Guide to Courses

Year 10 2016
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IMPORTANT DATES

JULY 22, 2015

Year 10 Guide to Courses available Online

JULY 28, 2015

Year 10 2016 Students Subject Selection Assembly
Year 10 2016 Parent Information Evening and EXPO (in Centennial Hall commencing at 7.30pm)

JULY 29, 2015

Online Subject Selection for Year 10 2016 subjects opens

AUGUST 13, 2015

Online Subject Selection for Year 10 2016 subjects due
CURRICULUM PROGRAM

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

CORE SUBJECTS
Core subjects will be delivered in the following learning areas:

- Religious Education (Students to select from Option 1 or 2)
- English
- Humanities
- Mathematics
- Science
- Sport

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

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

Students selecting Option 1 can also choose an Elective of CSYMA

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

Assessment within each unit is ongoing and tasks are varied to reflect individual learning styles. The information used for assessment is based on criteria which explore key features of the work. English, Maths, History and Science will be delivered according to AusVELS (Australian Curriculum) standards in 2016.

LATE SUBMISSION OF WORK
Students are expected to submit all work on or by the designated due date. If a student has a valid reason for not submitting on the due date, he/she should negotiate an approved extension with their subject teacher before the due date.

If a designated task is not submitted by the due date, parents will be contacted via our SMS System. A maximum grade of 50% will be awarded if the late work meets the required standard.

If a student does not submit their work by the new due date, a grade of zero will be awarded for that non submitted task.

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

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

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

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

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

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

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

VET COURSES (VOCATIONAL EDUCATION AND TRAINING)
The College offers all Year 10 students the opportunity to undertake VET subjects as part of their curriculum. 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. Most VET courses are of 2 years duration and are equivalent to a Year 11 and Year 12 subject. If a student undertakes a course in Year 10 then completes a course that equates to a year 12 subject in Year 11, they will have a bonus subject to contribute to their ATAR.

A VET subject may replace one VCE subject. VET is also a core strand within VCAL.

A student who undertakes a VET study (except Sport & Recreation) will not be able to compete in EISM Sport.
The program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the principles of the Melbourne Archdiocesan Religious Education Framework and the To Know, Worship and Love series. In addition students will study one Unit of VCE Religion and Society.

SEMESTER ONE

UNITS OF STUDY
- Eucharist – Source of life
- Religion and Society Unit 1a

LEARNING STANDARDS
- To examine and reflect on the significance of the variety of names given to the Eucharist as the source and the summit of the entire Christian life.
- To illustrate the types of symbols and symbolic actions used in Eucharist.
- To identify the parts and their components of a Eucharistic celebration.
- To generate ideas as to how the Eucharist may impact on their own lives and the lives of others.
- To describe the nature and purpose of religion,
- To identify and define the eight commons aspects of religion
- To explain the importance of these aspects to religion

SEMESTER TWO

UNITS OF STUDY
- Religion and Society Unit 1b
- Church in History
- Working for Justice

LEARNING STANDARDS
- To explain the contribution of religion to the development of human
- To interpret and synthesise source material
- To explain the nature of interaction between different religious traditions in Australia and the wider national society of which they are a part
- To identify how a range of life experiences may have an impact on identity, and the interplay between of individuals as member of their religious tradition.
- To describe central aspects of justice in the Scriptures and in Catholic social teaching
- To outline the work of an individual or organisation working for justice in Australia
This program aims to develop in students a sense of ministry for others. It is a course that involves a practical role as well as the opportunity to explore where they stand in relation to faith, all within a safe environment. The practical role is to do with youth ministry, the community, and leadership. Students are involved in a range of activities within the school community. The course involves aspects of youth ministry such as working with peers, younger students, raising awareness of social justice and organisation of events including fundraising and liturgies. In addition students will study one Unit of VCE Religion and Society.

**SEMESTER ONE AND SEMESTER TWO**
(All Units will run concurrently throughout Semester 1 and Semester 2)

**UNITS OF STUDY**
- Introduction to Youth Ministry and an Introduction to Youth ministry Leadership.
- Religion and Society Unit 1

**LEARNING STANDARDS**
- To investigate one’s personal role in Ministry
- To look at where you stand in relation to faith and the opportunity
- To explore and discuss the issues surrounding teenagers today.
- Explore how faith can be relevant in a modern world and finding ways to share that with your peers.
- To learn about what it means to be a Christ-centred leader in contemporary society.
- To develop skills and techniques to be utilised within youth ministry.
- To further explore faith journey and be involved in a youth ministry project
- To survey various approaches to ethical decision-making
- To explore at least two religious traditions in detail.
- To explore a number of contemporary issues in the light of investigations into ethical decision making, ethical perspectives and moral viewpoints in religious traditions

**ASSESSMENT (SEMESTER 1 AND 2)**
Assessment across the year will include a range of tasks such as:
- Completion of class notes
- Planning, facilitating and evaluating a youth ministry project
- Completion of prayer journal
- Assignment
ENGLISH

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

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

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

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

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

ASSESSMENT

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

- Response to Literature
- Writing
- Examination

Contribution to class discussions and completion of class work will also be considered.
HUMANITIES - HISTORY

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

LEARNING STANDARDS

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

ASSESSMENT

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

- Research Task
- Essay
- Document Analysis
- Historical Inquiry
- Examination

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

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

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

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

ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Digital Presentation
- Research Report
- Mapping Task
- Examination

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

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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<tbody>
<tr>
<td>Foundation Mathematics</td>
<td>This subject is designed to lead to VCE Foundation Mathematics in Year 11 and no Mathematics in Year 12</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>This subject is designed to prepare students for VCE General Mathematics Units 1&amp;2 and VCE Further Mathematics Units 3&amp;4.</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>This subject is designed to prepare students wishing to study Mathematics at any level in VCE.</td>
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</table>
## Mathematics Overview

### Math Year 10 and VCE Subject Selections

<table>
<thead>
<tr>
<th>Mathematics Level</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Foundation Math</td>
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<tr>
<td>General Math</td>
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<td>Mathematical Meth</td>
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<tr>
<td>Further Math</td>
<td>Foundation Math Units 1&amp;2</td>
<td>General Mathematics (Further) Units 1&amp;2</td>
<td>General Mathematics (Specialist) Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Units 3&amp;4</td>
<td>Mathematical Methods Units 3&amp;4</td>
<td>Specialist Mathematics Units 3&amp;4</td>
</tr>
</tbody>
</table>

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**Year 10**
- Foundation Mathematics
- General Mathematics (Further) Units 1&2
- Mathematical Methods Units 3&4
- Further Mathematics Units 3&4

**Year 11**
- General Mathematics (Specialist) Units 3&4
- Specialist Mathematics Units 3&4

**Year 12**
- Further Mathematics Units 3&4
- Specialist Mathematics Units 3&4
MATHEMATICS - FOUNDATION

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

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

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

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

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

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

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

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

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

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

CORE UNITS OF STUDY (SEMESTER 1):

- Indices
- Linear Algebra
- Linear Functions
- Measurement
- Trigonometry
- Geometric Reasoning

CORE UNITS OF STUDY (SEMESTER 2):

- Simultaneous Equations
- Quadratic Algebra (Expansion and Factorisation)
- Quadratic Equations
- Functions
- Real Numbers
- Circle Geometry

LEARNING STANDARDS INCLUDE:

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

ASSESSMENT

Assessment will be based on the completion of a variety of tasks including:

- Workbook Activities
- Homework Tasks
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Examinations
The Science content includes the three strands - Science Understanding; Science Inquiry Skills and Science as a Human Endeavour. These 3 strands are interrelated and its content is delivered in an integrated way.

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

**SEMESTER 1**
Getting into Genes; Forces, Energy and motion; The Mysterious Universe.

**SEMESTER 2**
Chemical Patterns and Chemical Reactions; Evolution; Global Systems.

**ASSESSMENT:**
- Practical Work
- Topic Tests
- Research presentations
- Examination

Contribution to class discussions and completion of class work will also be considered.
All students in Year 10 will participate in Sport on a **Wednesday** afternoon.

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

**EISM Sports:**

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

**TERM 4**

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

**SOCIAL SPORTS INCLUDE**

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

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

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

LEARNING STANDARDS

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

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

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

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Literary Responses
- Writing Folio
- Examination

Contribution to class discussions and completion of class work will also be considered
POWER OF WORDS - EPOW010

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

ASSESSMENT

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

- Research Assignment
- Folio
- Speeches
- Semester Examination

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

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

This subject is recommended for those planning to study VCE physical Education

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

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

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

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

**LEARNING STANDARDS**

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

**ASSESSMENT**

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

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

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

**THERE IS A PRACTICAL COMPONENT TO THIS SUBJECT AND IT IS EXPECTED STUDENTS WILL PARTICIPATE IN ALL ACTIVITIES.**
This unit will focus on giving students an exposure to the required nutritional aspects of performance that will allow all athletes to achieve the very best from their chosen field of sport. The course will look at the factors that go together to ensure that all athletes not only train smart but are complimented with the required nutrition. Essential nutrients, hydration, timing of meals and correct eating plans are all explored and studied within this unit. The practical component includes putting all theoretical aspects into practice. Students will participate in physical training for targeted events and analysing every aspect of their diet and nutrition required to achieve optimum results.

LEARNING STANDARDS

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

ASSESSMENT

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

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

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

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

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

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

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

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

ASSESSMENT

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

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

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

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

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

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

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

LEARNING STANDARDS

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

ASSESSMENT

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

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

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

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

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

LEARNING STANDARDS

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

ASSESSMENT

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

- Topic Tests
- Assignments
- Essay
- Case Studies

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

**LEARNING STANDARDS**

- Work and my future
- Work and my skills
- The workplace

**ASSESSMENT**

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

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

Contribution to class discussions and completion of class work will also be considered
IT BUSINESS APPLICATIONS – TTCI10

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

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

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

Contribution to class discussions and completion of class work will also be considered
IT PROGRAMMING – TTPS010

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

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

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

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

• Folio of Practical Work
• Assignments
• Tests
• Examinations

Contribution to class discussions and completion of class work will also be considered
ITALIAN (LOTE) - LITA110 & LITA210

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

SEMESTER 1

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

LEARNING STANDARDS

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

SEMESTER 2

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

LEARNING STANDARDS

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

ASSESSMENT

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

- Reading
- Writing
- Listening
- Speaking
- Cultural Tasks
- Examination

Contribution to class discussions and completion of class work will also be considered.
JAPANESE (LOTE) - LJAP110 & LJAP210

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

SEMESTER 1
The Year 10 Japanese course aims to introduce and develop skills in reading, writing, listening and speaking basic Japanese. Further, a strong emphasis is placed on getting to know the Japanese speaking community in Australia and Japan whilst making comparisons between Japanese and Australian lifestyles throughout the year.

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

SEMESTER 2
This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

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

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

- Reading
- Writing
- Listening
- Speaking
- Cultural Task
- Examination

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

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

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

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

Contribution to class and completion of class work will also be considered
# MATHEMATICS OVERVIEW

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<th>Mathematics Year 10 and VCE Subject Selections</th>
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<tr>
<td>Further Mathematics</td>
<td>Mathematical Methods</td>
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</tbody>
</table>
This unit extends on the ideas covered in the Core Science Course. It is designed to give students a head start and preview of the VCE Chemistry and Physics.

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

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

**LEARNING STANDARDS**
- Practical Reports
- Topic Tests
- Research Presentations
- Semester Exam

Contribution to class discussions and completion of class work will also be considered.
AGRICULTURE, HORTICULTURE & VITICULTURE – PSAH10

This unit examines theory and skills used in farming production systems. Students work in field production plots, the school vineyard, a hothouse and extensive animal systems (Boer Goats and Isa Brown Chickens) within the school. In class, they develop an understanding of pest and weed management strategies, nitrogen and carbon cycles in agricultural production, plant physiology and wine chemistry. Students also learn practical skills such as tying fencing knots, administering vaccination programs and winemaking. A mix of theory and practical activities, the classroom learning is used to produce agricultural product. Students also visit local agricultural businesses to examine skills and knowledge covered within the course on location.

LEARNING STANDARDS

Scientific Understanding
- Students investigate Global systems such as the Carbon and Nitrogen cycle in plant and animal growth

Science as a Human Endeavour
- Students create models for ripening and ferment and modify these through collection of data.

Science Enquiry Skills
- Students select and utilize appropriate equipment to undertake data collection
- Students analyze data and inform harvest and production strategies
- Students analyze patterns and trends in data informing them of management strategies
- Students conduct fieldwork using appropriate methodology

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

- Topic Test
- Practical Skills assessment tasks
- Research Assignment (Animal health)
- Semester Examination
PSYCHOLOGY IN ACTION – SPYA010

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

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

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

LEARNING STANDARDS

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

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

ASSESSMENT

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

- Poster
- Visual Presentation
- Topic Tests
- Analysis and Written Reports

Contribution to class discussions and completion of class work will also be considered
FASHION DESIGN – TTGFD010

If you are creative, love fashion and enjoy the freedom of designing and making your own clothes, this unit is for you. During the semester students will explore the fashion industry, modern fashion designers and will learn how to produce good quality fashion drawings themselves. They will complete a folio of their design ideas following the Product Design Process. Students will gain practical skills that will enable them to make a fashion styled outfits for themselves using both recycled and emerging fabrics following appropriate safety precautions. When their production is completed, students will be able to critically analyse their own production and suggest modifications, as well as evaluating the success of their work.

The highlight of the unit is the preparing and presenting of a fashion parade of their practical work.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING

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

Producing

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

Analysing and evaluating

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

ASSESSMENT

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

• Design Folio
• Production Work
• Semester Examination
• Fashion Parade
• Analysis and Evaluation

Contribution to class discussions and completion of class work will also be considered
FOOD CONSUMERS – TFHC010

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

LEARNING STANDARDS

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

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

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

ASSESSMENT

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

Contribution to class discussions and completion of class work will also be considered
FOOD FABULOUS FOOD – TFFF010

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

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:

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

PRODUCING:

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

ANALYSING AND EVALUATING:

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

ASSESSMENT

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

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

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

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

LEARNING STANDARDS

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

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

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

ASSESSMENT

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

Contribution to class discussions and completion of class work will also be considered
LEAD LIGHT & DESIGN – TLLD010

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

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

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

- Tools & Equipment
- Production Techniques
- Health & Safety issues
- Outcome of Design & Production
- Topic Tests

Contribution to class discussions and completion of class work will also be considered.
WOOD - PRODUCT BY DESIGN

Students will have the opportunity to develop design ideas using the design process and turn their idea into reality. Using fundamentals as Investigation, Design, produce and Evaluate the students will produce a small folio or work and project.

LEARNING STANDARDS

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

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

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

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

- Investigating and Design.
- Production: Student’s own Design.
- Analysis and Evaluation: Journal entries, evaluation of product.
- Workshop procedures.

Contribution to class discussions and completion of class work will also be considered
ARCHITECTURAL DESIGN

This unit is for students interested in Architecture. Students follow the design process to creatively solve visual problems in response to a brief. Skills developed include drawing, technical drawing and model making. Theory work focuses students on analysing major architects and design movements from the 20th Century. This course is highly recommended for students who wish to continue to study Visual Communication Design at VCE level.

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

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

• Observational Homework Drawings
• Architectural design folio
• Analysis of design works and design movements.
• Exam

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

**LEARNING STANDARDS**

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

**ASSESSMENT**

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

- Drawing Folio
- Printing Folio
- Research Task
- Examination

Contribution to class discussions and completion of class work will also be considered.
ART—PAINTING & SCULPTURE – ADPS010

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

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

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Painting Folio
- Sculpture Folio
- Research Task
- Examination

Contribution to class discussions and completion of class work will also be considered
ART PHOTOGRAPHY (PART 1—INTRODUCTION) – AAPI010

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

LEARNING STANDARDS

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

ASSESSMENT

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

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

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

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

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

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

Contribution to class discussions and completion of class work will also be considered
DANCE – ADAN010

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

LEARNING STANDARDS

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

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

Contribution to class discussions and completion of class work will also be considered.
DRAMA PERFORMANCES – ADRP010

The aim of this unit is to introduce students to the Playmaking techniques and procedures used when creating a piece of theatre. Students use provided stimulus materials to generate ideas for both an ensemble and solo performance, and collaborated to create original performances. Students are also introduced to dramatic elements and explore a range of Theatrical Styles with a particular focus on non-naturalism.

LEARNING STANDARDS

CREATING AND MAKING:

- Apply decision making skills to find the most effective way to implement ideas.
- Design, create and make art works devised from a range of stimuli, demonstrating development of a personal style.
- Evaluate, reflect on, refine and justify their work’s content, design and development.
- Independently and collaboratively, apply their knowledge and understanding to design, create & produce performance works influenced by theatrical practitioners and theatrical styles.
- Demonstrate technical competence in the use of skills, technique and processes.
- Effectively use a range of traditional and contemporary media, materials, equipment and technologies.
- Maintain a record of how ideas develop in creating, making and presenting of their art works.

EXPLORING AND RESPONDING:

- Observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of performance works.
- Analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of performance works created by a range of practitioners in particular cultural contexts.
- Describe and discuss ways that their own and others’ performance works communicate and challenge ideas, themes and meanings.
- Use appropriate arts language.

ASSESSMENT

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

- Development and performance of an ensemble performance.
- Development and performance of a solo performance.
- Semester Examination

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

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

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Folio of Work
- Analysis
- Visual Diary
- Observational homework drawings
- Exam

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

**LEARNING STANDARDS**

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

**ASSESSMENT**

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

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

Contribution to class discussions and completion of class work will also be considered.
Students will analyse films and filmic techniques employed by directors. They will then storyboard, script and film their work using video cameras and equipment as an ensemble task. The film will be edited and shown.

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

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

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

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

Contribution to class discussions and completion of class work will also be considered
The elements of music, composition, solo and group ensemble performance, the examination of socio-cultural influences on music, listening and aural analysis of music will all be explored in this course. Developing aural and theory comprehension skills will be further developed. Students will extend their understanding of different musical genres and analyse the characteristics and role of music in different cultural and historical contexts.

LEARNING STANDARDS

CREATING AND MAKING:

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

EXPLORING AND RESPONDING:

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

ASSESSMENT

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

- Solo Performance
- Group Ensemble Performance
- Research Task
- Aural Tests and Music Theory
STAGING PLAYS – ASPL010

The aim of this unit is to examine the theoretical and practical processes involved in devising a performance. Students will develop an understanding of the different skills and steps involved in presenting a devised performance for an audience, focusing on the importance of research, improvisation, rehearsals, script writing and a final performance. Students also investigate how Stagecraft Elements such as lighting, sound, costume, make-up, set and props can be designed and implemented to enhance performance.

LEARNING STANDARDS

CREATING AND MAKING:

- Apply decision making skills to find the most effective way to implement ideas.
- Design, create and make art works devised from a range of stimuli, demonstrating development of a personal style.
- Evaluate, reflect on, refine and justify their work’s content, design and development.
- Independently and collaboratively, apply their knowledge and understanding to design, create & produce performance works influenced by theatrical practitioners and theatrical styles.
- Create performances to suit a range of purposes, contexts, audiences and/or the conventions of specific theatrical styles.
- Demonstrate technical competence in the use of skills, techniques and processes.
- Effectively use a range of traditional and contemporary media, materials, equipment and technologies.
- Maintain a record of how ideas develop in creating, making and presenting of their art works.

EXPLORING AND RESPONDING:

- Observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of performance works.
- Analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of performance works created by a range of practitioners in particular cultural contexts.
- Describe and discuss ways that their own and others’ performance works communicate and challenge ideas, themes and meanings.
- Use appropriate arts language.

ASSESSMENT

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

- Development and performance of an ensemble performance.
- Development and performance of a solo performance.
- Semester Examination
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%.
BIOLOGY UNITS 1-2 – SBIO110 & SBIO210

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%

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

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

UNIT 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%
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 represent 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
Tasks for assessment may include: digital solution in response to a need or opportunity; visual presentations; oral presentations, written reports, practical tests, topic tests and end of semester examination.

UNIT 2
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

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

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

ASSESSED TASKS
Coursework 70%
End of semester examination 30%
DANCE UNITS 1-2 - ADAN011 & ADAN022

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 processes. 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%
DRAMA UNITS 1-2 – ADRA110 & ADRA120

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%
LEGAL STUDIES UNITS 1-2 – HLST110

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
LEGAL STUDIES UNITS 1-2 - HLST210

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

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

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

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

ASSESSED TASKS
Tasks for this unit are selected from: Structured assignment, Case Study, Test, Folio and Report and Essay
Coursework = 70% of the final assessment
End of semester examination = 30% of the final assessment
PHYSICAL EDUCATION UNITS 1-2 – PPED110 & PPED210

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%
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%
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;
Analyze 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. Analyzing a technological system in society

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

UNIT 2
ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS

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

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

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

ASSESSMENT TASKS:
Theoretical Research Report; Design & Practical Assembly including Documentation, Diagnostics & Evaluation; Topic Tests (Coursework = 80% of final assessment - Examination = 20% of final assessment)
THEATRE STUDIES UNITS 1-2 – ATST110 & ATST210

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%.
VISUAL COMMUNICATION DESIGN UNITS 1-2 – AVCG010

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

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

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

Unit 1: Introduction to visual communication design

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

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

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

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

Unit 2: Applications of visual communication design
1. Technical drawing in context (30%)
2. Type and image (10%)
3. Applying the design process (30%)
4. Semester examination (30%)
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 their, Year 10, VCE or VCAL. They often involve some work placement related to the course. Students completing a VET program receive an industry recognised certificate qualification in addition to their VCAL or VCE award.

Please note Year 10 students are not able to study a Full Day VET subject Only half day VET courses will be approved.

VET (VOCATIONAL EDUCATION AND TRAINING)

The College offers all students the opportunity to undertake VET subjects during Year 10, 11 and 12. A VET subject may replace one VCE subject at Year 11 & 12 but will be an additional subject at Year 10, in place of EISM Sport. The exception to this is Sport and Recreation which will be a subject built into the Year 10 timetable.

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 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 Performance (MLMC RTO no. 6769)
- CUA20213 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:

- Billanook College
- Lilydale Heights College
- Lilydale High School
- Mount Evelyn Christian School
- Mountain District Christian School
- Ranges Tec
- Upper Yarra Secondary College
- Yarra Hills College
- Mount Lilydale Mercy College.

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.
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.

Step 2. Obtain a USI (Unique Student Identifier) See Page 86 for more information

Step 3. Complete a VET Application Form (Page 82) and submit it to Mrs Hopkins at jhopkins@mlmc.vic.edu.au or in person to Mrs Snell in student reception.

Step 4. Have an interview with Mrs Hopkins to make sure you have picked the right VET course.

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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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.
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.

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

Full year Course

KEY SKILLS REQUIRED

Previous experience in Drama or Theatre Studies an advantage, but not a requirement

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 the course will be GOTAFE RTO No.
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 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 III IN SPORT AND RECREATION

THIS SUBJECT CAN ONLY BE SELECTED BY YEAR 10 STUDENTS AND IS IMBEDDED IN THE WEEKLY TIMETABLE.

YEAR 2 OF THE COURSE WILL RUN ON A WEDNESDAY AFTERNOON IN YEAR 11

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 1 & 2

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.

UNITS UNDERTAKEN

- Develop and extend critical and creative thinking skills
- Organise personal work priorities and development
- Provide First Aid
- Use social media tools for collaboration and management
- Provide Customer Service
- Respond to Emergency Situations
- Follow work health and safety Policies
- Plan Outdoor Recreation Activities

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. 4054
## INDICATIVE ADDITIONAL LEVIES FOR 2016

<table>
<thead>
<tr>
<th>Health &amp; Physical Education</th>
<th>Outdoor Education - Discover the Coast - Year 9</th>
<th>$300.00</th>
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<tbody>
<tr>
<td></td>
<td>Outdoor Education - The Great Outdoors - Year 10</td>
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<table>
<thead>
<tr>
<th>VET</th>
<th>Building &amp; Construction Unit 1 &amp; 2</th>
<th>$300.00</th>
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<tbody>
<tr>
<td></td>
<td>Building &amp; Construction Unit 3 &amp; 4</td>
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</tr>
<tr>
<td></td>
<td>Engineering</td>
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<tr>
<td></td>
<td>Live Production</td>
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<tr>
<td></td>
<td>Interactive Digital Media</td>
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<tr>
<td></td>
<td>Hospitality</td>
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<tr>
<td></td>
<td>Sport and Recreation – Unit 1 &amp; 2</td>
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<tr>
<td></td>
<td>Sport and Recreation – Unit 3 &amp; 4</td>
<td>$550.00</td>
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<tr>
<td></td>
<td>Music</td>
<td>$350.00</td>
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</tbody>
</table>

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.
YEAR 10 ELECTIVE SELECTIONS FOR 2016

- Students are to choose a combination of units totalling 6 semester units. Students must make one (1) selection from Group 1. Students must also select 4 reserve subjects.
- Year 10 elective units are stand-alone classes. If your selected unit of study has insufficient student numbers to operate your reserve units will be used.
- Students must receive a letter of invitation from the Campus Learning Advisor to undertake Full Year VCE subjects.

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

<table>
<thead>
<tr>
<th>SEMESTER UNITS</th>
<th>VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Chemistry &amp; Physics</td>
<td>Minimum standard at Year 9 of 80% in all subjects is required to select VCE Units BY INVITATION ONLY</td>
</tr>
<tr>
<td>Agriculture, Horticulture &amp; Viticulture</td>
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</tr>
<tr>
<td>Amazing Body</td>
<td>VCE: Accounting Unit 1</td>
</tr>
<tr>
<td>Architectural Design</td>
<td>VCE: Accounting Unit 2</td>
</tr>
<tr>
<td>Art – Drawing &amp; Printmaking</td>
<td>VCE: Biology Unit 1</td>
</tr>
<tr>
<td>Art – Painting &amp; Sculpture</td>
<td>VCE: Biology Unit 2</td>
</tr>
<tr>
<td>Art &amp; Photography Part 1</td>
<td>VCE: Business Management Unit 1</td>
</tr>
<tr>
<td>Art &amp; Photography Part 2</td>
<td>VCE: Business Management Unit 2</td>
</tr>
<tr>
<td>Contemporary Health</td>
<td>VCE: Computing Unit 1</td>
</tr>
<tr>
<td>Dance</td>
<td>VCE: Computing Unit 2</td>
</tr>
<tr>
<td>Drama Performances</td>
<td>VCE: Dance Unit 1</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>VCE: Dance Unit 2</td>
</tr>
<tr>
<td>Food Consumer</td>
<td>VCE: Drama Unit 1</td>
</tr>
<tr>
<td>Food Fabulous Food</td>
<td>VCE: Drama Unit 2</td>
</tr>
<tr>
<td>Glitz &amp; Glamour</td>
<td>VCE: Legal Studies Unit 1</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>VCE: Legal Studies Unit 2</td>
</tr>
<tr>
<td>Interactive Digital Media</td>
<td>VCE: Physical Education Unit 1</td>
</tr>
<tr>
<td>Lead Light &amp; Design</td>
<td>VCE: Physical Education Unit 2</td>
</tr>
<tr>
<td>Introduction to Literature</td>
<td>VCE: Psychology Unit 1</td>
</tr>
<tr>
<td>IT Business Applications</td>
<td>VCE: Psychology Unit 2</td>
</tr>
<tr>
<td>IT Programming</td>
<td>VCE: Systems Engineering Unit 1</td>
</tr>
<tr>
<td>Media: Film Making</td>
<td>VCE: Systems Engineering Unit 2</td>
</tr>
<tr>
<td>Music</td>
<td>VCE: Theatre Studies Unit 1</td>
</tr>
<tr>
<td>Nutrition for the Athlete</td>
<td>VCE: Theatre Studies Unit 2</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>VCE: Visual Communication Design Unit 1</td>
</tr>
<tr>
<td>Personal Training</td>
<td>VCE: Visual Communication Design Unit 2</td>
</tr>
<tr>
<td>Power of Words</td>
<td></td>
</tr>
<tr>
<td>Wood Product By Design</td>
<td></td>
</tr>
<tr>
<td>Psychology In Action</td>
<td></td>
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<tr>
<td>Staging Plays</td>
<td>VET: MLMC Offering</td>
</tr>
<tr>
<td>VET CERTIFICATES</td>
<td>VET: Cluster offerings see table Pg 70</td>
</tr>
</tbody>
</table>

**FULL YEAR = 2 UNITS**

<table>
<thead>
<tr>
<th>LOTE</th>
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<tbody>
<tr>
<td>LOTE: Italian Semester 1</td>
</tr>
<tr>
<td>LOTE: Italian Semester 2</td>
</tr>
<tr>
<td>LOTE: Japanese Semester 1</td>
</tr>
<tr>
<td>LOTE: Japanese Semester 2</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Surname</th>
<th>Given Name</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>Student Mobile</td>
<td></td>
</tr>
<tr>
<td>Residential Address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburb</td>
<td>State</td>
<td>Postcode</td>
</tr>
<tr>
<td>Student Email</td>
<td>USI</td>
<td></td>
</tr>
<tr>
<td>Home School</td>
<td>VSN</td>
<td></td>
</tr>
</tbody>
</table>

MOST AVAILABLE PARENT / GUARDIAN CONTACT

<table>
<thead>
<tr>
<th>Surname</th>
<th>Given Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Mobile</td>
</tr>
<tr>
<td>Home</td>
<td>Email</td>
</tr>
</tbody>
</table>

VET PROGRAM PREFERENCE: 1ST YEAR ☐ 2ND YEAR ☐

VET PROGRAM HOST SCHOOL (To be confirmed)

IN 2016, DO YOU INTEND STUDYING: VCE ☐ VCAL ☐ YEAR 10 ☐

DOES YOUR HOME SCHOOL PROVIDE ADDITIONAL EDUCATIONAL SUPPORT FOR YOUR CHILD (Please Tick) YES ☐ NO ☐
I, [FULL NAME] accept enrolment in [COURSE NAME] The VET program at [INTENDED TRAINING ORGANISATION / SCHOOL].

In signing this contract, I agree to the following terms and conditions:

1. [ ] I will attend the scheduled orientation session at the host school.

2. [ ] I 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).

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

1. **FULL NAME**

Parent Guardian of:

2. **STUDENT FULL NAME**

agree to the following

conditions of enrolment in the VET program

3. **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 be 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 my 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: [STUDENT FULL NAME]

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.

Student Name

List any physical limitations or medical conditions

Full Tetanus Immunisation: YES / NO

Year of last immunisation

Parent / Guardian Signature

Date: / / 

Residential Address

Suburb

State

Postcode

Emergency Contact

Telephone

OFFICE USE ONLY

[ ] Administration

[ ] Finance
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: 3AW8BYH9U5.

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.

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.

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.
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
- Immi 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