Guide to Courses

Victorian Certificate of Education;
Victorian Certificate of Applied Learning and
Vocational Education and Training 2016
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IMPORTANT DATES

JULY 20, 2015
VCE/VCAL/VET Year 12 2016 Subject Selection Assembly

JULY 21, 2015
VCE/VCAL/VET Parent Information Evening for parents of Year 11 2016 students – 7.30pm in Centennial Hall

JULY 22, 2015
VCE/VCAL/VET Guide to Courses available Online

JULY 28, 2015
VCE/VCAL/VET Year 11 2016 Subject Selection Assembly

JULY 29, 2015
Online Bookings open for Year 11 2016 Subject Selection Confirmation Interviews
Online Subject Selection for 2016 subjects (including VET) opens

JULY 30, 2015
VCAL Expression of Interest Forms distributed

AUGUST 10, 2015
VCE/VCAL/VET Year 11 2016 Subject Selections due

AUGUST 12, 2015 (4.00pm - 6.00pm and 6.30pm – 8.30pm)
VCE/VCAL/VET Year 11 2016 Parent/Student Interviews – confirmation of subject choices

AUGUST 14, 2015
Online Subject Selection for Year 12 2016 subjects (including VET) due
VCAL 2016 Interviews conducted
VCE STUDIES OFFERED

Studies Offered

- Units that students can do singly or as a sequence
- Units that must be done as a sequence
- Studies for which it is recommended that students do Unit 1 and/or 2 before attempting Units 3 & 4 (or have equivalent experience or be willing to do some preparatory work).

**English (Compulsory VCE Unit)** Choose from: English/English Language/Literature for Unit 3 and 4

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**VCE UNITS**

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FOR VET COURSES AVAILABLE AT OTHER VENUES SEE TABLE AT END OF GUIDE

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

For further information regarding any subject please check the VCAA Website at http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

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

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

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

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

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

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

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

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

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

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

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

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

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

"The best advice is to choose studies:
• which the student enjoys
• in which the student achieves well
• that the student may need for future study or work
• which maintain and develop the student’s special skills and talents."

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

RELIGIOUS EDUCATION PROGRAM
Students in Year 11 will be required to attend Retreat/Seminar Days throughout the year and must complete one of the following options:

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

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

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

PROMOTION TO YEAR 11
A Year 10 student must receive ‘At Standard’ or above for at least ten Year 10 semester units to be promoted to Year 11. A promotion review will occur when this requirement is not met.

Students would normally be expected to have satisfactorily completed a Year 10 subject or related subject that they intend to study at VCE level.

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

YEAR 11 SUBJECT SELECTION
The following Unit 1 and 2 sequences were offered in Year 10. Students who attained an 75% or above in these selected subjects may now choose the Unit 3 and 4 extension options in Year 11.

- Accounting
- Biology
- Business Management
- Dance
- Drama
- Information Technology
- Legal Studies
- Physical Education
- Psychology
- Systems Engineering
- Theatre Studies
- Visual Communication Design

Certificate III Sport & Recreation (Year 1) was offered as a VET option at Year 10. Students may only select Certificate III in Year 11 (Year 2) on the basis of full completion of the first year at Year 10.

Certificate II in Building and Construction is open only to VCAL students in Year 11.

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

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

Terms 2 & 3
Girls – Football, Hockey, Netball & Soccer
Boys – Football, Volleyball, Soccer & Badminton

VET COURSES (VOCATIONAL EDUCATION AND TRAINING)
The College offers all VCE students the opportunity to undertake VET subjects during Years 11 and 12. A VET subject gives students the opportunity to explore and gain skills in vocational areas whilst they complete secondary school. It gives students a more hands on approach to education and can often make them more focussed on traditional subjects as they look towards employment fields.

A VET subject replaces one VCE subject. VET is also a core strand within VCAL.
VCE BACCALAUREATE

The VCE (Baccalaureate) has been developed by the VCAA and was awarded to students for the first time in 2014. It is designed to encourage more students to include languages and higher level mathematics in their senior secondary program of study.

WHAT IS THE VCE (BACCALAUREATE)?
It provides further information about the kind of VCE program a student has undertaken within the flexible nature of VCE. It provides an additional form of recognition for students who undertake the demands of studying both a higher level mathematics and a language in the VCE. It is not additional subject that is selected.

WHAT DO STUDENTS NEED TO DO TO BE ELIGIBLE FOR THE VCE (BACCALAUREATE)? Students must satisfactorily complete their VCE to achieve a study score and their VCE program must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above;
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics;
- a Units 3 and 4 sequence in a VCE Language;
- at least two other Units 3 and 4 sequences.

HOW DO STUDENTS ENROL IN THE VCE (BACCALAUREATE)? Students are not required to enrol in the VCE (Baccalaureate). Students select their VCE subjects and where they meet the requirements above, student’s Statement of Results from the VCAA at the end of the year will include additional recognition of this award.

WILL THE VCE (BACCALAUREATE) INFLUENCE A STUDENT’S ATAR? VTAC has advised that the calculation of the ATAR will not be affected by having the additional recognition of the VCE (Baccalaureate).

WILL THE AWARD OF THE VCE (BACCALAUREATE) INFLUENCE UNIVERSITY SELECTION? Tertiary institutions strongly support any initiative that encourages students to study higher level mathematics and a language in the VCE. However, tertiary selection practices vary across institutions and students are advised to seek further information from tertiary providers.
CHOOSING A COURSE - GENERAL GUIDELINES

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

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

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

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

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

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

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

Year 11 students will be required to select a one year course and any changes during the year will require approval.
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

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

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

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

The students’ programme will consist of:

- 3 days on campus composed of:
  - VCAL Literacy (English)
  - VCAL Numeracy (Mathematics)
  - VCAL Personal Development Skills
  - VCAL Work Related Skills
- Up to one day on or off campus undertaking a VET course or Australian School Based Apprenticeship (ASBA).
- One day off campus undertaking work placement or training.
- Homeroom Retreats, Seminar days and other College Community Days (as per VCE students) are compulsory.
- Students are not automatically enrolled in VCAL. Due to the special requirements of the program the following process is required:
  - Students complete an expression of interest form, which is countersigned by parents.
  - Students must have a demonstrated level of responsibility, self management, work ethic and performance from previous studies.
  - Students will undertake a pathways learning styles appraisal.
  - Students will be required to undertake a Careers and VCAL panel interview.
  - Successful students will be offered a placement and invited to attend a VCAL Information Evening with parents and attend an orientation program.

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

Themes for 2016:

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

**SENIOR:** - Health is Wealth; No limits; Doing Business and Global Diversity
## INDICATIVE ADDITIONAL LEVIES FOR 2016

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<tr>
<th>Health &amp; Physical Education</th>
<th>Outdoor Education - Discover the Coast - Year 9</th>
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<td>Outdoor Education - The Great Outdoors - Year 10</td>
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<th>VET</th>
<th>Building &amp; Construction Unit 1 &amp; 2</th>
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<td>Building &amp; Construction Unit 3 &amp; 4</td>
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<td>Engineering</td>
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<td>Music</td>
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**Levies listed are for materials costs for subjects delivered at Mount Lilydale Mercy College.**

**Tuition Fees are subsidised by the College.**

**Subjects studied Off Campus will also have an additional levy applied.**
SELECTING A YEAR 11 PATHWAY
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
Coursework 70%
End of Semester Examination 30%.

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
Coursework 70%
End of Semester Examination 30%.
ACCOUNTING UNITS 3-4

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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

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

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

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

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

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

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

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

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:

Unit 3 School Assessed Coursework = 25%
Unit 4 School Assessed Coursework = 25%
End of Year Examination = 50% of the final assessment
AGRICULTURE & HORTICULTURE UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 3
In this unit students look at a range of equipment, management techniques and processes that can be used to maintain an Agricultural and Horticultural production system. They learn how the capabilities of equipment and application of processes assists decision making and management practices in a small business. The unit focuses on the range of new and emerging technologies. The students will apply their acquired knowledge in managing a small business.

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

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

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

Students prepare a Powerpoint presentation on Integrated Pest Management with reference to a specific pest.

Students complete a report on a type of new and emerging technology.

UNIT 4
Students continue to operate a small business in a sustainable fashion. They will consider management tasks within the concept of social, economic and environmental sustainability. The scientific approach to this unit is used as an aid in monitoring environmental change. They must monitor and report on the operations of the business, including analysing productivity, profitability and sustainability and recommending future modifications.

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF
School Assessed Coursework – Unit 3 (33%)
School assessed Coursework - Unit 4 (33%)
End of year exam – Unit 3/4 (34%)
UNIT 1
How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life. They analyse types of adaptations that enhance the organism’s survival in a particular environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. Students consider how the planet’s biodiversity is classified. A student practical investigation related to the survival of an organism or species is undertaken.

LEARNING ACTIVITIES
Practical investigations, a report on a fieldwork activity, media responses, data analysis activities, student-designed investigation presented as a scientific poster, completion of chapter questions, topic tests and a semester examination.

KEY SKILLS REQUIRED
Develop aims and questions, formulate hypotheses and make predictions, Plan and undertake investigations, Conduct investigations to collect and record data, Comply with safety and ethical guidelines, Analyse and evaluate data, methods and scientific models, Draw evidence-based conclusions, Communicate and explain scientific ideas.

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

UNIT 2
How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies. The role of stem cells in humans is examined. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance. They consider the role of genetic knowledge in decision making about genetic conditions. The uses of genetic screening and its social and ethical issues are examined. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3.

LEARNING ACTIVITIES
Practical investigations, media responses, data analysis activities, a bioinformatics activity, a report of an investigation into genetics, completion of chapter questions, topic tests and a semester examination.

KEY SKILLS REQUIRED
Develop aims and questions, formulate hypotheses and make predictions, Plan and undertake investigations, Conduct investigations to collect and record data, Comply with safety and ethical guidelines, Analyse and evaluate data, methods and scientific models, Draw evidence-based conclusions, Communicate and explain scientific ideas.

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 3
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism’s tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students consider advances in proteomics applied, for example, to medical diagnosis.

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

LEARNING ACTIVITIES
Practical investigations related to both areas of study, second-hand data activities, chapter questions, work through trial exams, topic tests, and practical simulations.

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

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

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

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

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

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

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework Unit 3 (20%), School Assessed Coursework Unit 4 (20%), Unit 3 & 4 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
Coursework 70%
End of Semester Examination 30%

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
Coursework 70%
End of Semester Examination 30%
BUSINESS MANAGEMENT UNITS 3-4

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

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (50%), 2 hour written examination in November (50%).
CHEMISTRY UNITS 1-2

UNIT 1
Unit 1: How can the diversity of materials be explained?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.

They apply their knowledge to determine the relative masses of elements and the composition of substances.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
UNIT 2
What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. This includes the students investigating solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 3
In this unit students investigate the scope of techniques available to the analytical chemist. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work. Techniques are used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry, or carbon-13 and proton nuclear magnetic resonance spectroscopy. Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. Students investigate the role of important organic molecules in: biological organisms, the generation of biochemical fuels and medicines.

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

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

ASSESSED TASKS
School Assessed Coursework 30%
End of Semester Examination 70%
CHEMISTRY UNITS 3-4

UNIT 4
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield and equilibrium position are investigated. Students explore the optimum conditions applicable to the industrial production of a selected chemical. Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate the renewability of a range of energy sources and consider their energy efficiencies. Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells.

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

This study aims to equip students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. The study provides students with practical opportunities to create digital solutions for real-world problems and to use technology to become independent and discerning learners. They will be encouraged to apply computational, design and system thinking skills when creating digital solutions.

UNIT 1
Students conduct an investigation into an issue, practice or event, and through the collection of primary data, interpretation and manipulation of this data they create graphic solutions that represents their findings.

Students investigate how networks with wireless capability allow data and information to be exchanged locally and globally. They examine the hardware and software components and procedures required to connect and maintain a wireless network.

Students work in virtual or face-to-face teams and use web authoring software to create a website which presents an overview of an ICT issue. The use a variety of software tools to record and monitor progress of the website development.

LEARNING ACTIVITIES
Independent and group work in the class. Research activities. Minor mathematical problem solving activities. Guided instructional tutorials on software capabilities and participation in online forums and communities.

KEY SKILLS REQUIRED
Read and summarise text, analyse and evaluate data by constructing a variety of graphs, use a variety of software tools to select and apply functions, formats, conventions, data validation and testing techniques, use a variety of software tools to create visual presentations, utilise visual thinking aids and utilise cloud computing resources.

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

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 75%
End of Semester Examination 25%

At Year 12 students can choose either Software Development or Computing - Informatics
UNIT 3
Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. They investigate the way organisations acquire data using interactive online solutions, such as websites and apps, and consider how users interact with these solutions when conducting online transactions. Students examine and build a relational database management systems (RDBMS) to store and manipulate data.

LEARNING ACTIVITIES
Independent and Group work in the class, guided and open research activities, minor mathematical problem solving activities, guided instructional tutorials on software capabilities and participation in online forums and communities.

KEY SKILLS REQUIRED
read and summarise text, utilise visual thinking aids, utilise cloud computing resources, use a range of software tools to create a RDBMS, select and apply testing methods and techniques to confirm whether the solutions operate as intended, use software tools to represent the user interface of the page on which online transactions begin.

ASSESSED TASKS
Outcome 1 - Design and analyse a RDBMS solution
Outcome 2 - A short report of an analysis of a solution AND A collection of data sets, and information derived from them AND A project plan

UNIT 4
Students focus on strategies and techniques for manipulating, managing and securing data and information. They analyse a system then design, develop and evaluate a multimodal, online solution. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data.

LEARNING ACTIVITIES
Independent and Group work in the class, guided and open research activities, minor mathematical problem solving activities, guided instructional tutorials on software capabilities and participation in online forums and communities.

KEY SKILLS REQUIRED
read and summarise text, utilise visual thinking aids, utilise cloud computing resources, generate alternative design ideas, select and apply design tools, select and apply software functions, methods, formats, conventions, techniques

ASSESSED TASKS
School Assessed Coursework 20%
School Assessed Tasks 30%
End of year examination 50%
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
Coursework 70%
End of Semester Examination 30%

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
Coursework 70%
End of Semester Examination 30%
DANCE UNITS 3-4

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

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

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

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

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

UNIT 4

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework (25%),
external performance examination of two solo works in October (50%),
1 ½ hour written examination in November (25%).
DRAMA UNITS 1-2

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

UNIT 1
Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters.

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

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
Coursework 75%
End of Semester Examination 25%
Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions. They view and analyse performances by professional drama practitioners. **Students must undertake Unit 3 prior to Unit 4.**

**UNIT 3**

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

**LEARNING ACTIVITIES**

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

**KEY SKILLS REQUIRED**

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

**ASSESSED TASKS**

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework (40%)
Externally assessed Performance Examination in October (35%)
1.5 hour Written Examination end of year (25%)
ECONOMICS UNITS 1-2

UNIT 1
The study of Economics is about the forces which determine how production occurs, how resources are allocated and how the proceeds of production are distributed. The ‘economic way of thinking’ involves logical reasoning, readiness to distinguish between fact and opinion and between objective statements and value judgments. A study of Economics will help students to become informed global citizens who are able to make economically and socially responsible decisions. Economic issues frequently influence voters. Learning about Economics will assist students in their everyday lives as it helps them to be more informed citizens, consumers, workers, voters, producers and savers.

ECONOMIC CHOICES AND CONSEQUENCES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

UNIT 2

ECONOMIC CHANGE—ISSUES AND CHALLENGES

In this unit students examine economic growth and sustainable development and one other contemporary economic issue and develop an understanding of how economic issues can have an impact on living standards.

KEY SKILLS REQUIRED

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 3
ECONOMIC ACTIVITY

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

All outcomes are assessed via tests.

UNIT 4
ECONOMIC MANAGEMENT

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

All outcomes are assessed via tests.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework (50% - 25% for each unit), written examination in November (50%).
ENGLISH UNITS 1-2

UNIT 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multi modal texts.

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

KEY SKILLS REQUIRED
Ability to interpret and analyse a range of different text types, analytical and inquiry based skills, ability to use metalanguage and essay writing skills. Ability to apply the conventions of oral presentation in the delivery of spoken texts.

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%

UNIT 2
In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multi modal texts.

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

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

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%
UNIT 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework 50%
3 hour written examination in November 50%
UNIT 1
Language is an essential aspect of human behaviour and it is the means by which individuals relate to the world, to each other, and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 60%
End of Semester Examination 40%

UNIT 2
In this unit, students focus on language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 60%
End of Semester Examination 40%
UNIT 3
In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person’s language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose – through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

LEARNING ACTIVITIES
Analyze, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
Analyze and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

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

ASSESSED TASKS
Short answer responses, extended responses, linguistic analysis, formal essays and a folio of a variety of informal and formal, written and spoken annotated texts.
UNIT 4
In this unit, students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard varieties also play a role in constructing users' social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', thus reinforcing the degree of social distance and/or solidarity.

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework Unit 3 25%
School Assessed Coursework Unit 4 25%
Written examination in November 50%
EXTENDED INVESTIGATION UNITS 3-4

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student’s VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

NB: Entry to subject to be determined by Academic interview.

UNIT 3 – DESIGNING AN EXTENDED INVESTIGATION
In this Unit, using the Extended Investigation Journal students document progress and commence a bibliography, learning about types of evidence critically analysing a range of literature and other resources as preparation for individual investigation, establishing the purpose, ethics and methods of research, identifying potential areas of interest for the investigation, progressively scoping and refining the area of interest, leading to a high quality, rigorous research question, formally lodging the proposed research question, commencing the investigation, selecting appropriate research methods and gathering data, making an oral report explaining the investigation and justifying the selected research methods.

LEARNING ACTIVITIES
Analysis of primary and secondary sources, Interview, Case Study, Survey, Statistical analysis and Scientific Experiment.

KEY SKILLS REQUIRED
- use key research concepts and terms
- identify scope of research • compare research methods
- identify and address issues of bias • identify the characteristics of a good research question
- identify and assemble literature and/or other resources to inform an investigation
- organise and analyse ideas and information
- formulate, refine and justify a research question
- consider ethical issues relevant to the research question

ASSESSED TASKS
UNIT 4 – PRESENTING AN EXTENDED INVESTIGATION

In this area of study students shape their research and findings into a presentation format. They present their investigation to a non-specialist panel and respond to questions and challenges. They reflect on their research findings and the research methods they used in this investigation.

LEARNING ACTIVITIES

Analysis of primary and secondary sources, Interview, Case Study, Survey, Statistical analysis and Scientific Experiment.

KEY SKILLS REQUIRED

- apply skills of research project management
- use key research concepts and terms
- use and analyse relevant literature and/or data to support analysis and draw conclusions
- analyse and evaluate evidence and argument
- synthesise data and findings
- use conventions of academic writing

ASSESSED TASKS

Written Report, Oral Presentation and end of year exam.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Percentage contributions to the study score in VCE Geography are as follows:
• Unit 3 School-assessed Coursework: 30%
• Unit 4 Critical Thinking Test: 10%
• Externally Assessed Task: 60%
UNIT 1 HAZARDS AND DISASTERS

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

This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Types of hazards are commonly classified by their causes: • geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches • hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires • biological hazards include infectious diseases such as HIV/AIDS and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia • technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

Students undertake fieldwork in this unit and report on fieldwork.

LEARNING ACTIVITIES

Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
UNIT 2 TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork in this unit and report on fieldwork.

LEARNING ACTIVITIES

Analyse, describe and explain the nature of tourism at a range of scales.

Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
GEOGRAPHY UNITS 3-4

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

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

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
Percentage contributions to the study score in VCE Geography are as follows:
- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%
HEALTH AND HUMAN DEVELOPMENT UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
HEALTH AND HUMAN DEVELOPMENT UNITS 3-4

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

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

UNIT 3

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%
HISTORY – 20TH CENTURY UNITS 1-2

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

UNIT 1
TWENTIETH CENTURY HISTORY (1918 – 1939)
This unit explores the crises and conflicts, social life and cultural expression in the first half of the 20th century. We will look at the causes of the First World War, the Versailles Treaty and its effects, the rise of Communism and Fascism, and a snapshot of a cross section of lives and events in that period.

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 1

The making of empires 1400–1775
This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Exploration and expansion
- Why did the Age of Exploration occur?
- How did exploration assist in the spread of empires?
- What values and motivations underpinned the new global empires?

In this area of study students examine the reasons for voyages of exploration mounted by European empires in the Early Modern period and the impact of these voyages on the expansion of empires.

Disruptive ideas
- How did new ideas challenge traditional beliefs?
- How did science and technology change daily life?
- How did empires harness new theories and discoveries?

In this area of study students examine how new ideas of the Early Modern period challenged old certainties and assisted in the expansion of empires.

LEARNING ACTIVITIES:
Analysis of contemporary documents, text questions, consideration of the views of modern historians, small group work, analysing documents and visual sources, research tasks, evaluating historian’s opinions, constructing tables to compare information and synthesise evidence and interpretation of a range of historians opinions

The reshaping of Port Phillip District/Victoria, 1834–1860
- How did Aboriginal and British arrivals’ understanding of land management and land ownership differ in the Port Phillip District/Victoria?
- What were the demographic and political consequences of the gold rushes?
- What were the responses of and outcomes for Aboriginal people following the arrival of the pastoral and gold rush colonists?

Making a people and a nation 1890–1920
- What visions drove the formation of the Australian nation?
- What measures were introduced between Federation and 1914 to implement this vision?
- How did participation in World War One affect Australians’ visions for the new nation?

SKILLS REQUIRED
- use questions to inform historical inquiry
- analyse the causes of the crisis and consequences of the crisis for Australia
- evaluate the significance of a crisis, evaluate the extent to which the crisis affected continuity and change in the nation
- evaluate historical perspectives of people from the period
- use primary sources as evidence  evaluate historical interpretations
- construct arguments

ASSESSED TASKS
School-assessed Coursework: 30%
End of Semester examination: 70%
UNIT 2

Empires at work 1400–1775

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

In each area of study, students should study in depth at least one European colony in the Americas, Africa or the Caribbean.

New colonies, new profits
- How and why were colonies established?
- How did they operate
- What new systems of exchange emerged and whom did they benefit?
- How did life change through exchanges between Europe and its colonies?

In this area of study students investigate how and why new colonies were established by European empires and the significance of new global systems of exchange. They explore how Early Modern imperialism expressed itself in a variety of strategic, commercial, religious and cultural ways, studying in depth at least one European colony in the Americas, Africa or the Caribbean.

Challenges of empires
- How did indigenous peoples resist colonisation?
- To what extent did settler societies obey the mother country?
- How did colonial interests clash?
- How had global power relations changed by the end of the Early Modern era?

In this area of study students investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges.

ASSESSED TASKS

School-assessed Coursework: 30%
End of Semester examination: 70%

NB: This subject would be an ideal and recommended choice for those students planning to continue with Year 12 History of Revolutions in 2017.
UNIT 4
In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation’s priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia’s earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia’s involvement in the Vietnam War, Aboriginal land rights, and equality for women, new patterns of immigration and/or a global economy.

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

Crises that tested the nation 1929–1945
- How did Australia become involved in external crises between 1929 and 1945?
- What social, economic and political consequences did these crises have on the nation?
- How did crisis affect the cohesion of the nation?
In this area of study, students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945.

Voices for change 1965–2000
- What changes were sought in Australian society 1965–2000 and why?
- What debates were generated about change?
- To what extent was significant change achieved?

SKILLS REQUIRED
These skills include the ability to
- use questions to inform historical inquiry
- analyse the causes of the crisis and consequences of the crisis for Australia
- evaluate the significance of a crisis, evaluate the extent to which the crisis affected continuity and change in the nation
- evaluate historical perspectives of people from the period
- use primary sources as evidence evaluate historical interpretations
- construct arguments

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School-assessed coursework 50%
End of year written examination 50%
HISTORY – REVOLUTIONS UNITS 3-4

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

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

UNIT 3
THE FRENCH REVOLUTION (1781-1795)

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

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

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

UNIT 4
THE RUSSIAN REVOLUTION (1905-1924)

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Percentage contributions to the study score in VCE History Revolutions are as follows:
• Unit 3 School-assessed Coursework: 25%
• Unit 4 School-assessed Coursework: 25%
• End-of-year examination: 50%
LOTE ITALIAN UNITS 1-2

The areas of VCE study for Italian language learners comprise themes and topics, grammar, text types, vocabulary and styles of writing. They are designed to be drawn upon in an integrated way and are common to all four units of study: Units 1 & 2 (Year 11) and Units 3 & 4 (Year 12).

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 75%
End of Semester Examination 25%

UNIT 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 75%
End of Semester Examination 25%
The areas of VCE study for Italian language learners comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon, in an integrated way and are common to all four units of study: The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are five prescribed themes that are common to Italian. These are: “the individual”, “the Italian-speaking community”, “the changing world”, “relationships” and “trade and commerce”. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

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

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

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

ASSESSED TASKS
Written Response
Listening Comprehension
Oral role play

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

LEARNING ACTIVITIES
Made in Italy
Detailed Study

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

ASSESSED TASKS
Reading Comprehension
Written Response
Oral Interview

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Coursework - 50%
Written Examination – 37.5%
Oral Examination – 12.5%
The areas of study in Japanese comprise of themes and topics, grammar text types, vocabulary and diverse forms of writing.

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

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

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

ASSESSED TASKS
Written Response
Listening Comprehension
Reading Comprehension
Speaking tasks

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

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

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

ASSESSED TASKS
Written Response
Listening Comprehension
Reading Comprehension
Speaking tasks
LOTE JAPANESE UNITS 3-4

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

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

LEARNING ACTIVITIES

Sports
Weather and Seasons
Leisure Activities in Japan
Student Life in Japan and Australia
Japanese Restaurants and Japanese People’s Diet
A Trip to Japan

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Written Response.
Listening Comprehension.
Oral role play.

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

LEARNING ACTIVITIES

Technological Progress
Student Life and Life After High School

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Reading Comprehension
Written Response
Oral Interview

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Coursework - 50%
Written Examination – 37.5%
Oral Examination – 12.5%
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%
End of semester examination 30%
LEGAL STUDIES UNITS 3-4

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (50% in total, 25% for each unit), 2 hour examination in November (50%).
UNIT 1
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts helps them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

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

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

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%

UNIT 2
In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

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

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

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%
UNIT 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Work (50% - 25% Unit 3 and 25% Unit 4); End of Year examination (50%)
<table>
<thead>
<tr>
<th>Mathematics Year 10 and VCE Subject Selections</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Foundation Mathematics Units 1&amp;2</td>
<td>General Mathematics (Further) Units 1&amp;2</td>
<td>Mathematical Methods Units 3&amp;4</td>
<td>General Mathematics (Specialist) Units 3&amp;4</td>
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<tr>
<td>Specialist Mathematics</td>
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</table>
The areas of study for Unit 1 and Unit 2 of Foundation Mathematics are Space, Shape and Design, Patterns and Number, Handling Data and Measurement.

**UNITS 1 AND 2**

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

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

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

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

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

**LEARNING ACTIVITIES**

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

**KEY SKILLS REQUIRED**

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

**ASSESSED TASKS**

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

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

Topic tests, projects and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
The areas of study for Unit 1 and Unit 2 of General Mathematics (Further) are Arithmetic, Data Analysis and Simulation, Algebra, Graphs of Linear and Non-linear Relations, Decision and Business Mathematics and Geometry and Trigonometry. The units have been constructed to prepare students for study at VCE Further Mathematics Units 3 and 4. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, statistical analysis systems and computer algebra systems.

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

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

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

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

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

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

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

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

ASSESSMENT - FOR EACH UNIT THE OVERALL SCORE WILL CONSIST OF:
Topic tests and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
MATHEMATICAL METHODS (CAS) UNITS 1-2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSMENT - FOR EACH UNIT THE OVERALL SCORE WILL CONSIST OF:
Topic tests and revision assignments 50%
Analysis tasks 10%
Semester examination 40%
FURTHER MATHEMATICS UNITS 3-4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises Data Analysis and Recursion and financial modelling. The Applications comprises two modules to be completed in their entirety. The chosen modules are: Matrices and Networks and Decision Mathematics. Data analysis comprises 40 per cent of the content to be covered. Recursion and financial modelling comprises 20 per cent of the content to be covered and each selected module comprises 20 per cent of the content to be covered.

UNIT 3
Students study Data Analysis and Recursion and financial modelling. Data Analysis covers the presentation of data, measures of central tendency and spread, scatterplots, residual analysis and time series. Recursion and financial modelling covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

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

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

ASSESSED TASKS
Statistical Application Task and Recursion and Financial Modelling Task

UNIT 4
Students study Matrices and Networks and Decision Mathematics. Matrices cover basic matrix operations, multiplicative inverse, solution of simultaneous equations and transition equations. Networks and Decision Mathematics covers exploring and travelling problems involving walks, trails, paths, Eulerian trails and circuits, Hamiltonian cycles and Critical Path Analysis.

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

KEY SKILLS REQUIRED
Linear Algebra, Matrices and Networks from General Mathematics (Further ) Units 1 and 2 along with problem solving skills, the ability to organise and logically process information and proficiency in the use of the TI-Nspire CAS calculator

ASSESSED TASKS
Matrices Analysis Task and Network and Decision Mathematics Analysis Task

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

UNIT 3
In Unit 3, the study of Mathematical Methods (CAS) includes a selection of content from the areas of study Functions and Graphs, Algebra and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the Calculus area of study.

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

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

ASSESSED TASKS
Topic Tests and Application Tasks.

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

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

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

ASSESSED TASKS
Application Questions
Item Response

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

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

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

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

ASSESSED TASKS
Analysis Tasks.

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

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

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

ASSESSED TASKS
Analysis Tasks.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 85%
End of Semester Examination 15%

UNIT 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 85%
End of Semester Examination 15%
Students develop skills in practical filmmaking, from script-writing to shooting and editing. They also engage in film and television analysis, develop critical arguments around complex new media issues of our time, and develop in-depth knowledge of the media industry. The study is a foundation for the film, television and screen industries (including gaming), for journalism, and other print-based media positions. The prerequisites for this study are Media Units 1 & 2.

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

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

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

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

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

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

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

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

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

This subject involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students’ research of music characteristics and performance practices representative of the Focus Area underpins the Investigation, Composition/arrangement/improvisation and Performance.

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

This subject focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

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

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

UNIT 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 30%
End of Semester Examination 70%
MUSIC PERFORMANCE UNITS 3-4

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

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

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 30%
End of Semester Examination 70%
MUSIC STYLE & COMPOSITION UNITS 3-4

UNIT 3
In this unit students develop an understanding of the diverse practice of music creators working in different times, places and stylistic traditions.

LEARNING ACTIVITIES
Students develop skills in making critical responses to music excerpts. They analyse ways the compositional devices of contrast, repetition and variation are used in the excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator. They develop an understanding of the way contextual issues can influence works. Contextual issues may include cultural influences, social issues, practical issues, musical influences, commercial considerations and issues relating to the performer/s of the work.

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework:
Unit 3-15%: Aural analysis (7.5%), Analysis and description of elements (7.5%).
Unit 4-15%: Aural analysis (7.5%), Analysis and description of elements (7.5%).
End of year written exam (70%)
UNIT 1
This unit provides an introduction to logic and reasoning, and requires the skill of metacognition, thinking about thinking. It includes the study of metaphysics which looks at the nature of reality, covering issues such as the mind-body problem and free will. This unit also includes the study of epistemology, the study of knowledge. Within each area, we look at various philosophers including Descartes, Plato and Aristotle.

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

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%
PHILOSOPHY UNITS 3-4

UNIT 3
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward by philosophers (Plato, Descartes, Armstrong, King Milinda, Hume and Locke) from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

UNIT 4
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient (Plato and Aristotle) and modern philosophers (Nietzsche and Singer) that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

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

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

ASSESSED TASKS
Written Exercises
Topic Tests
Essays
End of Year Examination

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework 50%
End of year written exam 50%
PHYSICAL EDUCATION UNITS 1-2

Physical Education introduces the students to an understanding of the body 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
Coursework 70%
End of Semester Examination 30%

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
Coursework 70%
End of Semester Examination 30%
PHYSICAL EDUCATION UNITS 3-4

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

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

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

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

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

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

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

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

ASSESSED TASKS
Lab Report, Tests and Examination.

VCAA ASSESSMENT
Coursework 50%
End of year written examination 50%
PHYSICS UNITS 1-2

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

UNIT 1
In Outcome 1 - students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. They examine environmental impacts of Earth’s thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

In Outcome 2 - students investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

In Outcome 3 - students explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

LEARNING ACTIVITIES

Independent and Group work in the class - free questioning, visual thinking activities,
Practical work - Between 3½ and 5 hours of class time.
Simulations and modelling - use of practical and electronic tools.
Guided and open research activities
Predict - observe - explain demonstrations and activities
Mathematical problem solving activities

KEY SKILLS REQUIRED

read and summarise text,
manipulate mathematical formulae to solve problems,
alalyse and evaluate data by constructing a variety of graphs,
plan, conduct and produce correctly formatted practical reports,
create visual presentations - electronic and physical - to communicate and explain scientific ideas using correct terminology.

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%
PHYSICS UNITS 1-2

UNIT 2
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Outcome 1 is the core component of the course. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. In Outcome 2 - students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Outcome 3 is an extended practical investigation related to an area of interest in Outcome 1 or 2. Between 7 and 10 hours of class time will be devoted to undertaking an investigation and communicating findings.

LEARNING ACTIVITIES
Independent and Group work in the class - free questioning, visual thinking activities • Practical work - Between 3½ and 5 hours of class time.
Simulations and modelling - use of practical and electronic tools.
Guided and open research activities
Predict - observe - explain demonstrations and activities
Mathematical problem solving activities

KEY SKILLS REQUIRED
read and summarise text,
manipulate mathematical formulae to solve problems,
analyse and evaluate data by constructing a variety of graphs,
plan, conduct and produce correctly formatted practical reports,
create visual presentations - electronic and physical - to communicate and explain scientific ideas using correct terminology.

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%
PHYSICS UNITS 3-4

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

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Course Work:40%
End of year examination: 60%
VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them. Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practised in Australia and the opportunities for young Australians to participate. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, and tolerance of diversity and freedom of speech. Australian Politics compares Australian democracy with other democratic systems. It examines the ways that national governments use their power to make and implement public policy, and the national stakeholders and international challenges that influence that policy. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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

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

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

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

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

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

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

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

ASSESSED TASKS
School assessed coursework 70%
End of year examination 30%
POLITICS UNITS 3-4

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

UNIT 3

Evaluating Australian Democracy

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

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

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

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

UNIT 4

Australian Public Policy

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework 50%
Written examination 50%
PSYCHOLOGY UNITS 1-2

UNIT 1
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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
Coursework 60%
End of Semester Examination 40%
UNIT 2
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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
Coursework 60%
End of Semester Examination 40%
PSYCHOLOGY UNITS 3-4

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED:

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

ASSESSED TASKS:

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

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED:

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

ASSESSED TASKS:

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

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:

Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 20%
End-of-year examination: 60%
UNIT 2

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

UNIT 2

TEXT & TRADITIONS – TEXTS IN SOCIETY
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions. For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. In this unit, students also compare how texts from different religious traditions treat common social themes.

KEY SKILLS REQUIRED
These skills include the ability to: identify the content in suitable sacred texts that relate to a common social theme from two or more religious traditions; compare and contrast the content of at least one sacred text from each of two or more religious traditions; analyse some of the reasons for similarities and differences between the religious traditions regarding their approach to social issues raised in their sacred texts; recognise the challenges in comparing sacred texts from different traditions.

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%
There will be an opportunity for students to choose Catholic Schools Youth Ministry Australia at Year 11. Students studying CSYMA have opportunities to progress in leadership and spiritual development through the knowledge learnt in the classroom and the practice of youth ministry activities. Multi-media presentations, retreat team training and knowledge of world issues and the Catholic Church’s teachings are key components taught in CSYMA units of work.

This course runs for both Semesters and will incorporate VCE Religion and Society Unit 2.

**CSYMA - UNIT 1**

Students will explore a vision for Youth spirituality and Ministry by looking at types of Youth Ministries in the world today including examples of Indigenous ministries in Australia. They will explore the unique nature of church and school-based youth ministry.

**KEY SKILLS REQUIRED**

Students must have completed a minimum of one semester of CSYMA at Year 10 either ‘An introduction to CSYMA’ or ‘Ministry and Leadership’ or be able to show evidence of an active interest in issues of justice and faith exploration.

**ASSESSED TASKS**

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

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

**KEY SKILLS REQUIRED**

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

**ASSESSED TASKS**

School Assessed Coursework 75%
Written Examination 25%

**RELIGION & SOCIETY UNIT 2 – ETHICS AND MORALITY**

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

**KEY SKILLS REQUIRED**

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

**ASSESSED TASKS**

Coursework 75%
End of Semester Examination 25%

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

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

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

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

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

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

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

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

ASSESSMENT

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
Outcome One (Historical Challenge) = 25%
Outcome Two (Contemporary Challenge) = 25%
End of Year Examination = 50%
SOFTWARE DEVELOPMENT UNITS 3-4

UNIT 3
Students interpret given designs and create working modules using a programming language. They learn processing features of a programming language, including instructions, procedures, methods, functions and control structures. Students also analyse a real-world need or opportunity.

LEARNING ACTIVITIES
Independent and group work in class, guided and open research activities, minor mathematical problem solving activities, instructions tutorials on software capabilities and participation in online forums and communities.

KEY SKILLS REQUIRED
Read and summarise text, utilise visual thinking aids, utilise Cloud computing resources, use a range of programming, data types and structures, select and use appropriate techniques to test the functionality of modules, generate alternative design ideas and prepare project plans.

ASSESSED TASKS
Outcome 1 - Students create a folio of working modules to meet specific needs.
Outcome 2 - A short report of an analysis of a solution AND A folio of two to three alternative design ideas and a project plan.

UNIT 4
Students use a programming language to transform a design into a software solution that meets specific needs or opportunities. During the project students apply techniques to record their progress on their plan. They also focus on the interactions between information systems that share data and how the performance of one of these systems is dependent on the integrity of the data.

LEARNING ACTIVITIES
Independent and group work in class, guided and open research activities, minor mathematical problem solving activities, instructions tutorials on software capabilities and participation in online forums and communities.

KEY SKILLS REQUIRED
Read and summarise text, utilise visual thinking aids, utilise Cloud computing resources, use a range of programming, data types and structures, select and use appropriate techniques to test the functionality of modules, generate alternative design ideas and prepare project plans.

ASSESSED TASKS
Outcome 1 - A software solution AND a written report of the assessment of the solution.
Outcome 2 - A written report or an annotated visual report In response to a case study.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School-assessed Coursework for Unit 3 and 4 will each contribute 25%.
End-of-year examination 50%
STUDIO ARTS UNITS 1-2

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

UNIT 1:
Unit 1 focuses on artistic inspiration and techniques

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

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

ASSESSED TASKS
Coursework 80%
End of Semester Examination 20%

UNIT 2:
Unit 2 focuses on design exploration and concepts

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

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

ASSESSED TASKS
Coursework 80%
End of Semester Examination 20%
UNIT 3
Studio Arts in Unit 3 focuses on studio production and professional arts practices. Students are required to submit a written proposal outlining their chosen theme and the design processes they wish to undertake in units 3 and 4. Throughout the unit students experiment with a range of chosen techniques and materials and record and analyse their own work and methods of communication through a visual medium. Ideas formed in unit 3 go on to become finished artworks in unit 4.

Students study the working processes and techniques of renowned artists and learn to identify and understand the development of personal styles of art making and art presentation in the professional world.

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

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

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

UNIT 4
Unit 4 focuses on the production and presentation of finished artworks that have been developed in Unit 3. Students are required to complete at least 2 finished artworks in a medium of their choosing that communicates chosen themes and meanings outlined in the Unit 3 Exploration Proposal. Their creative processes and techniques are recorded in a visual diary which is accompanied by a written Focus and Evaluation Statement.

Students also study the daily workings of the Art Industry by focusing on the conservation and preservation of works and the function of various styles of art galleries. Topics such as Copyright Law and Appropriation are also studied in detail.

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

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

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

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

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

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

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

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

ASSESSED TASKS
Design folio, product and written examination.

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

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

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

ASSESSED TASKS
Design folio 33%
Product 33%
Semester Examination 34%
The Product Design and Technology study examines people’s responses to changing needs to improve quality of life by designing and creating artifacts with various materials including: textiles, timber, metal, plastic, glass etc. Product design is enhanced through a range of ethical, legal, historic, environmental and cultural factors which provide students with a structure to develop and realise their own design ideas. There are no prerequisites for this study.

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

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

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

ASSESSED TASKS
Present a folio that documents the Product design process to meet the needs of a negotiated design brief, explain the various roles within that design process and analyse influences on design within industrial settings.
UNIT 4
In this unit students learn that evaluations are made at various points of product design, development and production. Students will judge the suitability and viability of design ideas by referring to their design brief and evaluation criteria in collaboration with a client and/or end-user. Students will manufacture the product they designed in Unit 3, record their production activities and produce an informative presentation to highlight the product's features.

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework 20%
School Assessed Task 50%
Written examination 30%
Units 1 & 2 focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced in response to changing social consumer demands. Students need to have satisfactorily completed Unit 1 Food & Technology prior to studying Units 3 & 4.

UNIT 1
FOOD SAFETY AND PROPERTIES OF FOOD

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

ASSESSMENT
Coursework = 60% of final assessment
Examination = 40% of final assessment

UNIT 2
PLANNING AND PREPARATION OF FOOD

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

ASSESSMENT
School Assessed Coursework 60%
End of Semester Examination 40%
Students develop knowledge of the physical, chemical, sensory and functional properties of food. They use the design process to develop food products to suit specific situations. The study may provide a foundation for pathways to food science and technology, consumer science, child care and education, community services and aged care, the hospitality and food industry, and nutrition and health studies. It is recommended that students have satisfactorily completed Unit 1 Food & Technology prior to studying Units 3 & 4.

UNIT 3
FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. They investigate the causes of food spoilage and food poisoning. Students demonstrate understanding of key foods, analyse the functions of natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of these when preparing key foods. Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

ASSESSMENT

Maintaining Food Safety in Australia
Food Preparation and Processing

Developing a Design Plan
Coursework = 18% of final assessment

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

UNIT 4
FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging and marketing.

ASSESSMENT

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework 30%, School Assessed Task 40%, Written examination 30%.
UNIT 1
MECHANICAL ENGINEERING FUNDAMENTALS

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

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

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

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

UNIT 2
ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS

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

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

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

ASSESSMENT TASKS:
Coursework 80%
Examination 20%
UNIT 3
SYSTEMS ENGINEERING AND ENERGY

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

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

On completion of this unit students should be able to:

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

ASSESSED TASKS

Written Report & Topic Tests ; Production Work

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

UNIT 4
INTEGRATED AND CONTROLLED SYSTEMS ENGINEERING

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

LEARNING ACTIVITIES

On completion of this unit students should be able to:

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework 20%
School Assessed Tasks 50% End of year Examination 30%
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
Coursework 70%
End of Semester Examination 30%

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
Coursework 70%
End of Semester Examination 30%
UNIT 3
In this unit students develop an interpretation of a playscript through the three stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They also use knowledge they develop from this experience to analyse the ways in which stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist, and analyse and evaluate the interpretation of the playscript in the performance.

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

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

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

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

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

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

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

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

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

VCAA assessed tasks
Performance examination 25%
Written examination - 30%
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.

Coursework 70%
End of Semester written Examination 30%
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.

Coursework 70%
End of Semester written Examination 30%
VISUAL COMMUNICATION DESIGN UNITS 3-4

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

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

UNIT 3
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and principles can create effective visual communications for specific audiences and purposes.

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

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

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

UNIT 4
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different messages with their target audience. They devise a pitch to communicate their design thinking and decision making to the client.

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework 25%, School Assessed Task 40%, Written examination 35%
VCAL STRANDS

PERSONAL DEVELOPMENT SKILLS

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

WORK RELATED SKILLS

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

INDUSTRY SPECIFIC SKILLS

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

LITERACY AND NUMERACY SKILLS

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

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

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

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

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

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

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

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

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

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

KEY SKILLS REQUIRED
Reading, writing and oral communication skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEARNING ACTIVITIES
Careers Research. Folio preparation, Formal Presentations,

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

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

VET FEES AND CHARGES

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

- Balance of tuition costs.
- Transport to and from classes – students are responsible for making their own way to and from venues.
- Materials, uniforms and excursions – ALL costs will be added to your MLMC fees and the College will forward your payments to the provider.

Students are able to withdraw from a course if they change their mind up until the end of February and only an administrative fee of $100 will be charged. After this date all tuition and materials fees must be paid regardless of the withdrawal date as the college needs to meet its on charging obligations.

CONTRIBUTION TO THE VCE AND VCAL

Successful completion of most 2 year VET programs in will contribute an increment to the ATAR score, an increment being 10% of the average of the primary four scaled study scores. Certain VET subjects may be included in the best four subjects to contribute to an ATAR for the VCE if an exam is offered and taken for the course. There are VET subjects however, that are equivalent to VCE Units 1 & 2 only. All VET courses contribute to VCAL completion.

IMPORTANT CONSIDERATIONS WHEN SELECTING VET SUBJECTS.

1. Can I keep up to date with my school subjects if I need to leave early on a Wednesday to go VET classes off site?
2. If I am doing VCE will I get a contribution to my ATAR? Will it be an increment or a primary four score contribution? See attached spreadsheet.
3. Can I afford the materials costs and any extra tuition fees?
4. Can I get to and from my course independently?

- Please note that at the time of publication of this document external deliverers of courses have not distributed their course information and costs for 2016, therefore we have used the 2015 data to give you an indication only and we will let you know the correct figures when they are available.
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). Other RTOs also deliver for us on site and their details are below.

- 22216VIC Cert II in Building and Construction- (Swinburne RTO No. 3059)
- 22209VIC Cert II in Engineering Studies- (Educational Living RTO No. 3784)
- SIT20312 Certificate II in Kitchen Operations (MLMC RTO No. 6769)
- CUF30107 Cert III in Media (Interactive Digital)- (MLMC RTO No. 6769)
- CUS30109 Cert III in Music (MLMC RTO no. 6769)
- CUE20103 Certificate II in Live Production & Services (GOTAFE RTO no. 3094)

We are part of the “Yarra Valley VET Cluster” of schools and as such able to offer other VET programs within the local region, 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 VET subjects run all day or from recess on a Wednesday, so these courses are only available to VCAL students.
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.

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.
- Tuition costs not covered by government funding or employer payments

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS INCLUDE

- Agriculture
- Automotive
- Beauty Therapy
- Business
- Electrotechnology
- Engineering
- Furniture Cabinet Making
- Hairdressing
- Horticulture
- Hospitality
- Refrigeration
- Plumbing
VET CERTIFICATES

APPLYING FOR VOCATIONAL (VET) PROGRAMS

Students need to apply for enrolment in all VET courses through Mrs Hopkins (VET Co-ordinator) at MLMC and NOT via the external provider. Each organisation has their own systems and the school only sends its students to trusted providers. Numbers in groups are restricted so students will be awarded places on a first in basis. All Year 10-11 students undergo a Careers Counselling interview prior to subject selection where VET courses should be discussed.

Step 1. Select the VET course you wish to do on your MLMC online subject selection. Make sure you select the correct year of the course, you CANNOT do year 2 without first successfully completing Year 1. (See following page)

Step 2. Obtain a USI (Unique Student Identifier) – Details on Page 131

Step 3. Complete VET Application Form on Page 133 and submit it to Mrs Hopkins at jhopkins@mlmc.vic.edu.au or in person to Mrs Snell in student reception.

Further details on most of these courses can be found on the VET cluster website www.yvvc.org.au the RTOs website and at training.gov.au
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<tr>
<th>Course</th>
<th>Cert Level</th>
<th>Code</th>
<th>Year</th>
<th>VCE/VCAL</th>
<th>Venue</th>
<th>RTD Name &amp; Number</th>
<th>Session Time</th>
<th>Qualification Completion</th>
<th>VCE / VCAL units</th>
<th>Exam/ Increment</th>
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## VET COURSES 2016

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<th>Code</th>
<th>Year</th>
<th>VCE/VCAL</th>
<th>Venue</th>
<th>RTD Name &amp; Number</th>
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<th>Qualification Completion</th>
<th>VCE / VCAL units</th>
<th>Exam/ Increment</th>
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</table>
VET CERTIFICATE II IN BUILDING AND CONSTRUCTION 22216VIC

22216VIC 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. At the end of Year 12 Swinburne offers a condensed GAP course so that students can complete their pre-apprenticeship prior to Christmas. Because of the time commitment only students studying VCAL can complete this course at MLMC. Box Hill offers a Wednesday afternoon/evening course that can cater for VCE students wanting to study building, alternatively they can complete Design & Technology-Wood at MLMC.

UNIT 1 - 4
The VCE VET Building and Construction program provides students with the knowledge and skills to enhance their 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 foundational skills necessary for 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 VCAL?
You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

VCE students completing course at Box Hill will receive an incremental score in year 12 towards their ATAR

RTO FOR THE COURSE WILL BE SWINBURNE RTO NO. 3059
VET CERTIFICATE II IN ENGINEERING STUDIES 22209VIC

CERTIFICATE II in ENGINEERING STUDIES 22209VIC is a 2 year course, the first year is delivered at MLMC and the second year students usually attend RTTF in Ringwood.

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.

Graduates can specialise in one of the 4 areas below depending on course options being delivered;
- General engineering
- Fabrication
- Machining
- Engineering technical

UNITS 1 & 2

MODULES COVERED

- Apply principles of OH&S in the work environment
- Use hand tools
- Use power tools/hand held operations
- Organise and communicate information
- Interact with computing technology
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

Activities incorporated include; structured training delivery and unstructured learning activities undertaken by the learner such as reading texts, locating information, writing reports, completing practical & theory assignments and projects. Students also have the opportunity to be involved in IPRA (Improved Performance Racing Association) Race Days throughout the year. Tours are conducted with officials and EL staff through various areas of the race paddock and pit lane. Please see IPRA website at http://www.ipravic.com.au/

KEY SKILLS REQUIRED

Units 1 & 2 completed in the first year have no pre-requisites, however English and Math’s skills are required for course and an interest in engineering, design and hands on applications is desirable.
Assessed tasks; Certificate II in Engineering Studies 22209VIC is a competency based course.

For Units 1 & 2 assessment is achieved through the use of review questions, subject tests, and practical project work which are assessed for the overall competence of student.

Unit 3&4 MODULES can be obtained from the RTTF website.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1&2 for the first year and two VCE units at 3&4 for the second year. Primary 4 ATAR contribution with an exam completion.

VCAL-You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

RTO FOR 1ST YEAR OF THE COURSE WILL BE EDUCATIONAL LIVING PTY LTD RTO NO. 3784 .
RTO FOR 2ND YEAR OF THE COURSE WILL BE RINGWOOD SECONDARY COLLEGE RTO NO. 22475
VET CERTIFICATE II IN KITCHEN OPERATIONS
SIT201312

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) at another venue or they can articulate into Certificate III in Catering operations at Box Hill.

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

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1&2 for the first year and two VCE units at 3&4 for the second year. Primary 4 ATAR contribution with an exam completion.

VCAL-You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

RTO FOR 1ST YEAR OF THE COURSE WILL BE MLMC RTO NO. 6769.
VET CERTIFICATE II IN LIVE PRODUCTION & SERVICES
CUA20213

This is a one year course which provides students with an entry level qualification in basic skills required for a successful Theatre Production at a secondary school level. This course covers many facets of the Theatre Production Industry including usher, ticketing, seating, lighting, audio, make-up, prop construction and staging.

Full year Course

MODULES COVERED:

- Usher patrons
- Develop basic lighting skills and knowledge
- Develop basic prop construction skills
- Develop basic audio skills and knowledge
- Process financial transactions
- Follow a design process
- Work effectively with others
- Work safely in the construction industry
- Develop and apply creative arts industry knowledge
- Follow occupational health and safety procedures

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1&2.

VCAL- You will be eligible for up to two credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

RTO FOR 1ST YEAR OF THE COURSE WILL BE GOTAFE RTO NO. 3094
VET CERTIFICATE III INTERACTIVE DIGITAL MEDIA
CUF30107

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.

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.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?
VCE- two VCE units at 1&2

VCAL-You will be eligible for two credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

RTO FOR THE COURSE WILL BE MLMC RTO NO. 6769
VET CERTIFICATE III INTERACTIVE DIGITAL MEDIA
CUF30107

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.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?
VCE- two VCE units at 3&4 with a Primary 4 ATAR contribution with an exam completion.
VCAL-You will be eligible for two credits towards your VCAL – at the Intermediate or Senior levels.

RTO FOR THE COURSE WILL BE MLMC RTO NO. 6769
VET CERTIFICATE III IN MUSIC PERFORMANCE  
CUS30109

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

- Follow occupational health and safety procedures
- Work effectively in the music industry
- Implement copyright arrangements
- Develop and apply aural perception skills
- Play music from simple written notation
- Prepare for performances
- Notate music
- Contribute to back up accompaniment

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 Units 1&2

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

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1&2 for the first year and two VCE units at 3&4 for the second year. Primary 4 ATAR contribution with an exam completion.

VCAL-You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

RTO FOR THE COURSE WILL BE MLMC RTO NO. 6769
VET CERTIFICATE II IN LIVE PRODUCTION & SERVICES

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

RTO FOR THE COURSE WILL BE GOTA FE RTO NO. 3094
VCE CERTIFICATE III IN SPORT AND RECREATION

THIS SUBJECT CAN BE SELECTED BY ANY YEAR 11 STUDENTS OR IN YEAR 12 BY VCAL STUDENTS.

MANDATORY PREREQUISITE: Units 1 & 2 must have been taken in Year 10

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 or SNR VCAL)

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.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1&2 for the first year and two VCE units at 3&4 for the second year.
Primary 4 ATAR contribution with an exam completion.

VCAL-You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

RTO FOR THE COURSE WILL BE IVET RTO NO. 40548
Student Information on the Unique Student Identifier (USI)

USI...bringing your skills together

If you are undertaking nationally recognised training delivered by a registered training organisation you will need to have a Unique Student Identifier (USI). This includes studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: 3AW88Y9U5.

In time, your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016.

When applying for a job or enrolling in further study, you will often need to provide your training records and results. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life.

You can access your USI account online from a computer, tablet or smart phone anywhere and anytime.

You are a continuing student if you are a student who has already started your course in a previous year (and not yet completed it) and will continue studying after 1 January 2015.

Once you create your USI you will need to give your USI to each training organisation you study with so your training outcomes can be linked and you will be able to:

- view and update your details in your USI account;
- give your training organisation permission to view and/or update your USI account;
- give your training organisation view access to your transcript;
- control access to your transcript; and
- view online and download your training records and results in the form of a transcript which will help you with job applications and enrolment in further training.

If you are an international, overseas or an offshore student please visit usi.gov.au for more information.

Do you need a USI?

You will need a USI when you enrol or re-enrol in training if you are a:

- student enrolling in nationally recognised training for the first time, for example if you are studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course;
- school student completing nationally recognised training; or
- student continuing with nationally recognised training.
How to get a USI

It is free and easy for you to create your own USI online.

While you may create your own USI, training organisations are also able to create a USI for you. Training organisations should do this as part of the enrolment process when you begin studying. Where this service is provided, training organisations will let you know.

Steps to create your USI

The following steps show how you can create a USI:

Step 1 Have at least one and preferably two forms of ID ready from the list below:
- Driver’s Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian)
- Certificate Of Registration By Descent
- Citizenship Certificate
- Immip Card

IMPORTANT: To make sure we keep all of your training records together, the USI will be linked to your name as it appears on the form of ID you used to create the USI. The personal details entered when you create a USI must match exactly with those on your form of ID.

If you do not have proof of ID from the list above, you can contact your training organisation about the other forms of ID they can accept to help you get a USI.

Step 2 Have your personal contact details ready (e.g. email address, or mobile number, or mailing address).

Step 3 Visit the USI website at: usi.gov.au

Step 4 Select ‘Student Entry’ and then Select ‘Create a USI’ link and follow the steps.

Step 5 Agree to the Terms and Conditions.

Step 6 Follow the instructions to create a USI—it should only take a few minutes. Upon completion, the USI will be displayed on the screen. It will also be sent to your preferred method of contact.

Step 7 You should then write down your USI and keep it handy and safe somewhere, perhaps on your phone.

More Information

For more information please visit: usi.gov.au

Or contact us at Email: usi@education.gov.au

Phone: Skilling Australia Information line—13 38 73

To view this document online please visit: usi.gov.au
Please return to VET Coordinator by Friday 14 August

**ENROLMENT FOR VET IN SCHOOLS PROGRAM (VETis) 2016**

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

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**MOST AVAILABLE PARENT / GUARDIAN CONTACT**

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**VET PROGRAM PREFERENCE:**

- 1ST YEAR [ ]
- 2ND YEAR [x]

**VET PROGRAM HOST SCHOOL (To be confirmed)**

**IN 2016, DO YOU INTEND STUDYING:**

- VCE [ ]
- VCAL [ ]
- YEAR 10 [x]

**DOES YOUR HOME SCHOOL PROVIDE ADDITIONAL EDUCATIONAL SUPPORT FOR YOUR CHILD (Please Tick):**

- YES [x]
- 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:

1. [ ] will attend the scheduled orientation session at the host school.

2. [ ] am committed to attending this course on the designated day from start until finish on each day the course is delivered.

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).

PUBLIC TRANSPORT

PRIVATE ARRANGEMENT WITH PARENTS

[ ]

OTHER—PLEASE LIST:

[ ]

[ ]

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 (structured workplace learning) 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 understand and agree to meet any financial responsibilities should the child withdraw from, or no longer continue to attend, their VET program after the last day of February.

3. I understand that materials fees are usually due within the first two weeks of commencement in a course. Failure to pay materials fees may jeopardise the child's ongoing enrolment in the course and also the issue of any Certificates.

4. I am aware and accept that it is the student's responsibility to arrange their own transport to and from the Campus at which the VET Course is held.

5. That Mount Lilydale will partially fund the course tuition fees for its own students.

6. 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

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<th>STUDENT FULL NAME</th>
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<td>[ ] Current Year Level &amp; Form</td>
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Has my permission to attend weekly classes and any formal activity classes run by:

- [ ] Billanook College
- [ ] Ranges Tech
- [ ] Yarra Hills College
- [ ] Box Hill Institute
- [ ] 1 to 1 Beauty Service
- [ ] Mount Lilydale Mercy College
- [ ] Lilydale High School
- [ ] Ringwood Trade Training Facility
- [ ] Healesville High School
- [ ] Mooroolbark College
- [ ] Lilydale Heights College
- [ ] Swinburne TAFE (Croydon, 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.

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<th>Student Name</th>
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List any physical limitations or medical conditions:

- [ ]
- [ ]
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Full Tetanus Immunisation **YES / NO**

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</tbody>
</table>

### OFFICE USE ONLY

- [ ] Administration
- [ ] Finance
TRIAL GRID FOR SUBJECT SELECTIONS

It is helpful if you write down your thoughts. Complete the following to the best of your ability to help determine your subjects for 2016. If in doubt please seek the services of the Careers Department – bring along this table to assist with your discussions.

<table>
<thead>
<tr>
<th>Career Pathway Choices</th>
<th>Subjects Required/Prerequisites</th>
<th>Subjects Selected For Year 11</th>
<th>Proposed Subjects For Year 12</th>
</tr>
</thead>
<tbody>
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