IMPORTANT DATES

JULY 23, 2014

Guide to Courses available Online

JULY 29, 2014

Year 10 2015 Students Subject Selection Assembly

JULY 30, 2014

Online Subject Selection for 2015 subjects (including VET) opens

AUGUST 14, 2014

Year 10 2015 Students Subject Selections due

IMPORTANT

Subject Selection is to be completed Online and **one printed** copy of the **Subject Selection Confirmation Sheet** is to be returned to your Homeroom Teacher
CURRICULUM PROGRAM

The Curriculum Program at Year 10 is delivered via a combination of core and elective units. The core units undertaken by all students are delivered in homeroom groupings. Through enhancing the student’s sense of belonging, by improving quality relationships (student to student, student to teacher and teacher to parent) we build upon each student’s sense of worth and thus impact upon their engagement in their learning. We also desire to ensure that every student feels valued, affirmed and respected and, above all, safe within their school environment.

CORE SUBJECTS
Core subjects will be delivered in the following learning areas:
- Religious Education
- English
- Humanities
- Mathematics
- Science
- Sport

All students will undertake core subjects in Home Room groupings (excluding Sport) for the full academic year. Each core subject, other than Mathematics, will deliver the same Learning Standards to all Year 10 students.

Students will undertake six semester elective units in Year 10. The choices will be made from seven different groupings that provide a range of subjects across all faculty areas.

ASSESSMENT
At the beginning of each semester, teachers will provide students with a written statement of the Learning Standards and Assessment for the unit. Learning Standards describe the knowledge and skills that a student needs to demonstrate in order to satisfactorily meet the unit requirements.

Assessment within each unit is ongoing and tasks are varied to reflect individual learning styles. The information used for assessment is based on criteria which explore key features of the work. English, Maths, History and Science will be delivered according to AusVELS (Australian Curriculum) standards in 2015.

LATE SUBMISSION OF WORK
Students are expected to submit all work on or by the designated due date. If a student has a valid reason for not submitting on the due date, he/she should negotiate an approved extension with their subject teacher before the due date.
If a designated task is not submitted by the due date, parents will be contacted via our SMS System. A maximum grade of 50% will be awarded if the late work meets the required standard.
If a student does not submit their work by the new due date, a grade of zero will be awarded for that non submitted task.

SPECIAL PROVISION
Students may be considered eligible for Special Provision if their work is adversely affected due to serious and long term illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Wellbeing Level Coordinator and/or Learning Coordinator if their child is experiencing difficulties at school or in the home environment.
SATISFACTORY COMPLETION
At the Year 10 level, to meet a satisfactory standard for a unit, students must display a satisfactory understanding of all the skills and knowledge associated with each learning standard.

PROMOTION
There is an expectation that all students will satisfactorily meet the Learning Standards of every unit of study. Subject teachers and/or homeroom teachers with specific concerns about the readiness of a student to progress to Year 10, either academic and/or social, will raise these issues with the Level Leader and/or Campus Learning Advisor. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than expected standards in five or more units in the academic year. Special provision may apply.

A student who wishes to undertake accelerated subjects within a study area must formally apply for these subjects and the application will be reviewed based on previous performance and their ability to achieve within the subject.

HOMEWORK
The College expects students at the Year 10 level to complete, on average, one and a half hours of homework per night for completion of class work and homework. The College Student Planner is to be used daily to record all homework tasks. A schedule of homework times should be developed for each day, taking into consideration family, sporting and employment commitments. Homework should not only involve completion of class work or designated assignment tasks, but also reviewing of notes for consolidation and increased depth of knowledge, preparation for topics tests and examinations and, in particular, wider reading.

It is also recommended that an appropriate study environment be created with all necessary requirements such as pens, paper, ruler and calculator close at hand.

ACCELERATED STUDIES
A student who wishes to undertake accelerated subjects will receive an invitation from the Campus Learning Advisor. Their application will be reviewed based on previous performance across all subjects and their ability to achieve within the subject.
RELIGIOUS EDUCATION

The program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the principles of the Melbourne Archdiocesan Religious Education Framework and the To Know, Worship and Love series. In addition students will study one Unit of VCE Religion and Society.

UNITS OF STUDY

- The Church in History
- Eucharist – Source of life

LEARNING STANDARDS

- Examine and reflect on the significance of the variety of names given to the Eucharist as the source and the summit of the entire Christian life.
- Illustrate the types of symbols and symbolic actions used in Eucharist.
- Identify the four parts and their components of a Eucharistic celebration.
- Generate ideas as to how the Eucharist may impact on their own lives and the lives of others.
- Analyse the significance of cultural aspects as illustrations of both the tradition and the changing nature of the Church.
- Reflect on those events and movements which significantly affected the history of the Church and its people.
- Illustrate examples of religious, social, political or ideological developments in Church teachings and/or practices.
- Discuss the importance of social context in understanding events and ideas in Church history.

Continued next page
RELIGIOUS EDUCATION CONTINUED

VCE 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.

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.

ASSESSMENT
- Completion of class notes
- Research tasks
- Scriptural analysis
- Presentations
- Group Work
- Examinations
ENGLISH

The English curriculum is built around the three interrelated strands of **Language**, **Literature** and **Literacy**. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts. They interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, literary analyses, transformations of texts and reviews.

**ASSESSMENT**

Assessment across the year will include a range of tasks such as:

- Response to Literature
- Writing
- Examination

Contributions to class discussions and completion of class work will also be considered
HUMANITIES HISTORY

This course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing. The overview will study the important features of the period 1918 to the present and how historical change occurs. The three depth studies will focus on World War Two in particular the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement, Rights and Freedoms (the Indigenous) and the Globalising World with the focus on Migration experiences 1945 – to the present.

ACHIEVEMENT STANDARDS

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies

ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Research Task
- Essay
- Document Analysis
- Historical Data Analysis
- Collage/Poster
- Examination

Contributions to class discussions and completion of class work will also be considered
HUMANITIES GEOGRAPHY

There are two units of study for Geography: Environmental change & management and Geographies of human wellbeing. Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

ACHIEVEMENT STANDARDS

- explain how the interaction between geographical processes at different scales changes the characteristics of places
- predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change
- identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences
- propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns
- evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.
- use initial research to develop and modify geographically significant questions to frame an inquiry.

ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Research Task
- Annotated Visual Display
- Mapping Task
- Examination

Contributions to class discussions and completion of class work will also be considered.
MATHEMATICS AT YEAR 10 IS OFFERED AT THREE LEVELS:

Allocations to Year 10 Mathematics subjects are based on a student’s performance in Year 9 Mathematics.

The diagram on the page headed ‘Mathematics Overview’ will provide a picture of possible pathways of mathematics study through Years 10, 11 and 12.

General Mathematics and Mathematical Methods classes cover common topics in Semester 1, although in some topics this is done with different levels of rigour. This does enable some limited movement between these classes at the semester change as a result of teacher recommendation if places are available.

<table>
<thead>
<tr>
<th>Foundation Mathematics</th>
<th>This subject is designed to lead to VCE Foundation Mathematics in Year 11 and no Mathematics in Year 12</th>
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<tbody>
<tr>
<td>General Mathematics</td>
<td>This subject is designed to prepare students for VCE General Mathematics Units 1&amp;2 and VCE Further Mathematics Units 3&amp;4.</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>This subject is designed to prepare students wishing to study Mathematics at any level in VCE.</td>
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<tr>
<td>Mathematics Year 10 and VCE Subject Selections</td>
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<tr>
<td>Foundation Mathematics Units 1&amp;2</td>
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<tr>
<td>General Mathematics (Further) Units 1&amp;2</td>
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<tr>
<td>Mathematical Methods Units 3&amp;4</td>
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<td>Further Mathematics Units 3&amp;4</td>
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<td>Mathematical Methods Units 3&amp;4</td>
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<tr>
<td>Specialist Mathematics Units 3&amp;4</td>
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<th>Year 10</th>
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<tr>
<td>Foundation Maths</td>
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<tr>
<td>General Maths</td>
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<tr>
<td>Maths 3&amp;4</td>
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<tr>
<th>Year 11</th>
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<tr>
<td>General Maths</td>
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<tr>
<td>Mathematical Maths 3&amp;4</td>
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<tr>
<td>Specialist Maths 3&amp;4</td>
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<th>Year 12</th>
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<tbody>
<tr>
<td>Further Maths</td>
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<tr>
<td>Mathematical Maths 3&amp;4</td>
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<tr>
<td>Specialist Maths 3&amp;4</td>
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</table>
MATHEMATICS—FOUNDATION

This subject provides for the continuing mathematical development of students who do not intend to undertake further studies in Mathematics beyond Year 11 where they could do VCE Foundation Mathematics Units 1 & 2. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal, work and study.

SEMESTERS 1 AND 2
This course provides a review of mathematics principles previously learnt and enables students to strengthen their application of these. It aims at developing a student’s ability to investigate real life situations using their understanding of mathematics and the appropriate technology.
Mathematical content will be contained in a variety of real life contexts.

LEARNING STANDARDS
- Algebra and Number
- Measurement and Geometry
- Statistics and Probability
- Mathematical Skills

ASSESSMENT
Assessment will be based on the completion of a variety of tasks including:
- Workbook Activities
- Investigation Tasks
- Homework Tasks
- Topic Tests
- Semester Examinations
GENERAL MATHEMATICS

Year 10 General Mathematics builds on the mathematical skills and practice undertaken in Year 9 with content covering the three strands: **Number and Algebra**, **Measurement and Geometry** and **Statistics and Probability**. Within each content strand students aim to demonstrate proficiency in **Understanding**, **Fluency**, **Problem Solving** and **Reasoning**.

**CORE UNITS OF STUDY (SEMESTER 1):**
- Indices
- Linear Algebra
- Linear Functions
- Measurement
- Trigonometry

**CORE UNITS OF STUDY (SEMESTER 2):**
- Simultaneous Equations
- Financial Arithmetic
- Univariate Data
- Probability
- Bivariate Data

**ACHIEVEMENT STANDARDS INCLUDE:**
- Simplification of algebraic products and quotients using index laws.
- The solution of problems involving linear equations.
- The ability to make the connections between algebraic and graphical representations of relations.
- Finding unknown values after substitution into formulae.
- Performing the four operations with simple algebraic fractions.
- Solving surface area and volume problems relating to composite solids.
- Using trigonometry to calculate unknown sides and angles in right-angled triangles.
- Solving right-angled triangle problems involving direction and angles of elevation and depression.

**ASSESSMENT**
Assessment will be based on the completion of a variety of tasks including:
- Workbook Activities
- Homework Tasks
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Examinations
- Solving linear simultaneous equations using algebraic and graphical techniques including using digital technology.
- Comparison of data sets by referring to the shapes of the various data displays.
- Determining quartiles and interquartile range.
- Constructing and interpreting box plots and using them to compare data sets.
- Describing bivariate data where the independent variable is time.
- Describing statistical relationships between two continuous variables.
- The evaluation of statistical reports.
- Ability to list outcomes for multistep chance experiments and assign probabilities for these experiments.
- The ability to connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies.
MATHEMATICAL METHODS

Year 10 Mathematical Methods further builds on the mathematical skills and practice undertaken in Year 9 with content covering the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each content strand students aim to demonstrate proficiency in Understanding, Fluency, Problem Solving and Reasoning.

CORE UNITS OF STUDY (SEMESTER 1):
- Indices
- Linear Algebra
- Linear Functions
- Measurement
- Trigonometry
- Geometric Reasoning

CORE UNITS OF STUDY (SEMESTER 2):
- Simultaneous Equations
- Quadratic Algebra (Expansion and Factorisation)
- Quadratic Equations
- Functions
- Real Numbers
- Circle Geometry

ACHEIVEMENT STANDARDS INCLUDE:
- Simplification of algebraic products and quotients using index laws.
- The solution of problems involving linear equations.
- The ability to make the connections between algebraic and graphical representations of relations.
- Finding unknown values after substitution into formulae.
- Performing the four operations with simple algebraic fractions.
- Solving surface area and volume problems relating to composite solids.
- Using trigonometry to calculate unknown sides & angles in right-angled triangles.
- Solving right-angled triangle problems involving direction and angles of elevation and depression.
- Solving linear simultaneous equations, using algebraic and graphical techniques including using digital technology.
- The ability to expand binomial expressions and factorise quadratic expressions.
- Solve a wide range of quadratic equations derived from a variety of contexts.
- Describing, interpreting and sketching parabolas, hyperbolas and circles and their transformations.
- Defining rational and irrational numbers and performing operations with surds and fractional indices.
- Using the definition of a logarithm to establish and apply the laws of logarithms.
- Application of the rules of circle geometry and trigonometry to determine unknown angles and lengths

ASSESSMENT
Assessment will be based on the completion of a variety of tasks including:
- Workbook Activities
- Homework Tasks
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Examinations
SCIENCE

The Science content includes the three strands - Science Understanding; Science Inquiry Skills and Science as a Human Endeavour. These 3 strands are interrelated and its content is delivered in an integrated way.

- analyse how the periodic table organises elements and use it to make predictions about the properties of elements.
- explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- explain the concept of energy conservation and represent energy transfer and transformation within systems.
- apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- describe and analyse interactions and cycles within and between Earth’s spheres.
- evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.
- explain the processes that underpin heredity and evolution.
- analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.
- develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- when analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- construct evidence based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

SEMESTER 1
Motion of objects using the Laws of Physics; Transmission of heritable characteristics – DNA and Genetics and Global systems including the Carbon Cycle.

SEMESTER 2
The Periodic Table; Chemical Reactions; The Universe; Energy Conservation in systems – energy transfers and transformations; and Theory of Evolution by Natural selection.

ASSESSMENT:
Practical Reports
- Topic Tests
- Research presentations
- Examination

Contributions to class discussions and completion of class work will also be considered.
SPORT

All students in Year 10 will participate in Sport on a **Wednesday** afternoon.

During this time the students will either participate in weekly Eastern Independent Schools Melbourne (EISM) sport or be allocated into a House Sport.

**EISM Sports:**

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<thead>
<tr>
<th>TERM 1 BOYS</th>
<th>TERM 1 GIRLS</th>
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<tbody>
<tr>
<td>Cricket</td>
<td>Cricket</td>
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<tr>
<td>Basketball A &amp; B</td>
<td>Volleyball A &amp; B</td>
</tr>
<tr>
<td>Hockey</td>
<td>Softball</td>
</tr>
<tr>
<td>Tennis A &amp; B</td>
<td>Basketball A &amp; B</td>
</tr>
<tr>
<td>Softball</td>
<td>Tennis A &amp; B</td>
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<table>
<thead>
<tr>
<th>TERMS 2 &amp; 3 BOYS</th>
<th>TERMS 2 &amp; 3 GIRLS</th>
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<tbody>
<tr>
<td>Football</td>
<td>Football</td>
</tr>
<tr>
<td>Volleyball A &amp; B</td>
<td>Hockey</td>
</tr>
<tr>
<td>Soccer</td>
<td>Netball A &amp; B</td>
</tr>
<tr>
<td>Badminton</td>
<td>Soccer</td>
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**TERM 4**

During Term 4 students will have the opportunity to participate in a variety of different sports.

**SOCIAL SPORTS INCLUDE**

<table>
<thead>
<tr>
<th>Self Defence</th>
<th>Dance</th>
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<tbody>
<tr>
<td>Indoor Sports</td>
<td>Fitness</td>
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<tr>
<td>Fun and Games</td>
<td>Snooker</td>
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</tbody>
</table>

All students are encouraged to try out for EISM team sport during each term.
INTRODUCTION TO LITERATURE
ELIT010

Students studying Literature will examine a broad range of novels, plays, poetry and film. The course involves students understanding texts and responding creatively, analytically and imaginatively. Students are encouraged to use multi-modal presentations, together with the more traditional responses. Students who enjoy reading and creative writing should consider exploring this opportunity.

LEARNING STANDARDS

SPEAKING AND LISTENING

- Listen to and produce a range of spoken texts to examine different perspectives on themes and issues.
- Evaluate strategies used by others to enhance presentation of spoken texts and select and use them appropriately.

READING

- Read a range of texts and use them to discuss different perspectives on themes and issues.
- Explain possible reasons for different interpretation of texts.
- Explain the way texts are shaped by the time, place and cultural setting in which they are created.

WRITING

- Use a range of text types to convey information and discuss different perspectives on themes and issues.
- Identify the characteristics and expectations of particular audiences and accommodate or resist these expectations when writing.
- Use a range of strategies to plan, compose, revise and edit texts that discuss different perspectives on themes and issues.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Literary Responses
- Writing Folio
- Examination

Contributions to class discussions and completion of class work will also be considered.
POWER OF WORDS
EPOW010

The Power of Words seeks to give students a greater understanding of both the spoken and written word. Focusing on historical and contemporary speeches students investigate their historical or social context as well as the construction of the speeches and the different techniques used in their construction. Students are encouraged to improve their analytical skills as well as their public speaking skills as they come to an understanding of the power of the spoken word in contemporary society.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

- Research Assignment
- Folio
- Speeches
- Semester Examination

Contributions to class discussions and completion of class work will also be considered
AMAZING BODY
SHAB010

In the theoretical component of this course students will have gained some exposure to the key sports sciences of physiology, skill acquisition, biomechanics and energy systems. These areas are the basis of VCE Physical Education and this course offers a good overview of some of the key concepts. The practical component involves team sports, fitness and laboratories.

LEARNING STANDARDS

- Demonstrate advanced skills, game sense and appropriate sporting behaviour
- Use training methods and participation in a range of activities to maintain their fitness
- Work independently and with peers, to implement strategies to maximize learning
- Initiate personal learning goals and a range of learning strategies to achieve a satisfied outcome

There is a practical component to this subject and it is expected students will participate in all activities.
CONTEMPORARY HEALTH
PHCH010

This unit aims to create a smooth transition into VCE Health and Human Development. Throughout the subject, students will study the impact of the media, social environment and families on their values and the roles and responsibilities associated with gaining independence and forming adult relationships. Each student will be provided with an opportunity to experience the responsibilities of parenting as they look after a virtual baby.

Students will also be expected to study programs and initiatives available to optimise health. Using The National Health Priorities Areas, students will evaluate the effectiveness of these existing strategies.

To conclude the unit, students will research the Australian trends in regards to nutrition status and food selection. An analysis of an individual’s diet based on a selected food and nutrition initiative will also be conducted.

LEARNING STANDARDS
- Analyse the positive and negative health outcomes of a range of behaviours
- Explain how external influences affect personal values
- Identify and differentiate determinants of health and strategies that address concerns

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- NHPA Presentation
- Baby for a Night Project
- Topic Tests
- Examination

Contributions to class discussions and completion of class work will also be considered

THERE IS A PRACTICAL COMPONENT TO THIS SUBJECT AND IT IS EXPECTED STUDENTS WILL PARTICIPATE IN ALL ACTIVITIES.
NUTRITION FOR THE ATHLETE
PNAT010

This unit will focus on giving students an exposure to the required nutritional aspects of performance that will allow all athletes to achieve the very best from their chosen field of sport. The course will look at the factors that go together to ensure that all athletes not only train smart but are complemented with the required nutrition. Essential nutrients, hydration, timing of meals and correct eating plans are all explored and studied within this unit. The practical component of this unit will include putting all theoretical aspects into practice. Students will participate in physical training for targeted events and analysing every aspect of their diet and nutrition required to achieve optimum results.

LEARNING STANDARDS

- Demonstrate and advanced skills, game sense and appropriate sporting behaviour.
- Use training methods and participation in a range of activities to maintain fitness.
- Work independently and with peers, to implement strategies and maximise learning.
- Initiate personal learning goals and a range of learning strategies to achieve a satisfied outcome.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Training Plan Lab report
- Diet Analysis
- Practical Application
- Examination

Contributions to class discussions and completion of class work will also be considered

THERE IS A PRACTICAL COMPONENT TO THIS SUBJECT AND IT IS EXPECTED STUDENTS WILL PARTICIPATE IN ALL ACTIVITIES.
OUTDOOR EDUCATION
POED010

In this subject, students learn the importance of the three areas of Outdoor Education: self, others and the environment. In all activities, learning is based around these three fields.

In particular, students are instructed within the aquatic environment with activities including swimming, water safety, surfing and sea kayaking. In addition, areas of outdoor and indoor rock climbing are covered.

Areas to be covered in theory include water safety, activity preparation, equipment handling, group skills and environmental management skills.

This unit will be offered in both Semester 1 and Semester 2.

LEARNING STANDARDS

- Demonstrate safe techniques within an aquatic environment.
- Demonstrate skills and knowledge for safe participation in rock climbing.
- Demonstrate competencies in map reading and navigation.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Rock Climbing Assignment—Minor
- Coastal Assessment—Major
- Practical Activities
- Examination

Contributions to class discussions and completion of class work will also be considered.

THERE IS A PRACTICAL COMPONENT TO THIS SUBJECT AND IT IS EXPECTED STUDENTS WILL PARTICIPATE IN ALL ACTIVITIES.

It is a requirement of this course that students be available for all off campus activities.

PLEASE ALSO NOTE THERE IS AN ADDITIONAL LEVY FOR THIS SUBJECT.
PERSONAL TRAINING
PPTR010

This unit will focus on personal fitness. The theory component will examine what fitness is, how fitness is assessed and the range of fitness activities that are available. Students can explore their personal fitness needs and the activities that will enable them to develop and maintain their fitness as well as investigating recognition and treatment of sports injuries. In the practical component of this unit, students will be participating in a broad range of activities that will include fitness assessment, training methods and training programs. This unit is designed for all students with an interest in staying healthy and feeling good.

LEARNING STANDARDS

- Demonstrate advanced skills, game sense and appropriate sporting behaviour
- Use training methods and participation in a range of activities to maintain their fitness
- Analyse health strategies and describe the positive and negative outcomes of the strategies
- Work independently and with peers, to implement strategies to maximize learning
- Initiate personal learning goals and a range of learning strategies to achieve a satisfied outcome

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Peer Teaching Task
- Practical application of skill and fitness
- Personal Exercise Program Assessment
- Examination

Contributions to class discussions and completion of class work will also be considered

THERE IS A PRACTICAL COMPONENT TO THIS SUBJECT AND IT IS EXPECTED STUDENTS WILL PARTICIPATE IN ALL ACTIVITIES.
FINANCIAL AWARENESS  
HFLA010

Students learn how to manage their personal and business finances including the use of credit cards, saving money, personal budgeting, investing in the share market and basic business book keeping. Students will also develop an understanding of basic economic and social issues such as inflation, unemployment, impact of the Australian dollar on overseas travellers and the impact of advertising on the price of a can of Coke or a concert ticket.

LEARNING STANDARDS

- Describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use and provision of resources, exports and imports and ecological sustainability;
- Analyse how goods and services are produced and how markets work;
- Predict how prices will change when there is either a surplus or shortage and explain how this might influence the behaviour of consumers and producers;
- Explain the role and significance of saving and investment for individuals and for the economy, and demonstrate the skills required to successfully plan and manage personal finance.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Topic Tests
- Assignments
- Essay
- Case Studies

Contributions to class discussions and completion of class work will also be considered.
INDUSTRY & ENTERPRISE
HIEN110

This unit introduces students to the range of settings in which work occurs in Australia. In order to prepare for effective participation in the workplace, emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. This unit also examines the changing nature of work, the concept of career development and lifelong learning. Future career pathways and occupations are investigated. In particular, work placement is undertaken, and work related issues investigated in a selected workplace. The development of lifelong and work-related skills is an integral part of this unit.

LEARNING STANDARDS

• Work and my future
• Work and my skills
• The workplace

ASSESSMENT
Assessment across the year will include a range of tasks such as:

• Career Investigation
• Career Profile
• Skills Portfolio
• Workplace Investigation
• Workplace Learning Report

Contributions to class discussions and completion of class work will also be considered
IT BUSINESS APPLICATIONS – TCI10

This unit aims to improve student’s information technology skills for a rapidly changing world. The learning activities will involve problem solving, collaborative work, project and time management, digital presentation and thinking strategies. Students will use both desktop software and cloud based technology to work in teams, manage and share files, plan projects to create a variety of digital products that include infographics and web pages as well as produce and present reports.

LEARNING STANDARDS
- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Folio of Practical Work
- Assignments
- Tests
- Examinations

Contributions to class discussions and completion of class work will also be considered
IT PROGRAMMING – TPS10

It is recommended that students entering this subject are competent in mathematics.

This unit aims to develop skills in program building to solve problems. The purpose of the algorithm and other system concepts will be developed as students learn to use a variety of programming languages—including Javascript and Visual Basic. Students will further explore the concepts of programming with the use of random variables, iteration, sequences, selections and control arrays. Students will improve their understanding of computer science through an examination of information systems.

LEARNING STANDARDS
- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Folio of Practical Work
- Assignments
- Tests
- Examinations

Contributions to class discussions and completion of class work will also be considered
ITALIAN (LOTE)

Students who intend to study a language beyond Year 10 must select LOTE – Italian or Japanese for both Semester 1 and Semester 2. LOTE students are not required to meet the Group A requirement of completing a minimum of one unit from four of the five Learning Areas.

SEMESTER 1

This unit aims to consolidate, develop and extend the knowledge acquired in previous years of study. Through an exploration of various themes, such as recycling and the environment, employment, youth and leisure, the Italian arts, technology and computers, holidays and tourism, students will gain knowledge of these various aspects of the Italian-speaking community. Along with this, the various vocabulary and grammatical structures needed to convey information relating to these themes will be introduced.

LEARNING STANDARDS

- Communicating in a language other than English
- Intercultural knowledge and language awareness

SEMESTER 2

This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

LEARNING STANDARDS

- Communicating in a language other than English
- Intercultural knowledge and language awareness

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Reading
- Writing
- Listening
- Speaking
- Cultural Assignment
- Examination

Contributions to class discussions and completion of class work will also be considered.
JAPANESE (LOTE)

Students who intend to study a language beyond Year 10 must select LOTE – Japanese for both Semester 1 and Semester 2. LOTE students are not required to meet the Group A requirement of completing a minimum of one unit from four of the five Learning Areas.

SEMESTER 1

The Year 10 Japanese course aims to introduce and develop skills in reading, writing, listening and speaking basic Japanese. Further, a strong emphasis is placed on getting to know the Japanese speaking community in Australia and Japan whilst making comparisons between Japanese and Australian lifestyles throughout the year.

LEARNING STANDARDS

• Communicating in a language other than English
• Intercultural knowledge and language awareness

SEMESTER 2

This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

LEARNING STANDARDS

• Communicating in a language other than English
• Intercultural knowledge and language awareness

ASSESSMENT

Assessment across the year will include a range of tasks such as:

• Reading
• Writing
• Listening
• Speaking
• Cultural Assignment
• Examination

Contributions to class discussions and completion of class work will also be considered
SPECIALIST MATHEMATICS ELECTIVE

This elective unit extends on the ideas covered in the core Mathematics course. It is designed to give students a head start and a preview of the VCE Advanced General Mathematics Course. Four main areas of study are considered. The study of Number Systems is extended to cover both Real and Complex Numbers. In Trigonometry non-right angle triangles are investigated. Vectors and Kinematics are two areas that will be studied for the first time.

LEARNING STANDARDS

- Review of properties and computation with natural numbers, integers, and rational numbers
- Geometric representation of natural numbers, integers and rational numbers on a number line
- Operations with irrational numbers
- Operations with complex numbers
- Right-angled triangles and solutions to problems involving right-angled triangles using sine, cosine and tangent
- Exact values of sine, cosine and tangent for 30, 45 and 60 degrees
- Two-dimensional applications including angles of depression and elevation
- Applications, for example, navigation and surveying in simple contexts
- Solution of triangles by the sine and cosine rules
- Areas of triangles, including the formula for Heron’s Law
- Concept of the position vector of a point in the Cartesian plane
- The representation of plane vectors as ordered pairs
- Plane vectors as directed line segments
- Addition of plane vectors, using components or the parallelogram rule
- Simple vector algebra (addition, subtraction, multiplication by a scalar)
- The magnitude of a plane vector and its calculation
- The representation of a vector in the form \( ai + bj \) where \( i \) and \( j \) are the standard orthogonal unit vectors
- Diagrammatic & graphical representation of empirical position–time data for a single particle in rectilinear motion, examples with variable velocity
- Qualitative graphical analysis of the relationship between position–time, velocity–time and acceleration–time graphs for simple cases of rectilinear motion involving variable acceleration

ASSESSMENT

Assessment across the semester will include a range of tasks such as:

- Topic Tests
- Assignments
- Problem Solving Tasks
- Semester Exam

Contribution to class and completion of class work will also be considered
<table>
<thead>
<tr>
<th>Subject Selections</th>
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MATHEMATICS OVERVIEW
DRAMA PERFORMANCES

The aim of this unit is to broaden students’ awareness and understanding of contemporary theatre by focusing on this 20th century form, including exciting plays, comedies, musicals and other major productions. Stagecraft is also explored and used by the students when acting. A visit to the theatre is included where possible.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

- Performance
- Topic Tests
- Stagecraft

Contributions to class discussions and completion of class work will also be considered.
STAGING PLAYS

This unit is an examination of performance through practical and theoretical study. The focus is on performing and staging plays. Students will develop an understanding of the different performance requirements of staging different texts. Stagecraft, such as lighting, sound, props and costumes are also investigated. A visit to the theatre to view a play will be included where possible.

LEARNING STANDARDS

CREATING AND MAKING:

- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

EXPLORING AND RESPONDING:

- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact of arts works, forms and practices on other arts works and society in general.

Contributions to class discussions and completion of class work will also be considered.
DANCE

This unit explores the conventions belonging to particular cultures and provides a basis for the development of ideas for movement and dance. It shows how people have always used dance to express their deepest emotions, create group cohesion and communicate ideas and thoughts. In this unit students will learn and experience various styles and dance forms and experiment with movement before creating their own original works. Students will develop and refine their skills in the dance making process, as well as researching other Dance Companies and Choreographers, both past and present.

LEARNING STANDARDS

CREATING AND MAKING:
- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

EXPLORING AND RESPONDING:
- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact of arts works, forms and practices on other arts works and society in general.

Contributions to class discussions and completion of class work will also be considered.
CATHOLIC SCHOOLS YOUTH MINISTRY AUSTRALIA (CSYMA)

CSYMA aims to develop in students a sense of ministry for others. It is a course that involves a practical role as well as the opportunity to explore where they stand in relation to faith, all within a safe environment. The practical role is to do with youth ministry, the community, and leadership. Students are involved in a range of activities both within and outside the school. The course involves aspects of youth ministry such as working with peers, younger students, raising awareness of social justice and organisation of events including fundraising and liturgies. *Ideally students would choose this course for the whole year but it is possible to choose just Semester 1. Students wishing to do youth ministry in Semester 2 must complete Semester 1.*

AN INTRODUCTION TO YOUTH MINISTRY
Where am I now? A look at where you stand in relation to faith and the opportunity to explore and discuss the issues surrounding teenagers today. What is Youth Ministry? Exploring how faith can be relevant in a modern world and finding ways to share that with your peers. How do I minister to others? Looking at the needs of our local and global communities and what we can do to help. This will require you to be involved in the organisation of awareness raising and fundraising events.

SEMESTER 2 (SEMESTER 1 MUST BE COMPLETED)
Youth Ministry and Leadership
Students will learn about what it means to be a Christ-centred leader in contemporary society. This course will help to develop skills and techniques to be utilised within youth ministry. This will include skills in conducting dramas and skits, ice-breakers, music, multi-media and personal witness as well as leading small group discussion and activities. It will provide opportunity to further explore your faith journey and be involved in a youth ministry project either in school or the wider community. Once again, awareness raising and the organisation of fundraising activities will be a part of this course.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

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

Contributions to class discussions and completion of class work will also be considered
ADVANCED CHEMISTRY & PHYSICS—SCW10

This unit extends on the ideas covered in the Core Science Course. It is designed to give students a head start and preview of the VCE Chemistry and Physics.

Students will build on previous knowledge of chemical principles, balancing equations and types of reactions. They will discuss the characteristics of chemicals and their development into materials. Some of the areas of investigation could include plastics, polymers, electrochemistry, detergents and pharmaceuticals. The uses of these chemicals will be related to their structures. The mole concept and its importance in chemical calculations will be introduced.

The Physics component is designed to introduce students to the language, methods and some of the ideas of Physics; in particular about electricity, forces, mass, accelerations and velocity. Students will acquire some of the practical skills necessary to investigate physical phenomena. They will make use of a variety of instruments to record and graph data. They identify trends and patterns in recorded data, form hypotheses and design experiments to test these hypotheses.

LEARNING STANDARDS

- Practical Reports
- Topic Tests
- Research Presentations
- Semester Exam

Contributions to class discussions and completion of class work will also be considered
AGRICULTURE, HORTICULTURE & VITICULTURE—SAH10

The Yarra Valley is a prominent farming region in Victoria and this unit takes a close look at farming production systems. Students will develop knowledge of animal, plant and wine production systems. The students will manage the school vineyard and be involved in producing wine. They will also grow vegetables for the school kitchens and will manage animals. Theory units include chemical use and safety, animal and plant diseases / treatment and managing for sustainable farm production. Practical units include fencing skills, vine pruning and rope knots. The unit can be used as a lead into the study of VCE Agriculture and Horticulture, or as an opportunity for students to apply scientific skills to local industry and gain employability skills.

LEARNING STANDARDS

- Describe and explain the range of factors that make up horticulture production systems;
- Explain the range of factors that have helped shape Australian agricultural and horticultural systems;
- Describe and explain the range of factors that make up agricultural production systems.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Topic Test
- Practical Skills
- Research Presentations
- Semester Exam

Contributions to class discussions and completion of class work will also be considered.
PSYCHOLOGY IN ACTION – SPA10

This unit is focussed on introducing students to the subject of Psychology, its philosophical roots, the reasons as to why it is classified as a science, theories of personalities and the mind as described by Sigmund Freud, and Forensic Psychology.

Students spend the first half of the semester exploring the study of Psychology, particularly focussing on the ways in which the human mind and behaviour are interrelated, and the ways in which Psychologists approach this scientifically. Students do this by understanding the steps and processes involved in The Scientific Method, and how these are applied experimentally to study behaviour and mental processes. Students also analyse theories created by famous Psychologists to inform their knowledge of the concepts learnt.

The second half of the course is dedicated to investigating Forensic Psychology in further detail. Students learn about the many responsibilities of a Forensic Psychologist, understanding their role in the context of the law and justice system. Students also study criminal typologies, and discover the process of how a Forensic Psychologist may go about creating a Criminal Profile.

LEARNING STANDARDS

- Topic Test
- Empirical Research Activity
- Profile of a Criminal task
- Examination

Contributions to class discussions and completion of class work will also be considered
BUILDING SKILLS WITH WOOD

Are you interested in Building and Construction? Do you want to learn the practical skills and knowledge for DIY projects? Do you simply enjoy creating products with wood? If any of the answers are yes then this unit is for you!

As a part of this course students will have the opportunity to develop design ideas and turn them into a product. The investigation into fundamental construction joints will provide students with key skills used for DIY and in industry. Decisions will need to be made about appropriate materials, timbers and processes in the construction of timber products.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:

• Prepare a design brief for a variety of client groups to satisfy their needs.
• Develop solutions to the design brief.
• Identify a range of criteria for evaluating their products.

PRODUCING:

• Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
• Explain decisions about the suitability of the materials and techniques used.
• Produce a production plan with logical sequences of production stages.
• Make products and explain any modifications.

ANALYSING AND EVALUATING:

• Evaluate the finished product using the previously established criteria.
• Critically analyse the product and make appropriate suggestions for improvements.
• Draw conclusions about the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

• Investigating and Design: A variety of wood working joints, their uses and design folio.
• Production: A window of joints and a display cabinet.
• Analysis and Evaluation: Journal entries, evaluation of product.
• Safe working procedures.

Contributions to class discussions and completion of class work will also be considered
FASHION DESIGN

If you are interested in the fascinating world of fashion, this unit is for you. Students will explore the fashion industry: modern fashion designers, fashion predictions for the future, fashion stylists and fashion modelling. Upon completion of the unit students will have completed a folio of design ideas and created a storyboard of their own designs. The practical skills and techniques gained will enable them to produce a variety of fashion garments that they have designed themselves, made from both recycled and emerging fabrics. The highlight of the unit is the preparing and presenting of a Fashion Parade of their practical work.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING

- Prepare a design brief for variety of client groups to satisfy these needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing

- Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and evaluating

- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Drawing conclusions of the impact of their design on others

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Design Folio
- Production 1
- Production 2
- Fashion parade
- Analysis and Evaluation

Contributions to class discussions and completion of class work will also be considered
FOOD CONSUMERS

This unit will excite your taste buds and imagination as you create new products and become informed consumers. Now is the time for YOU to gain knowledge and experience to make wise decisions about the food you buy and prepare. Taste testing, analysing and evaluating your production activities will help you become a more confident food consumer. Topics covered include: Labelling and Packaging, Convenience foods v Fresh foods and Media, Advertising and Supermarket Psychology.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:

- Prepare a design brief for a variety of client groups to satisfy their needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

PRODUCING:

- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

ANALYSING AND EVALUATING:

- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions about the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Written Activities
- Folio
- Practical Activities
- Practical Tests
- Theory Tests

Contributions to class discussions and completion of class work will also be considered.
FOOD FABULOUS FOOD

In this unit, students are encouraged to work independently to achieve their goals. They have the opportunity to use the design process to research, develop and produce their own products and students are expected to display an advanced level of competency in regard to research and practical skills and also a desire to extend themselves.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:
- Prepare a design brief for a variety of client groups to satisfy their needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating products.

PRODUCING:
- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

ANALYSING AND EVALUATING:
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Written Activities
- Folio
- Practical Activities
- Practical Tests
- Theory Tests

Contributions to class discussions and completion of class work will also be considered.
GLITZ GLAMOUR—TGG10

Make a statement with the design and creation of your own formal garment/s. This unit is all about fashion, what it is, who changes it and how designers cater for our changing life style. Put this new found knowledge to the test. Learn the skills and techniques important in the construction of formal wear and experience the thrill of achieving success and the admiration of your friends and family by designing and making your own social outfit.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:

- Prepare a design brief for a variety of client groups to satisfy their needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

PRODUCING:

- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

ANALYSING AND EVALUATING:

- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions about the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Written Activities
- Folio
- Practical Activities
- Practical Tests
- Theory Tests

Contributions to class discussions and completion of class work will also be considered
LEAD LIGHT & DESIGN

This course aims to develop the skills and knowledge required to construct and repair leadlight and stained glass panels.

LEARNING STANDARDS
• Select and safely use tools, equipment and machines to make a lead lighting product.
• Develop skills in the production techniques of lead lighting and stained glass panels.
• Report on the outcomes of the design and production of the lead lighting panels and the recommendations for improvements

ASSESSMENT
Assessment across the year will include a range of tasks such as:
• Tools & Equipment
• Production Techniques
• Health & Safety issues
• Outcome of Design & Production
• Topic Tests

Contributions to class discussions and completion of class work will also be considered
ART PHOTOGRAPHY (PART 1—INTRODUCTION)

This unit is designed for students who have not previously studied photography. Students develop basic photographic skills enabling them to produce a folio of traditional black and white photographic works. They learn how to operate an SLR camera and about practices within the darkroom. Using this knowledge they conduct their own photo-shoots, develop their own negatives and produce their own photographs. Students will explore a range of drawing techniques in a variety of styles, using diverse media to develop skill in the production of hand drawn artworks.

LEARNING STANDARDS

- Develop skills in Photography and Drawing.
- Make and present artworks that explore themes, ideas and artists’ styles.
- Analyse and interpret structure, content and aesthetic quality of selected artworks.
- Appreciate the characteristics and role of art in different cultural contexts.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of Photographs
- Folio of Drawings
- Analysis of Artworks
- Examination

Contributions to class discussions and completion of class work will also be considered.
ART PHOTOGRAPHY (PART 2—ADVANCED)

This unit is designed for students who have previously studied photography. Students will experience extension skills developed in photography. Presumed knowledge will include film processing that will enable students to work on a series of photographs, compositional structures and printing techniques to produce a folio of photographic images.

LEARNING STANDARDS

- Develop skills in Photography and Silk Screen Printing
- Make and present artworks that explore Photography and Silkscreen Printing.
- Analyse and interpret structure, content and aesthetic quality of selected artworks.
- Appreciate the characteristics and role of art in different cultural contexts

Contributions to class discussions and completion of class work will also be considered.
ART—DRAWING & PRINTMAKING

In this course students learn to apply and manipulate a variety of media through investigating drawing, painting and printmaking to develop their own skills and styles. They observe art works that have been produced by famous artists to gain an understanding of the aesthetics they can achieve in their own works. This course is recommended for students who want to continue to study Art or Studio Arts at VCE level.

LEARNING STANDARDS
- Develop skill in the use of different media.
- Make and present artworks that explore portraiture.
- Analyse and interpret structure and aesthetic qualities of portraits by famous artists.
- Appreciate the characteristics and role of art.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

- Drawing Folio
- Printing Folio
- Research Task
- Examination

Contributions to class discussions and completion of class work will also be considered
ART—DRAWING & SCULPTURE

In this course students will use a range of art mediums, such as charcoal, ink, oil and chalk pastels, acrylic paint on canvas and stone to develop compelling art works. Throughout the semester, students learn about figurative and abstract sculpture. They observe the works of artists from different times, cultures and locations to inspire their own art production. They gain technical skills in working with a range of sculptural mediums including stone, wire and plaster to produce a range of drawing, painting and sculptural artworks.

LEARNING STANDARDS

- Develop skills drawing, painting and sculpture.
- Make and present artworks that explore traditional and contemporary ideas.
- Analyse and interpret artworks

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Drawing Folio
- Sculpture Folio
- Research Task
- Examination

Contributions to class discussions and completion of class work will also be considered
MEDIA—FILM MAKING

Students will analyse films and filmic techniques employed by directors. They will then storyboard, script and film their work using video cameras and equipment as an ensemble task. The film will be edited and shown.

Students will develop an understanding of the persuasive techniques employed by the media including the codes and conventions of Hollywood film. Students will develop an understanding of the history and development of film. This course will lay the foundations for the study of Media for VCE and is recommended for students who wish to study Media at VCE level.

LEARNING STANDARDS

- Develop skills in the use and understanding of media.
- Develop skills in the application of technologies to the art of film
- Analyse and interpret the historical/cultural/social impact of the media in society.
- Make and present an ensemble production, which explores a film genre.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Homework Drawings
- Getting to know your Camera
- Music Video Editing
- Analysis of Horror Film
- Horror Film Production

Contributions to class discussions and completion of class work will also be considered.
INTERACTIVE DIGITAL MEDIA

This course is for students who are interested in Website Design, Interactive Graphics and computer generated animation. The course will involve designing on paper, through to the use of digital camera, scanners and software, such as Adobe Photoshop, Illustrator and Flash and Dreamweaver. Students will create motion graphics, animations and interactive web pages.

LEARNING STANDARDS
- · Make and present visual communications that explore themes, issues and ideas.
- · Use the design process to develop and present visual communications appropriate to a design brief.
- · Develop technological skills required to produce graphic design works.
- · Analyse and evaluate the purpose and content of visual communications.

ASSESSMENT
Assessment across the year will include a range of tasks such as:

- Photoshop task
- Illustrator task
- Animation in Flash
- Homework Drawing tasks
- Design Theory and Analysis

Contributions to class discussions and completion of class work will also be considered.
PRODUCT DESIGN & ARCHITECTURE

This unit is for students interested in Product Design and Architecture. Students will work on a range of design tasks from small three-dimensional objects such as chairs, tables, electronic gadgets, shoes, and lamps, to houses, bridges, and office buildings. Students follow the design process to creatively solve visual problems in response to a brief in each unit. Skills developed include drawing and technical drawing, rendering and model making. Theory work focuses students on analysing major designers and design movements from the 20th Century. This course is highly recommended for students who wish to continue to study Visual Communication & Design at VCE level.

LEARNING STANDARDS

- Use the design process to develop and present visual communications appropriate to a brief.
- Develop skills appropriate to the design industry to produce product and architectural design works.
- Analyse and evaluate the form and function of Design works.
- Analyse the characteristics of past design works within a social/cultural context.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Product Design Folio
- Architectural Design Folio
- Analysis of design works and design movements.
- Examination

Contributions to class discussions and completion of class work will also be considered.
VISUAL COMMUNICATIONS GRAPHIC DESIGN

This unit focuses on Graphic Design. Which covers all 2D design work for screen and print media. Students follow the design process to creatively solve visual problems in response to a brief in each unit. Tasks include designing Logos, signage, advertisements for magazines and billboards and packaging designs. Skills developed include drawing and technical drawing, rendering and working with graphic design software such as Adobe Illustrator and Adobe Photoshop. Theory work focuses students on analysing major designers and design movements from the 20th Century. This course is highly recommended for students who wish to continue to study Visual Communication & Design at VCE level.

LEARNING STANDARDS

- Use the design process to develop and present visual communications appropriate to a brief.
- Develop skills appropriate to the design industry to produce graphic, product and architectural design works.
- Analyse and evaluate the purpose and content of visual communications
- Analyse the characteristics of past design works within a social/cultural context.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of Work
- Analysis.
- Visual Diary
- Observational homework drawings
- Examinations

Contributions to class discussions and completion of class work will also be considered
ACCOUNTING UNITS 1-2

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.
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.

2 Hour Written Exam (60%) in November
BUSINESS MANAGEMENT UNITS 1-2

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.
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.
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.
INFORMATION TECHNOLOGY UNITS 1-2

IT IN ACTION

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.
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 it is 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
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.
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:
- Part 1: Test on Introduction to Psychology
- Part 2: Annotated Poster on Visual Perception
- Empirical Research Activity: Cognitive Development
- Semester Exam
PSYCHOLOGY UNITS 1-2

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:
- Empirical Research Activity: Status and Power within groups, Zimbardo’s Prison Experiment
- Annotated Portfolio: Personality
- Semester Exam
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;
   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;
   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)
THEATRE STUDIES UNITS 1-2

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.
VISUAL COMMUNICATION DESIGN UNITS 1-2

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.

- Drawing as a means of communication (25%)
- Design elements and design principles (25%)
- Visual communication design in context (25%)
- Semester examination (25%)
VISUAL COMMUNICATION DESIGN UNITS 1-2

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.

- Technical drawing in context (30%)
- Type and image (10%)
- Applying the design process (30%)
- Semester examination (30%)
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. There is a limited number of VET Courses available for selection by Year 10 students.

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 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
YEAR 10 VET ELECTIVE OFFERINGS FOR 2015

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.

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. There is a limited number of VET Courses available for selection by Year 10 students.

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>REGISTERED TRAINING ORGANISATION</th>
<th>VET PROGRAM / COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>Lilydale High OR ACDA Boronia</td>
<td>22070VIC Cert II</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Box Hill</td>
<td>HLT32412 Cert III</td>
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<tr>
<td>Animal Care</td>
<td>Box Hill</td>
<td>ACM20110Cert II</td>
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<tr>
<td>Applied Fashion</td>
<td>Healesville L&amp;L</td>
<td>LMT21707 Cert II</td>
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<tr>
<td>Auto Technology</td>
<td>RTTF</td>
<td>22015VIC Cert II</td>
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<tr>
<td>Beauty/Hair combo</td>
<td>1 to 1- Ringwood</td>
<td>Cert II in Retail Makeup -SIB20110/Cert II in Hairdressing-SIH20111</td>
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<tr>
<td>Beauty</td>
<td>1 to1 Boronia</td>
<td>SIB20110 Cert II in Retail Makeup &amp; Skincare</td>
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<tr>
<td>Building &amp; Construction</td>
<td>MLMC</td>
<td>22216VIC Cert II</td>
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<tr>
<td>Children’s Services</td>
<td>Box Hill</td>
<td>CHC307012 Cert III</td>
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<tr>
<td>CISCO</td>
<td>RTTF</td>
<td>CISCO</td>
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<td>Engineering 1st Year</td>
<td>MLMC</td>
<td>22209VIC Cert II</td>
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<tr>
<td>Equine Industry</td>
<td>Box Hill</td>
<td>22246VIC Cert II in Equine Industry</td>
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<td>Box Hill</td>
<td>21908VIC Cert II in Equine Industry</td>
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<td>Hairdressing</td>
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<td>Hospitality</td>
<td>MLMC</td>
<td>SIT20312 Cert II</td>
</tr>
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<td>AREA OF STUDY</td>
<td>REGISTERED TRAINING ORGANISATION</td>
<td>VET PROGRAM / COURSE</td>
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<tr>
<td>Information, Digital Media &amp; Tech</td>
<td>Lilydale Heights</td>
<td>ICA30111 Cert III</td>
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<tr>
<td>Retail Make-up &amp; Skincare</td>
<td>Box Hill</td>
<td>SIB20110 Cert II</td>
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<tr>
<td>Media</td>
<td>MLMC</td>
<td>CUF30107 Cert III</td>
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<tr>
<td>Music</td>
<td>MLMC</td>
<td>CUS30109 Cert III</td>
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<tr>
<td>Music Technical Production</td>
<td>Lilydale Heights</td>
<td>CUS30209 Cert III</td>
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<tr>
<td>Nails &amp; Makeup</td>
<td>Box Hill</td>
<td>SIB20210 Cert II / SIB20110 Cert II</td>
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<tr>
<td>Sport &amp; Recreation</td>
<td>MLMC</td>
<td>SIS30513 Certificate III</td>
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</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)
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.
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/](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.
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
VET CERTIFICATE III IN INTERACTIVE DIGITAL MEDIA

Students must have completed units 1 & 2 to commence units 3 & 4

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 2D 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
VET 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.
Students are to choose a combination of units totalling 6 semester units. Students must make one (1) selection from Group 1. Students must also select 4 reserve subjects.

Year 10 elective units are stand-alone classes. If your selected unit of study has insufficient student numbers to operate your reserve units will be used.

Students must receive a letter of invitation from the Campus Learning Advisor to undertake Full Year VCE subjects.

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>Financial Awareness</th>
<th>Industry &amp; Enterprise Unit 1</th>
<th>Specialist Maths</th>
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</table>

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<tr>
<th>SEMESTER UNITS</th>
<th>FULL YEAR = 2 UNITS</th>
<th><strong>Minimum standard at Year 9 of 80% in all subjects is required to select VCE Units AND THEY BY INVITATION ONLY</strong></th>
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<tbody>
<tr>
<td>Advanced Chemistry &amp; Physics</td>
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<td>Agriculture, Horticulture &amp; Viticulture</td>
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<td>Amazing Body</td>
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<td>Art – Drawing &amp; Printmaking</td>
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<td>Music Performance</td>
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<td>Nutrition for the Athlete</td>
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<td>Personal Training</td>
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<td>Product Design &amp; Architecture</td>
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<td>Psychology In Action</td>
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<td>Staging Plays</td>
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<td>Visual Communication &amp; Graphic Design</td>
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<thead>
<tr>
<th>LOTE</th>
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<tr>
<td>LOTE: Italian Unit 1</td>
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<td>LOTE: Italian Unit 2</td>
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<td>LOTE: Japanese Unit 1</td>
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<tr>
<td>LOTE: Japanese Unit 2</td>
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Please note: If you select a VCE Unit 1 you must select VCE Unit 2 – this equals two selections.

The same applies for VET Selection equals two selections.
## INDICATIVE ADDITIONAL LEVIES FOR 2015

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<tr>
<th>FACULTY</th>
<th>SUBJECT</th>
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<td>Discover the Coast</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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<td>Outdoor Recreation</td>
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(Please note Fees for VET Studies are covered by the College and these Levies are for materials only)
ENROLMENT FOR VET IN SCHOOLS PROGRAM (VETis) 2015

**STUDENT APPLICANT DETAILS** (Please complete all details in BLOCK letters)

<table>
<thead>
<tr>
<th>Surname</th>
<th>Given Names</th>
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<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Mobile</th>
<th>Phone</th>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Suburb</th>
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<tr>
<th>Preferred Email</th>
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**MOST AVAILABLE PARENT / GUARDIAN CONTACT**

<table>
<thead>
<tr>
<th>Surname</th>
<th>Given Name</th>
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<tr>
<th>Work</th>
<th>Mobile</th>
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</table>

**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.