
3. Analyse a technological system in terms of its operation, function, energy use and social and environmental implications.

KEY SKILLS REQUIRED
1. Fundamentals of mechanical technological systems
2. Applied design and technological process
3. Analysing a technological system in society

ASSESSMENT TASKS:
Written Investigation Report; Design & Practical Assembly including Documentation, Diagnostics & Evaluation; Topic Tests (Coursework = 80% of final assessment - Examination = 20% of final assessment)

UNIT 2
ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS

This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as Electrotechnology. In this unit students study fundamental Electrotechnology engineering principles. Through the application of their knowledge students produce basic operational systems. The systems produced by the students should employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

LEARNING ACTIVITIES
On completion of this unit the student should be able to:
1. Recognise, identify, illustrate and use theoretical principles of Electrotechnology systems;
2. Design, plan, produce and evaluate a functional integrated system with reference to relevant Australian Standards, and apply diagnostic fault finding, repair and maintenance techniques in the production activities;
3. Explain how new and emerging technologies influence the selection and development of a process, material or component, and impacts on the design and ultimate function of technological systems.

KEY SKILLS REQUIRED
1. Fundamental Electrotechnology engineering principles
2. Designing and producing technological systems
3. New and emerging technologies

ASSESSMENT TASKS:
Theoretical Research Report; Design & Practical Assembly including Documentation, Diagnostics & Evaluation; Topic Tests (Coursework = 80% of final assessment - Examination = 20% of final assessment)
UNIT 3
SYSTEMS ENGINEERING AND ENERGY

This unit focuses on how mechanical and electrotech systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function.

LEARNING ACTIVITIES
In this unit, students study the engineering principles that are used to explain the physical properties of integrated systems and how they work.

On completion of this unit students should be able to:

1. Recognise, identify, represent, describe and explain the principles of controlled integrated technological systems.
2. Design and construct an integrated system and effectively use diagnostic procedures for the system;
3. Analyse and compare the environmental benefits and implications of using different energy sources (including alternative energy sources), and how specific energy sources affect the design, performance and use of technological systems.

ASSESSED TASKS

Written Report & Topic Tests ; Production Work

(Unit 3 & 4 combined) Record of Designs, planning and production work, Folio

UNIT 4
INTEGRATED AND CONTROLLED SYSTEMS ENGINEERING

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems.

LEARNING ACTIVITIES

On completion of this unit students should be able to:

1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems;
2. Select components, construct, diagnose, adjust, modify and repair an integrated technological system and its control devices commenced in Unit 3, Outcome 2, and provide an evaluation report of the system, its performance and the management of the project.

KEY SKILLS REQUIRED

1. Systems concepts and technological principles
2. Designing and producing technological systems
3. Evaluating and sustaining technological systems

ASSESSED TASKS

Multimedia Format Report & Topic Test ; Record of Designs, planning and production work, Folio; Production Work

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Unit 3 School Assessed Coursework 10%
Unit 3 & 4 School Assessed Tasks 50%
Unit 4 School Assessed Coursework 10%
Exam 30% - duration 1.5 hours
Theatre Studies focuses on the interpretation of playscripts & the production of plays from the pre-modern era to the present day. Students apply Stagecraft Elements to a range of playscripts to discover the developmental processes of Theatre & performance. Students also study playscripts in relation to the contexts of the era in which they were developed, and the particular elements of the related Theatrical Styles. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

UNIT 1
THEATRICAL STYLES OF THE PRE-MODERN ERA
Focuses is on the application of acting & other stagecraft in relation to theatrical styles of the era. Students work with playscripts from the era of theatre, focusing on works prior to the 1880s in both their written form & in performance. They study theatrical & performance analysis and apply these skills to the analysis of a play from the era in performance.

LEARNING ACTIVITIES
A combination of written and practical work including: folio tasks; playscript research and interpretation; research of contexts and associated playscripts; improvisational & character workshops; class discussion; informal group performances; stagecraft; written notes & class reflections; reflections regarding performances by others (both amateur and professional).

KEY SKILLS REQUIRED
Ability to incorporate certain elements of Theatrical Styles of the era into performance; ability to research and understand contexts of certain playscripts from the era; ability to develop stagecraft in performance in accordance to specific elements of Theatrical styles from the era; ability to analyse performance; ability to re-contextualise playscripts to create a group performance; ability to manipulate actor-audience relationships through performance.

ASSESSED TASKS
Ongoing folio incorporating understanding of Theatrical Styles and development of group performances; group performances; analysis of a professional performance; end of unit written examination.

UNIT 2
THEATRICAL STYLES OF THE MODERN ERA
This unit focuses on studying theatrical styles & stagecraft through working with playscripts in both their written form & in performance with an emphasis on the application of stagecraft. Students work with playscripts from the era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the era.

LEARNING ACTIVITIES
A combination of written & practical work including: folio tasks; playscript research and interpretation; research of contexts of Theatrical Styles and associated playscripts; improvisational & character workshops; class discussion; informal group performances; stagecraft activities; written notes and class reflections; reflections regarding performances by others (both amateur and professional).

KEY SKILLS REQUIRED
Ability to incorporate certain elements of Theatrical Styles of the era into performance; ability to research and understand contexts of certain playscripts from the era; ability to develop stagecraft in performance in accordance to specific elements of Theatrical styles from the era; ability to analyse performance; ability to re-contextualise playscripts to create a group performance; ability to manipulate actor-audience relationships through performance.

ASSESSED TASKS
Ongoing folio incorporating understanding of Theatrical Styles and development of performance; monologue performance; analysis of a professional performance; end of unit written examination.
UNIT 3
In this unit students develop an interpretation of a play script through the three stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They also use knowledge they develop from this experience to analyse the ways in which stagecraft can be used to interpret previously unseen play script excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist, and analyse and evaluate the interpretation of the play script in the performance.

LEARNING ACTIVITIES
Involvement in and contribution to ongoing production team meetings; contribution to the development of two stagecraft at three stages of production; attendance at and involvement in rehearsals; in-class workshops and activities.

KEY SKILLS REQUIRED
Demonstrate an understanding of the three stages of the production process; demonstrate an ability to collaborate with fellow members of a production team through an ongoing production process; ability to interpret, explain and evaluate how stagecraft can be used to interpret a play script; analyse the ways in which context of a play script can be interpreted through a performance; identify and discuss the use of theatrical styles and associated conventions to interpret a play script; use appropriate theatre terminology and expression.

ASSESSED TASKS
Involvement in and application of two Stagecraft Elements for the interpretation of a Play script (60% of unit 3)
Written analysis demonstrating potential application of stagecraft to a Play script (15% of unit 3)
Written analysis and evaluation of a professional performance (25% of unit 3)
UNIT 4
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

LEARNING ACTIVITIES
Research and presentation of one of the VCAA prescribed monologues; in-class workshops; ongoing rehearsal and presentation; ongoing research and application of certain stagecraft.

KEY SKILLS REQUIRED
Ability to conduct research and use this to inform decisions made about playscript interpretation; interpret contexts of a monologue; convey meaning and intended themes of a monologue through performance; apply stagecraft and theatrical styles to a playscript for interpretation; perform a monologue interpretation; analyse and evaluate acting choices made by professional actors to interpret a playscript; use appropriate theatrical terminology and expressions.

ASSESSED TASKS
SAC 1: Monologue interpretation and presentation (S or N grade only)
SAC 2: Written report demonstrating an interpretation of a monologue (25% of unit 4)
SAC 3: Written analysis and evaluation of acting in a production (25% of unit 4)

VCAA assessed tasks
STAGECRAFT/PERFORMANCE EXAMINATION (25% of unit 4)
END-OF-YEAR WRITTEN EXAMINATION (25% of unit 4)

ASSESSED TASKS VCAA - THE OVERALL STUDY SCORE WILL CONSIST OF:

School assessed tasks
Unit 3 - 30%
Unit 4 - 15%

VCAA assessed tasks
Performance examination - 25%
Written examination - 30%
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking. Students employ a design process to generate and develop visual communications.

Whilst there are no prerequisites for this study, a satisfactory completion of units 1 and/or 2 would be preferable.

UNIT 1
In this unit students develop drawing skills as a means of communication and an understanding of how visual communications are shaped by past and contemporary factors.

LEARNING ACTIVITIES
They focus on developing skills in drawing methods used for observation, visualisation and presentation. Knowledge of the design elements and principles is developed, in particular how they work in collaboration. Students’ understanding is applied when creating visual communications in response to stated purposes. A case study examining the technical, economic and environmental factors that shape contemporary visual communications is undertaken to understand factors influencing work practices or style.

KEY SKILLS REQUIRED
Apply drawing methods for the purposes of observation, visualisation and presentation. Selection and application of media, materials and techniques. Design thinking techniques to generate ideas and reflect on suitability.

ASSESSED TASKS
Folio of drawings using a variety of drawing methods. Focusing on the design elements and principles, re-create an existing visual communication in response to a changed audience, purpose and context. Analysis of a range of existing visual communications and written explanation.

Unit 1: Introduction to visual communication design
1. Drawing as a means of communication (25%)
2. Design elements and design principles (25%)
3. Visual communication design in context (25%)
4. Semester examination (25%)
UNIT 2
The focus of this unit is a practical context for learning and applying drawing methods and an understanding and application of basic typography components. Students are introduced to the design process that underpins visual communication design practice.

LEARNING ACTIVITIES
Develop knowledge and practice of the application of appropriate basic technical drawing conventions through either environmental, industrial or product design fields.
Exploration of typography reviewing features of both historical and contemporary photography to develop an understanding of how type communicates visually.
Students are introduced to key aspects of the design process and respond to a given design brief to demonstrate their knowledge.

KEY SKILLS REQUIRED
Apply drawing methods that are suitable for presentation drawings in the selected design field.
Apply technical drawing conventions.
Identify connections between past and contemporary visual communications and evaluate suitability.
Use design thinking skills when engaged in the design process.
Select and use a range of media, materials and methods, design elements and principles.
Apply legal obligations when using images and type belonging to others.

ASSESSED TASKS
Create an architectural drawing applying appropriate technical drawing conventions.
Create a new numbering system with influence from past design aesthetics.
Apply the design process to a given brief and produce final visual communication/s.

Unit 2: Applications of visual communication design
1. Technical drawing in context (30%)
2. Type and image (10%)
3. Applying the design process (30%)
4. Semester examination (30%)
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking. Students employ a design process to generate and develop visual communications. 

Whilst there are no prerequisites for this study, a satisfactory completion of units 1 and/or 2 would be preferable.

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, materials and the application of design elements and principles can create effective visual communications for specific audiences and purposes.

LEARNING ACTIVITIES
Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

KEY SKILLS REQUIRED
Apply design thinking skills to create, analyse, evaluate, reflect on, and critique information and ideas.

ASSESSED TASKS
Folio of drawings using a variety of methods, written explanation and analysis of existing visual communications, structured questions about professional design practice and the formation of a brief.

UNIT 4
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students 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 messages with their target audience. They devise a pitch to communicate their design thinking and decision making to the client.

LEARNING ACTIVITIES
Develop different design concepts for the needs outlined in the design brief and refine concepts for their two final presentations. Devise a pitch to present and explain their work to an audience.

KEY SKILLS REQUIRED
Apply design thinking skills to support the application of the design process, use a range of manual and digital methods, media and materials to generate final presentations and explain their thought process to a target audience.

ASSESSED TASKS
Prepare a folio of conceptual developments to meet the needs outlined in their design brief, produce technically competent visual communications and devise a pitch for a target audience.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (25%), School Assessed Task (40%), 1½ hour written examination in November (35%).
VCAL

PERSONAL DEVELOPMENT SKILLS

Personal Development Skills units are compulsory at each level of VCAL. These units are designed to develop and enhance student skills and attributes in leadership, self-management, team work and decision making. Students are encouraged to develop independent learning skills and understand learning opportunities in contexts related to self, community and the environment.

WORK RELATED SKILLS

Work Related Skills units are designed to develop and enhance student skills and knowledge for effective communication, team work, time management and task management. Students develop their knowledge of career pathways and occupational health and safety regulations.

INDUSTRY SPECIFIC SKILLS

Students develop knowledge, skills and attributes for one or more vocational areas in preparation for progression to further learning or employment. This is achieved through the study of a VET course. Choices can be made from the courses listed in the VET section of this booklet.

LITERACY AND NUMERACY SKILLS

VCAL Literacy and Numeracy Skills units provide an applied learning environment in which students can develop their literacy and numeracy skills through a number of activities linked to everyday and vocational contexts, rather than through testing and examinations.
VCAL INTERMEDIATE

The VCAL Intermediate Program provides an entry to senior studies. This program develops skills and knowledge while building independent learning, through a reasonable degree of autonomy for planning learning activities. Intermediate VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

PERSONAL DEVELOPMENT SKILLS
Students will have opportunities to develop their readiness for independent learning and for the development of employability skills for specific vocational fields of interest. This will be achieved through a number of integrated activities, projects and learning opportunities that are often decided by students with the support of their teacher.

LEARNING ACTIVITIES
Group and class discussions, individual and group project work, volunteering for community goals, team building exercises, and self-reflection.

KEY SKILLS REQUIRED
Team work, planning and organisation, problem solving and communication.

WORK RELATED SKILLS
The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. Through integrated projects students will develop critical thinking skills that apply to problem solving in work contexts, develop planning and work related organisational skills, and apply transferable skills for work related contexts. Students will complete safe@work modules and other Occupational Health and Safety training in readiness for work placements. Reflection on workplace experiences become part of the learning experience.

LEARNING ACTIVITIES
Group and class discussions, individual and group project work, volunteering for community goals, team building exercises, and self-reflection.

KEY SKILLS REQUIRED
Team work, planning and organisation, problem solving and communication.
VCAL INTERMEDIATE

LITERACY
Students will develop their reading and writing skills and oral communication skills. This will be done through different activities. Many of these will link to the activities and projects students are doing in the Personal Development Skills and Work Related Skills classes. Students will use their skills to produce brochures, awareness posters and write in practical ways including letters and emails.

LEARNING ACTIVITIES
Individual skill development, group and class discussions, presentations to the class, individual and group project work, and producing communication material such as newsletters, scripts, brochures and posters.

KEY SKILLS REQUIRED
Reading, writing and oral communication skills.

NUMERACY SKILLS
Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes measurement, money, time, shape and design, data in the media, graphs, location and directions. These are considered through activity based learning.

LEARNING ACTIVITIES
Measurement, budgeting for projects, design, group and class discussions about maths, and group project work for practising skills.

KEY SKILLS REQUIRED
Problem solving, applying ideas to everyday situations and communication skills.
VCAL SENIOR

The VCAL Senior Program builds on the progress made at the Intermediate level.

VCAL units are met through students demonstrating competency with the learning outcomes of each strand. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

SENIOR PERSONAL DEVELOPMENT SKILLS
Students will have opportunities to demonstrate independent learning skills and leadership, which will be achieved through a number of integrated activities, projects and learning opportunities that are decided by students with the support of their teacher. Students will also receive an opportunity for training for the Responsible Serving of Alcohol (RSA) certificate.

LEARNING ACTIVITIES
Group and class discussion, individual and group project work, volunteering for community goals, team building exercises, sport and recreation activities and self-reflection activities.

KEY SKILLS REQUIRED
Team work, planning and organisation, problem solving, and communication.

SENIOR WORK RELATED SKILLS
Students will update safe@work modules and other Occupational Health and Safety training in readiness for work placements. Reflection on workplace experiences becomes part of the learning experience. Content can include structured workplace learning and on-the-job learning/training but must enable the achievement of the Work Related Skills unit learning outcomes.

LEARNING ACTIVITIES
Group and class discussions, individual and group project work, volunteering for community goals, team building exercises, and self-reflection.

KEY SKILLS REQUIRED
Team work, planning and organisation, problem solving and communication.

SENIOR LITERACY
Students will develop their reading and writing skills and oral communication skills. This will be done through a variety of written and oral activities, many of which will link to projects students are undertaking in the Personal Development Skills and Work Related Skills classes. Students will use their skills to produce brochures, awareness posters and write in practical ways including letters and emails.

LEARNING ACTIVITIES
Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

KEY SKILLS REQUIRED
Reading, writing and oral communication skills.
VCAL SENIOR

SENIOR NUMERACY SKILLS
Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes design, measurement, mapping, data and graphs, use of decimals, fractions and percentages in everyday life and formulae for problem solving real life situations. These are considered through activity based learning.

LEARNING ACTIVITIES
Group and class discussions about maths, group project work for practising skills, research projects, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

KEY SKILLS REQUIRED
Problem solving, applying ideas to everyday situations and communication skills.

SENIOR SKILLS FOR FURTHER STUDY
Skills for Further Study is a senior unit sequence that focuses on providing students with a skill set that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. Outcomes are built around developing independent time management skills, strategies for learning, individual research skills, pathway plan, portfolios and applications.

LEARNING ACTIVITIES
Careers Research. Folio preparation, Formal Presentations,

KEY SKILLS REQUIRED
Reading, researching, writing and oral communication skills.
VET CERTIFICATES

Vocational programs cater for individual needs and ensure that students attain employment related skills and an understanding of work and career pathways. Vocational programs offer access to flexible and well-articulated pathways to work, training or further education. They are designed to enable students to complete an industry-based qualification concurrently with the VCE or VCAL. They usually involve some work placement or in the case of new apprenticeships, continuous work throughout the duration of the course. Students completing a VET program receive an industry recognised certificate qualification in addition to their VCAL or VCE award.

Vocational Programs fall into two distinct categories: Vocational Education and Training (VET) and Australian School Based Apprenticeships (ASBA).

VET (VOCATIONAL EDUCATION AND TRAINING)

The College offers all VCE students the opportunity to undertake VET subjects during Year 11 and Year 12. A VET subject replaces one VCE subject. VET is also a core strand within VCAL.

EXTERNAL PROGRAMS

The College will meet part of the tuition costs for approved external programs, but parents are required to cover the following costs:

- Transport to and from classes – students are responsible for making their own way to and from venues.
- Materials, uniforms and excursions – these will be invoiced directly to students from the relevant institution/College.
- Portion of VET cluster enrolment fee.

Successful completion of most VET programs in Year 12 will contribute 10% to the ATAR score. VET units that are graded at Year 12 are equivalent to a sequence at VCE Unit 3 & 4 level. These VET subjects may be included in the best four subjects to contribute to an ATAR for the VCE. There are VET subjects however, that are equivalent to VCE Units 1 & 2 only.

INTERNAL PROGRAMS

Mount Lilydale Mercy College is a registered provider of VET programs and will be offering the following courses (subject to student demand and availability of staff).

- 22216VIC Cert II in Building and Construction
- 91500NSW Certificate III in Carbon Management
- 22209VIC Cert II in Engineering Studies
- SIT31013 Cert III in Catering Operations
- CUE20103 Cert II in Live Production Theatre & Events

The Yarra Valley VET Cluster of Schools is able to offer other VET programs within the local region and students may travel to these schools to undertake the program. Schools in the Yarra Valley VET cluster include:


Delivery of VET programs is usually on a Wednesday afternoon, which has been arranged to cause minimum interruption to classes. In a few cases however, students will have to leave class early to meet with VET commitments. In such cases, students must communicate regularly with their teachers to catch up on work missed, as their first priority is their College commitments. Some students complete VET subjects all day on a Wednesday, so the impact of their other subjects must be considered.

Some students may complete courses at TAFE Colleges but there will be extra costs for these courses as the tuition fees are often quite high. Parents are required to cover any additional costs.
AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBA)

School based part-time apprenticeships allow VCAL students to:

- Commence formal training toward their chosen career whilst still at school
- Focus their education and training around particular goals and objectives
- Complete the first stage of a full apprenticeship without having to commit to a full-time long term contract
- Be able to work whilst they are at school
- Complete a compulsory part of the VCAL course

ASBAs are delivered either at TAFE or on the job, one or two days a week, depending on the industry area. Students completing an apprenticeship program may miss some classes and individual timetables will be adjusted on a needs basis. In such cases it is expected that students will communicate regularly with teachers to catch up on work missed, as their first priority should be to their College commitments.

As with VET subjects, parents are required to cover the following costs:

Transport to and from classes - students are responsible for making their own way to and from venues. Materials, uniforms and excursions - these will be invoiced directly to students from the relevant institution/College.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS INCLUDE

Agriculture  
Automotive  
Beauty Therapy  
Business  
Engineering  

Furniture Cabinet Making  
Hairdressing  
Horticulture  
Hospitality  
Retail
VET CERTIFICATES

SELECTION OF STUDENTS FOR VOCATIONAL PROGRAMS OFF CAMPUS

Selection of students for vocational programs studied off campus is determined by an interview. Issues such as a demonstrated interest in the chosen industry area, competent organisational skills and the ability to work independently will be considered – approval is not automatic.

Students firstly need to complete a VET Application Form and submit it to Mrs Hopkins or Mrs Snell.

A sample of programs available from VET Cluster Schools and TAFE Colleges include Certificates in the following studies

<table>
<thead>
<tr>
<th>VET PROGRAM COURSE</th>
<th>RTO HOST SCHOOL</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>ACDA Boronia</td>
<td>22072VIC Cert III in Acting (Screen)</td>
</tr>
<tr>
<td>Acting</td>
<td>Lilydale High</td>
<td>22070VIC Cert II in Acting (Screen)</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Box Hill</td>
<td>HLT32412 Cert III in Allied Health Assistance</td>
</tr>
<tr>
<td>Animal Care</td>
<td>Box Hill</td>
<td>ACM20110Cert II in Animal Studies</td>
</tr>
<tr>
<td>Applied Fashion</td>
<td>Healesville L&amp;L</td>
<td>LMT21707 Cert II in Applied Fashion Design and Technology</td>
</tr>
<tr>
<td>Auto Paint &amp; Panel</td>
<td>Healesville HS</td>
<td>22015VIC Cert II in Automotive Studies (Pre-Vocational)</td>
</tr>
<tr>
<td>Auto Technology</td>
<td>RTTF</td>
<td>22015VIC Cert II in Automotive Studies (Pre-Vocational)</td>
</tr>
<tr>
<td>Beauty</td>
<td>1 to 1- Boronia</td>
<td>SIB30110 Certificate III in Beauty Services</td>
</tr>
<tr>
<td>Beauty</td>
<td>Elly Lukas</td>
<td>SIB20110 Cert II in Retail Makeup &amp; Skincare</td>
</tr>
<tr>
<td>Beauty/Hair combination</td>
<td>1 to 1- Ringwood</td>
<td>SIB20110 Cert II in Retail Makeup &amp; Skincare combined with SIH20111 Cert II in Hairdressing</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>MLMC</td>
<td>22216VIC Cert II in Building and Construction (Full Day)</td>
</tr>
<tr>
<td>Carbon Management</td>
<td>MLMC</td>
<td>91500NSW Certificate III in Carbon Management</td>
</tr>
<tr>
<td>Children's Services</td>
<td>Box Hill</td>
<td>CHC30712 Cert III in Children’s Services</td>
</tr>
<tr>
<td>VET PROGRAM COURSE</td>
<td>RTO HOST SCHOOL</td>
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<tr>
<td>CISCO</td>
<td>RTTF</td>
<td>CCNAv5 CISCO Routing and Switching</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Box Hill</td>
<td>21887VIC Cert II in Electrotechnology Studies (Pre-vocational) (Full Day)</td>
</tr>
<tr>
<td>Engineering</td>
<td>MLMC</td>
<td>22209VIC Cert II in Engineering Studies</td>
</tr>
<tr>
<td>Engineering</td>
<td>Ringwood TT Centre</td>
<td>22019VIC Cert II in Engineering Studies</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>Box Hill</td>
<td>22246VIC Cert II in Equine Industry</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>Box Hill</td>
<td>21908VIC Cert II in Equine Industry</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>1 to 1</td>
<td>SIH30111 Cert III in Hairdressing</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Ranges Tech</td>
<td>AHC20410 Cert II in Horticulture</td>
</tr>
<tr>
<td>Hospitality Commercial Cookery</td>
<td>MLMC</td>
<td>SIT31013 Cert III in Catering Operations</td>
</tr>
<tr>
<td>Information, Digital Media &amp; Tech</td>
<td>Lilydale Heights</td>
<td>ICA30111 Cert III in Information and Communications Technology</td>
</tr>
<tr>
<td>Live Production Theatre &amp; Events</td>
<td>MLMC</td>
<td>CUE20103 Cert II in Live Production Theatre &amp; Events</td>
</tr>
<tr>
<td>Media</td>
<td>MLMC</td>
<td>CUF30107 Cert III in Media</td>
</tr>
<tr>
<td>Music</td>
<td>MLMC</td>
<td>CUS30109 Cert III in Music</td>
</tr>
<tr>
<td>Music Technical Production</td>
<td>Lilydale Heights</td>
<td>CUS30209 Cert III in Technical Production</td>
</tr>
<tr>
<td>Nails &amp; Makeup</td>
<td>Box Hill</td>
<td>SIB20210 Cert II in Nail Technology combined with SIB20110 Cert II in Retail Make-up &amp; Skin Care</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Swinburne Croydon</td>
<td>22138VIC Cert II in Plumbing (Pre-Apprenticeship) (Full Day)</td>
</tr>
<tr>
<td>Retail Make-up &amp; Skincare</td>
<td>Box Hill</td>
<td>SIB20110 Cert II in Retail Make-up &amp; Skin Care</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>MLMC</td>
<td>SIS30513 Certificate III in Sport and Recreation</td>
</tr>
</tbody>
</table>

Further details on most of these courses can be found on the VET cluster website [www.yvvc.org.au](http://www.yvvc.org.au)
VET CERTIFICATE II IN BUILDING AND CONSTRUCTION

21844VIC Certificate II in Building and Construction (Pre-apprenticeship) is a nationally accredited curriculum which offers students prevocational training in the building and construction industry. The VCE VET Building and Construction program enables students to partially complete Certificate II in Building and Construction in carpentry as a trade.

UNIT 1 - 4
The VCE VET Building and Construction program provides students with the knowledge and skills to enhance your employment prospects in the building and construction industry. The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. Stream specific units focus on providing foundation skills necessary for in the industry area of carpentry.
Please note that you cannot commence Units 3 & 4 without completing Units 1&2

ASSESSMENT
It is the responsibility of the teacher to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria, and is assessed according to the assessment guidelines specified in each unit of competence.

UNITS 1 &2
- Work Safety in the construction industry
- Workplace safety & site induction
- Provide basic emergency life support
- Calculations for the building industry
- Levelling
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Carpentry hand tools
- Prepare for work in the construction industry
- Communication skills for the construction industry

UNITS 3 & 4
- Building structures
- Calculations in the building industry
- Quality principles for the building industry
- Basic setting out
- Sub-floor framing
- Wall framing
- Roof framing
- Workplace procedures for environmental sustainability
- Introduction to scaffolding and working platforms

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE OR VCAL?
Due to the fact that this is a pre-apprenticeship, primarily the places in this course are available for students studying VCAL.

VCAL: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

VCE: you will be eligible for up to four units towards your VCE: two units at Units 1 and 2 levels and a Unit 3 and 4 sequences. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (10% of the average of the Primary four scaled studies).
UNIT 1-4
Certificate III in Carbon Management is a 2 year VET course aimed at Years 10, 11 and 12. For each year studied it will contribute one 3-4 sequence with a 10% increment towards the ATAR score. Therefore two 3-4 units will be applied over the two years.

For this course students should be able to:

- Develop a sound scientific understanding of climate change;
- Equip students with skills in analysing and implementing strategies to reduce an organisation’s carbon footprint.

After completing the course, students will be able to identify:

possible energy efficiency improvements and offer advice on carbon reduction strategies for businesses and organisations. This will be a growing requirement for all organisations in the next few years. This competency based qualification provides participants with the critical green skills needed to identify energy efficient improvements and reduce carbon emissions from organisations.

As a Certificate III graduate, participants will develop skills and competencies to enable them to contribute to and carry out local implementation of a whole of organisation carbon reduction strategy.

LEARNING ACTIVITIES
Research Climate change and Greenhouse gases.
Measure Carbon Emissions.
Develop Carbon Action Plans.
Investigate Carbon Reduction Options and Emission Factors.
Plan, investigate and Implement Environmentally Sustainable Work Practices.

KEY SKILLS REQUIRED
Ability to manipulate formulas required to calculate Carbon Emission Factors, etc.

ASSESSED TASKS
Carbon Management Workbook;
Workplace Assessment Tasks;
Examination.
VET CERTIFICATE II IN ENGINEERING STUDIES

CERTIFICATE II in ENGINEERING STUDIES 22209VIC is a 2 year course consisting of Units 1 & 2 in the first year and Units 3 & 4 in the second year.

The aim of this course is to provide pre-employment training and pathways in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry. Specifically a graduate of this course may:

- undertake a work-based apprenticeship, traineeship or cadetship leading into a range of related careers as a trades person;
- enrol in Certificate III qualifications in the engineering sector
- gain entry level employment in engineering or related industries.

The engineering and wider manufacturing industries are significant to the Australian and Victorian economies. The industries:

- employ 320,000 people
- include 19% of all Victorian full time jobs
- inject almost $27 billion dollars into Victoria’s economy each year
- account for 53% of business spending on research and development including development of new technologies, innovation and productivity processes
- support the development of a number of emerging industry trends including nano technology, biotechnology and clean energy.

Graduates can specialise in one of the 4 areas below depending on course options being delivered;

- General engineering
- Fabrication
- Machining
- Engineering technical

UNITS 1 & 2

MODULES COVERED

- Apply principles of OH&S in the work environment
- Use hand tools
- Use power tools/hand held operations
- Organise and communicate information
- Interact with computing technology
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

Activities incorporated include; structured training delivery and unstructured learning activities undertaken by the learner such as reading texts, locating information, writing reports, completing practical & theory assignments and projects. Students also have the opportunity to be involved in IPRA (Improved Performance Racing Association) Race Days throughout the year. Tours are conducted with officials and EL staff through various areas of the race paddock and pit lane. Please see IPRA website at http://www.ipravic.com.au/

KEY SKILLS REQUIRED

Units 1 & 2 completed in the first year have no pre-requisites, however English and Math’s skills are required for course and an interest in engineering, design and hands on applications is desirable. Assessed tasks; Certificate II in Engineering Studies 22209VIC is a competency based course.

For Units 1 & 2 assessment is achieved through the use of review questions, subject tests, and practical project work which are assessed for the overall competence of student.
VET CERTIFICATE III IN CATERING OPERATIONS

This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities. Students learn about the various sectors of the hospitality industry and the importance of communication and team work in back of house operations. Employability skills within the industry are also a major focus. At this level, students work with some autonomy under close supervision. To receive the full certificate students need to complete a further year of the course (Units 3 & 4).

Students learn about all aspects of back of house operations. This includes; working in a safe manner (OH & S), food hygiene standards, practices related to food preparation and food service, food presentation techniques. In addition, students learn that hospitality is about serving others and the importance of communication skills with both colleagues and customers.

LEARNING ACTIVITIES

Students gain knowledge and develop skills through practical activities, quizzes, excursions to restaurants, food suppliers and various hospitality sector establishments. They also participate in simulated food service experiences through running “pop up restaurants” for staff, students and parents at the college. Students are expected to work in the hospitality industry for a minimum of 80 hours throughout the year to display their competence in the workplace.

KEY SKILLS REQUIRED

Employability skills including; communication, team work, problem solving, initiative and enterprise, planning and organising and self management. Students should also possess or develop a passion for trying new foods and further developing their culinary skills.

ASSESSED TASKS

Direct observation, written and oral questioning, inspection of food items prepared by the student, role plays, demonstration of practical skills, excursion activity booklets, evidence folio and participation in practical classes and “pop up restaurants”.

MODULES COVERED:

- Work effectively with others
- Prepare simple dishes
- Source and use information on the hospitality industry
- Use hygienic practices for food safety
- Maintain the quality of perishable supplies
- Participate in safe work practices
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Estimate, measure and calculate routine metric measurements for work
- Participate in environmentally sustainable work practices
- Receive and store stock
- Communicate in the workplace
- Source and present information
**VET CERTIFICATE III IN INTERACTIVE DIGITAL MEDIA**

In this course lay the foundations for a career in web design and/or animation. They study the creative design process, and learn to develop solutions to design problems. Design work involves the clarification of a brief, drawing in a variety of on-paper mediums, photography, basic interactive dynamic HTML and CSS coding, and extensive folio reflection, annotation and evaluation. This VET subject can also contribute towards students ATAR score, and be counted as a VCE subject VCE Interactive Digital Media Unit 1 & 2.

**UNIT 1**

**SEMESTER OR UNIT FOCUS**

Students are introduced to Adobe Illustrator and Photoshop in this unit. They are required to follow the creative design process and develop a range of skills in digital illustration, and photographic manipulation and graphic layout design.

**LEARNING ACTIVITIES**

Short design tasks are set to enable students learn all the required technical skills of software required. Tutorials are also followed in Adobe Illustrator, and Photoshop. In class demonstrations, and guest speakers all contribute to learning and practise of the skills required. Students will create a poster, a logo design in response to a particular client need, and a series of web advertisements.

**KEY SKILLS REQUIRED**

Knowledge of office OH&S, the creative design process, maintaining a design folio, photographic manipulation digital illustration are all taught in this course.

**UNIT 2**

Students continue to develop their digital design skills with a focus on working in a team environments to collaboratively complete major design tasks. The tasks are more complex in nature and required organisation, speed in combination with creativity and design aesthetics.

**LEARNING ACTIVITIES**

Students will be given tutorials to develop their HTML and CSS knowledge and a re-design task, where students are given a website and are asked to re-design the site to update and improve it. They major tasks will include developing a iPad concept, a Logo, user interface design and a Character design for a computer game.

**KEY SKILLS REQUIRED**

Basic HTML and CSS coding, advanced photoshop and Illustrator. Digital illustration and photographic digital manipulation. Working through the creative design process.

**ASSESSED TASKS**

In this course student’s build on their skills acquired in Units 1 & 2 in producing interactive digital media products, such as animations and websites. They study the creative design process, and learn to develop solutions to design problems. Design work involves the clarification of a brief, drawing in a variety of on-paper mediums, photography, sound and video recording and editing, motion graphics, interactive dynamic HTML and CSS coding, and extensive folio reflection, annotation and evaluation.

This VET subject can also contribute towards students ATAR score, and be counted as a VCE subject VCE Interactive Digital Media Unit 3 & 4 (if student opts for a scored assessment).

**ASSESSED TASKS**

- Follow a design process
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Follow OH&S procedures
- Produce and prepare photo images
- Produce drawings to represent and communicate the concept
UNIT 3
Students will create a 2D animation in Adobe Flash in response to a design brief. They will work through the design process and produce a folio documenting their creative design process as they work. They will also produce some video content and using video editing software composite the video with the animation content, and export the video content ready for the web. They will also learn the basics of web design and authoring.

LEARNING ACTIVITIES
Short design tasks are set to enable students learn all the required technical skills of software required. Tutorials are also followed in Adobe Illustrator, Flash and Premier Pro. In class demonstrations, and guest speakers all contribute to learning and practise of the skills required. Students will also create a series of Animations which contain Video Content, in response to a brief.

KEY SKILLS REQUIRED
The generation of animation content in a 2D animation program, such as Adobe Flash.

ASSESSED TASKS
- Explore and apply the creative design process to 2D forms
- Create 2 D digital animations
- Prepare video assets
- Author interactive sequences
- Create visual design components
- Write content for a range of media

UNIT 4
In this course student’s develop skills in producing interactive digital media products for the web. They study the creative design process, and learn to develop solutions to design problems. Design work involves the clarification of a brief, drawing in a variety of on-paper mediums photoshop and illustrator skills, interactive dynamic HTML and CSS coding, and extensive folio reflection, annotation and evaluation. This course also includes the writing of text to be used in a website. This VET subject can also be contribute towards students ATAR score, and be counted as a VCE subject VCE Interactive Digital Media Unit 3 & 4 (if student opt for a scored assessment).

LEARNING ACTIVITIES
Students will be given small writing for web tasks, tutorials to develop their HTML and CSS knowledge and a re-design task, where students are given a website and are asked to re-design the site to update and improve it. They major tasks will be to design an create a new website to advertise a product.

KEY SKILLS REQUIRED
The encoding of video for the web, and basic HTML and CSS coding. An understanding of how to write content for the web in a variety of ways to satisfy a brief.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
Coursework score will contribute 66% and the 1 ½ hour examination score will contribute 34% to the student’s final study score.
VET CERTIFICATE III IN MUSIC

This Nationally accredited Certificate provides students with the knowledge and skills that will enhance their employment prospects in the music industry. The course covers a broad range of skills used in the music industry including music rehearsal and performance techniques; occupational health and safety; copyright and industry structure.

UNITS 1-2

KEY SKILLS REQUIRED

The ability to play an instrument (includes voice) at a reasonable standard is essential.

UNITS OF COMPETENCY UNIT 1 & 2

- Develop and apply creative arts industry knowledge
- Participate in OHS processes
- Work effectively with others
- Implement copyright arrangements
- Operate computing packages
- Develop ensemble skills for playing or singing music
- Develop and apply aural perception skills
- Play music from simple written notation
- Prepare for performances
- Notate music
- Develop and apply creative arts industry knowledge

ASSESSMENT

The assessment involves a variety of methods including oral and written presentation, performances, worksheets, practical demonstrations and discussion. The assessment of the overall competence at this Certificate level will be undertaken by an internal assessor.

UNITS 3-4

KEY SKILLS REQUIRED

Students must have completed Certificate II in Music or equivalent.

UNITS OF COMPETENCY UNITS 3 & 4

- Develop technical skills in performance
- Develop improvisation skills
- Apply knowledge of genre to music making
- Develop and maintain stagecraft skills
- Perform music as a soloist

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Coursework: a set of three tasks (50%). There are four task types available – work performance, work project, product and portfolio.
Examination: an end of year performance assessed externally by the VCAA of 25 minutes (50%).
VET CERTIFICATE II IN LIVE PRODUCTION, THEATRE & EVENTS

This Nationally accredited Certificate reflects the role of students who perform a range of mainly routine tasks and who work under direct supervision. It is a flexible entry-level qualification, which can be customised to meet a broad range of industry needs. Students will gain skills in the areas of:
- Communication
- Teamwork
- Problem-Solving
- Initiative and Enterprise
- Planning and Organising
- Self-Management
- Learning
- Technology

Full year Course

KEY SKILLS REQUIRED

Previous experience in Drama or Theatre Studies an advantage, but not a requirement

UNITS OF COMPETENCY

Units will be undertaken in a range of areas including:
- Art and Construction
- Audio/Sound
- Costume
- Event Management
- Front of house
- Lighting
- Marketing
- Props
- Staging
- Technical general
VCE CERTIFICATE III IN SPORT AND RECREATION

MANDATORY PREREQUISITE: Units 1 & 2 must have been taken in Year 10

THIS SUBJECT CANNOT BE SELECTED IN YEAR 12.

This is a nationally recognised and accredited course designed to reflect the role of entry level employees working in the Sport and Outdoor Recreation Industry under supervision. Likely functions within this industry include working under supervision as an assistant with the conduct of activities on programs and other associated tasks. This qualification facilitates the development of the following knowledge and skills: applying basic logistics to planning outdoor recreation activities, assisting in the conduct of outdoor recreation sessions under supervision and implementing minimal impact practices.

Activity specializations include planning food, water and clothing requirements, selecting and using equipment and demonstrating safe participation in outdoor recreation activities under supervision, interpreting weather patterns in the field, analysing participation patterns, facilitating groups, operating software packages, providing customer service and public education, planning warm ups and cool downs for a group and undertaking risk analysis activities for various outdoor activities.

This course involves a practical component where students are expected to undertake weekend and/or overnight camps in order to meet the competencies and assessment criteria.

UNITS 3 & 4 (AT YEAR 11)

LEARNING ACTIVITIES

Include theory and practical classes, text questions, interactive explorative and revision activities. As well as tests, quizzes, role plays, workshops, and other relevant tasks.

KEY SKILLS REQUIRED

- Plan Outdoor Recreation Activities
- Plan and conduct Sport and Recreation Sessions
- Manage conflict
- Undertake Risk Analysis of activities
- Conduct basic warm up and cool down programs
- Facilitate Groups
- Provide Public Education on the use of Resources
- Plan for minimal environmental impact
- Guide outdoor recreation sessions

ASSESSMENT

Students are assessed in relation to industry based competency criteria. For each outcome module students must demonstrate a competent level of skills. In addition to achieving a satisfactory level of skills, students must successfully complete a major project on each area of study.

A Study Score is available for VCE VET Sport and Recreation. To be eligible for a Study Score students must: achieve all the units of competence, undertake assessment tasks as published by the VCAA and undertake an examination in the end-of-year examination period, based on the knowledge and skills from the units of competency taught.
ENROLMENT FOR VET IN SCHOOLS PROGRAM (VETis) 2015

**STUDENT APPLICANT DETAILS (Please complete all details in BLOCK letters)**

<table>
<thead>
<tr>
<th><strong>Surname</strong></th>
<th><strong>Given Names</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Birth</strong></td>
<td><strong>Mobile</strong></td>
</tr>
<tr>
<td><strong>Residential Address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Suburb</strong></td>
<td><strong>State</strong></td>
</tr>
<tr>
<td><strong>Preferred Email</strong></td>
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</tbody>
</table>

**MOST AVAILABLE PARENT / GUARDIAN CONTACT**

<table>
<thead>
<tr>
<th><strong>Surname</strong></th>
<th><strong>Given Name</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work</strong></td>
<td><strong>Mobile</strong></td>
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**EMAIL ADDRESS:**

| VET PROGRAM 1st Preference : |
| 2nd Preference : |

**VET PROGRAM HOST SCHOOL (To be confirmed)**

**IN 2015, DO YOU INTEND STUDYING:**

| VCE | VCAL | YEAR 10 |

**DOES YOUR HOME SCHOOL PROVIDE ADDITIONAL EDUCATIONAL SUPPORT FOR YOUR CHILD (Please Tick)**

| YES | NO |
I, [FULL NAME]

accept enrolment in [COURSE NAME] The VET program

At [INTENDED TRAINING ORGANISATION / SCHOOL]

In signing this contract, I agree to the following terms and conditions:

☐ will attend the scheduled orientation session at the host school.

☐ am committed to attending this course on the designated day from start until finish on each day the course is delivered.

PUBLIC TRANSPORT

PRIVATE ARRANGEMENT WITH PARENTS

☐

OTHER—PLEASE LIST:

☐

☐

3. I will notify my home and host school of any absenteeism on the day.

4. I understand and accept that it is my responsibility to catch up on any work missed in scheduled classes due to my participation in this program.

5. I agree that travel arrangements between schools and between school and home are my responsibility. Please give a brief description of your proposed means of transport (including bus and train times).

6. I will abide by the rules of the school I attend as part of the VET program.

7. I agree to participate in any work placement that I may be required to undertake in order to maximise the benefits associated with studying a vocational certificate. Work placement may occur during school holidays.

8. I agree to the release of my personal details and assessments between educational institutes related to the VET program I am enrolled in.

Student Signature: ____________________________ Date: _____________________
PARENT / GUARDIAN CONTRACT

I, [FULL NAME] Parent Guardian of;

[STUDENT FULL NAME] agree to the following

conditions of enrolment in the VET program [COURSE NAME]

By signing below, I agree to the following;

1. I agree to pay any additional fees and charges associated with enrolment in the VET program. I will be responsible for the costs of books, equipment and special uniforms. (for additional information regarding costs, please refer to the course brochure)

2. I am aware and accept that it is the student’s responsibility to arrange their own transport two and from the Campus at which the VET Course is held.

3. That the school will partially fund the course tuition fees.

4. The necessity for prompt and regular attendance at his/her VET Course.

I AM / AM NOT willing to allow my contact details to be released to other parents with children attending these programs to discuss transport sharing.

Parent / Guardian Signature: __________________________ Date: __________________________
INDEMNITY FORM

My Son / Daughter: [STUDENT FULL NAME]

Current Year Level: [ ]

Has my permission to attend weekly classes and any formal activity classes run by:

- [ ] Billanook College
- [ ] Yarra Ranges Tech
- [ ] Yarra Hills Secondary College
- [ ] Box Hill Institute
- [ ] Morrison House
- [ ] Mount Lilydale Mercy College
- [ ] Lilydale High School
- [ ] Melbourne School Hair & Beauty
- [ ] Healesville High School
- [ ] Mooroolbark Heights Secondary College
- [ ] Lilydale Heights Secondary College
- [ ] Swinburne TAFE (Croydon, Lilydale, Wantirna)

Other nominated school as part of the VET program

Insert course name

I authorise the staff member in charge, where it is impracticable to communicate with me, to authorise such medical or surgical treatment as may be deemed necessary. I supply the following relevant details:

Student Name:

List any physical limitations or medical conditions:

Full Tetanus Immunisation: YES / NO

Year of last immunisation:

Parent / Guardian Signature: [ ]

Date: [ / / ]

Residential Address:

Suburb:

State:

Postcode:

Emergency Contact: [ ]

Telephone: [ ]

OFFICE USE ONLY

[ ] Administration

[ ] Finance

USI No.: [ ]
TRIAL GRID FOR SUBJECT SELECTIONS

It is helpful if you write down your thoughts. Please complete the following to the best of your ability to help determine your subjects for 2015.

<table>
<thead>
<tr>
<th>Career Pathway Choices</th>
<th>Subjects Required/Prerequisites</th>
<th>Subjects Selected For Year 11</th>
<th>Proposed Subjects For Year 12</th>
</tr>
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