Guide to Courses

Year 10 2017
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## VET SUBJECTS

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IMPORTANT DATES

JULY 26, 2016

Year 10 2017 Students Subject Selection Assembly

Year 10 2017 Parent Information Evening and EXPO (in Centennial Hall commencing at 7.30pm)

JULY 27, 2016

Year 10 Guide to Courses available Online

August 4, 2016

Online Subject Selection for Year 10 2017 subjects opens

AUGUST 12, 2016

Online Subject Selection for Year 10 2017 subjects close
The Curriculum Program at Year 10 is delivered via a combination of core and elective units. The core units following the Victorian Curriculum outline for students progressing from level 9 to level 10 and beyond. The choice of electives, VCE, and VET subjects recognizes the beginning of student’s selection of future pathways and allows for more individualised learning. By embracing these individual pathways and personal learning goals, the student’s sense of identity is strengthened, 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 (placement according to capability)
- Science
- Financial Awareness or Specialist Maths
- Sport

Students will undertake **FOUR** semester elective units, or a combination or VCE full year or LOTE full year subjects and electives in Year 10. The choices provide a range of subjects across all faculty areas. An important change to the curriculum structure at Year 10 in 2017 will be access to a wider range of VCE subjects for students who have qualified.

**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 Victorian Curriculum standards in 2017.

**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 notified via the SIMON Parent Access Module. 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 Campus Learning Advisor 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 Campus Learning Advisor. Parent consultation will follow.

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

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 as the VET offerings occur on a Wednesday afternoon.
RELIGIOUS EDUCATION (OPTION 1)

The program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. Students will study Unit One of VCE Religion and Society: The Role of Religion in Society. In addition, studies will be undertaken from the principles of the Melbourne Archdiocesan Religious Education Framework and the To Know, Worship and Love series.

SEMESTER ONE

UNITS OF STUDY
- Religion and Society Unit 1a: The Role of Religion in Society
- Eucharist – Source of life
- Church in History

LEARNING STANDARDS
- To describe the nature and purpose of religion.
- To explain the contribution of religion to human development.
- To identify and define the nine common aspects of religion.
- To come to an understanding of various religious traditions.
- To explain the importance of these aspects to religion.
- 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.

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Research Project
- Reports
- Essay
- Examination
RELIGIOUS EDUCATION (OPTION 1)

The program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. Students will study Unit One of VCE Religion and Society: The Role of Religion in Society. In addition studies will be undertaken from the principles of the Melbourne Archdiocesan Religious Education Framework and the To Know, Worship and Love series.

SEMESTER TWO

UNITS OF STUDY
- Religion and Society Unit 1b: The Role of Religion in Society

LEARNING STANDARDS
- To know the distribution of and adherence to major religious traditions in Australia, past and present
- To understand the influences of recent religious and non-religious trends on Australian religious composition
- To explore the influences of government policies on the religious composition of Australian society over time
- To describe the way collective identity is expressed by religious traditions in Australia through relevant aspects of religion
- To explore the personal meaning and identity that is found and further developed through engagement with relevant aspects of religion, in particular, spiritual experience
- To illustrate the tensions that can occur between members of a religious tradition over issues of authority, freedom, interpretation of beliefs and teachings, and behavior
- To identify the interactions between different religious traditions and within the wider Australian society and reasons for these, in particular: the role of religion in providing social infrastructure in Australian society

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Research Project
- Reports
- Essay
- Examination
RELIGIOUS EDUCATION & CSYMA (OPTION 2)
(Catholic Schools Youth Ministry 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 Unit One of VCE Religion and Society: The Role of Religion in 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 One: The Role of Religion in Society

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 know the distribution of and adherence to major religious traditions in Australia, past and present
- To understand the influences of recent religious and non-religious trends on Australian religious composition
- To explore the influences of government policies on the religious composition of Australian society over time
- To describe the way collective identity is expressed by religious traditions in Australia through relevant aspects of religion
- To explore the personal meaning and identity that is found and further developed through engagement with relevant aspects of religion, in particular, spiritual experience
- To illustrate the tensions that can occur between members of a religious tradition over issues of authority, freedom, interpretation of beliefs and teachings, and behavior
- To identify the interactions between different religious traditions and within the wider Australian society and reasons for these, in particular: – the role of religion in providing social infrastructure in Australian society – the role of interfaith and ecumenical interaction in Australia.

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 projects
- Completion of prayer journal
- Project, Essay & Research
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.

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<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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MATHEMATICS - FOUNDATION

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

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

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

ASSESSMENT
Assessment will be based on the completion of a variety of tasks including:
- Workbook Activities
- Investigation Tasks
- Homework Tasks
- Topic Tests
- Semester Examinations
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 two strands - Science Understanding (SU) and Science Inquiry Skills (SIS). These 2 strands are interrelated and its content is delivered in an integrated way.

LEARNING STANDARDS INCLUDE:

- Students analyse how models and theories have developed over time and discuss the factors that prompted their review.
- They predict how future applications of science and technology may affect people’s lives. They explain the concept of energy conservation and model energy transfer and transformation within systems.
- They explain the role of DNA and genes in cell division and genetic inheritance.
- They apply geological timescales to elaborate their explanations of both natural selection and evolution.
- They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed.
- They compare the properties of a range of elements representative of the major groups and periods in the periodic table.
- They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion.
- They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.
- Students develop questions and hypotheses that can be investigated using a range of inquiry skills.
- They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data.
- They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data.
- They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.
- Students 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.
- They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.
SCIENCE

SEMESTER 1

- Transmission of heritable characteristics
- Motion of objects involving the interaction of forces and the exchange of energy
- Global Systems including the Carbon Cycle.
- Atomic structure and the arrangement of elements into the Periodic Table.

SEMESTER 2

- Chemical Reactions involving the rearranging of atoms.
- Different types of chemical reactions and writing balanced chemical reactions.
- The universe including the Big Bang theory which can be used to explain its origin.
- Energy flow in the Earth’s atmosphere can be explained by the processes of heat transfer.
- The theory of Evolution by natural selection.

ASSESSMENT:

- Practical Work, including student-designed investigations.
- Topic Tests
- Research presentations
- Examination

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

In this unit students consider factors affecting their spending and why it is important to be an informed consumer when making spending decisions. They investigate the importance of personal money management and the role of banking, budgeting and saving.

Students will learn about the role and function of money including the different forms of money, foreign currency exchange and borrowing money. Students will also explore the issue of financial consumer awareness and online safety. They will learn how to manage their personal finances including the preparation of a personal budget and the importance of saving and investing. Students will also evaluate the various investment alternatives available to Australian investors including fixed interest, the share market and property.

Students will also explore the role of Civics and Citizenship and Business and Economics in Australian society.

LEARNING STANDARDS

- Explain why and how governments manage economic performance to improve living standards.
- Analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions.
- Explain how businesses respond to changing economic conditions and improve productivity.
- Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems.
- Compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities.
- Evaluate a range of factors that sustain democratic societies.
- Develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues.
- Evaluate ways they can be active and informed citizens in different contexts.

ASSESSMENT:

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

- Topic Tests
- Assignments
- Case Studies
- Classwork

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

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

LEARNING STANDARDS

- Review of properties and computation with natural numbers, integers, and rational numbers
- Geometric representation of natural numbers, integers and rational numbers on a number line
- Operations with irrational numbers
- Operations with complex numbers
- Right-angled triangles and solutions to problems involving right-angled triangles using sine, cosine and tangent
- Exact values of sine, cosine and tangent for 30, 45 and 60 degrees
- Two-dimensional applications including angles of depression and elevation
- Applications, for example, navigation and surveying in simple contexts
- Solution of triangles by the sine and cosine rules
- Areas of triangles, including the formula for Heron’s Law
- Concept of the position vector of a point in the Cartesian plane
- The representation of plane vectors as ordered pairs
- Concept of the position vector of a point in the Cartesian plane
- 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
SPORT

All students in Year 10 will participate in Sport on a Wednesday afternoon (unless enrolled in a VET course).

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:

**TERM 1 BOYS**
- Cricket
- Basketball A & B
- Hockey
- Tennis A & B
- Softball

**TERM 1 GIRLS**
- Cricket
- Volleyball A & B
- Softball
- Basketball A & B
- Tennis A & B

**TERMS 2 & 3 BOYS**
- Football
- Volleyball A & B
- Soccer
- Badminton

**TERMS 2 & 3 GIRLS**
- Football
- Hockey
- Netball A & B
- Soccer

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

**SOCIAL SPORTS INCLUDE**
- Self Defence
- Indoor Sports
- Fun and Games
- Dance
- Fitness
- Snooker

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

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

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

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

ASSESSMENT

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

- Skeletal and Muscular Test
- Practical Skill and Participation
- 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.
CONTEMPORARY HEALTH

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
NUTRITION FOR THE ATHLETE

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 complement 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

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

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.
INDUSTRY & ENTERPRISE UNIT 1 (VCE)

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings as well as entry-level requirements associated with work in selected industries.

Students research a work-related issue, and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

LEARNING STANDARDS

- Building a career pathway
- Developing work related skills
- Workplace effectiveness

ASSESSMENT

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

- Career Investigation
- Career Profile
- Skills Portfolio
- Workplace Investigation
- Workplace Learning Report
- Structured workplace learning – work experience

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

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

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)

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.

AIMS

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

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.
ITALIAN (LOTE)

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

SEMESTER 2

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

AIMS

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

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)

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.

AIMS

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

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)

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 2

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

AIMS

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

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
ADVANCED CHEMISTRY & PHYSICS

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

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

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

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

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 responsibility using a variety of complex tools and equipment.
• Explain decisions about the suitability of the materials and techniques used.
• Produce a production plan with logical sequences of production stages.
• Make products and explain any modifications.

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

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

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

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

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

LEARNING STANDARDS

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

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

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

ASSESSMENT

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

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

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

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:

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

PRODUCING:

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

ANALYSING AND EVALUATING:

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

ASSESSMENT

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

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

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

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

LEARNING STANDARDS

INVESTIGATING AND DESIGNING:

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

PRODUCING:

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

ANALYSING AND EVALUATING:

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

ASSESSMENT

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

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

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

This course is an introduction to VCE Systems Engineering. Understanding and applying principles of Mechanical, Electrical and Electronics to perform a function or a number of functions.

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
• Exam

Contribution to class discussions and completion of class work will also be considered
WOOD – BUILDING SKILLS
(INTRODUCTION TO CONSTRUCTION)

Building skills- Introduction to Construction is a pathway for employment opportunities in the Building Construction and Building Design industries by providing the skills and knowledge required by the carpentry and building trades. During the course you will gain experience in using hand and power tools, and learn a wide range of carpentry skills including how to install windows and doors, wall framing, interior fixing and roofing. This course is designed to enhance the prospects of getting an apprenticeship in carpentry and building trades.

LEARNING STANDARDS

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

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

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

ASSESSMENT
Assessment across the year will include a range of tasks such as:
- Design Folio
- Safety
- Production Work
- Semester Examination

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
ART

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 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
• Printmaking Folio
• Sculpture Folio
• Research Task
• Examination

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

In this course students will study the art of photography learning both the skills of chemical and digital photography, from basic to advance camera operation, darkroom printing techniques, and photoshop digital image manipulation. Students who have taken Art Photography in year 9 will be extended and students who have little experience will be introduced to the concepts required. A series of photographs, compositional structures and printing techniques will be required 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

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

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.
**GRAPHIC DESIGN**

This unit focuses on Graphic Design. Which covers all 2D design work for interactive digital media 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, website design, apps 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 Cert III in Media (Interactive Digital Media) 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.
MEDIA—FILM MAKING

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

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

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

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

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

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

The elements of music, composition, solo and group ensemble performance, the examination of cultural influences on music, listening and analysis of music will all be explored in this course. Developing aural and theory comprehension skills will be developed. Students will extend their understanding of different musical genres and analyse the characteristics and role of music in different cultural and historical contexts. Most importantly students will enjoy playing, practising and making great music together.

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

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

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

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

UNIT 1
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

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

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

ASSESSED TASKS
Coursework 70% and 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% and End of Semester Examination 30%.
UNIT 1
Agricultural and Horticultural studies enable students to gain appreciation of farming production systems in Australia. The broad nature of the study prepares students to make decisions about employment or further studies in agriculture, horticulture, land management, agribusiness and natural resource management.

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

UNIT 2
This unit focuses on plant and animal nutrition, and growth and reproduction and their relationship with agribusiness systems. Students analyse agricultural and/or horticultural production systems in terms of timelines for production, taking into account social, economic and environmental factors. The students will apply their acquired knowledge in managing a small business

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 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%
BUSINESS MANAGEMENT UNITS 1-2

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

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

UNIT 1

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

KEY SKILLS REQUIRED

Define, describe and apply relevant business management concepts and terms; acquire, record, interpret and share business information and ideas; research and analyse case studies and current examples of business management applicable to planning a business; apply business management knowledge to practical and/or simulated business situations; develop and construct business plans; use a planning tool to analyse a business’s current situation and interpret the information and discuss the decisions made in response to the internal factors that affect a business.

ASSESSED TASKS

Coursework 70% and End of Semester Examination 30%

UNIT 2

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

KEY SKILLS REQUIRED

Define, describe and apply relevant business management concepts and terms; acquire, record, interpret and share business information and ideas; research and analyse case studies and contemporary examples of business management applicable to establishing staff in a business; apply business management knowledge to practical and/or simulated business situations; evaluate the costs and benefits of various strategies for staffing a business and propose and justify the staffing strategies chosen for practical and/or simulated business situations.

ASSESSED TASKS

Coursework 70% and End of Semester Examination 30%
COMPUTING UNITS 1-2

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

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

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

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

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

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

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

At Year 12 students can choose either Software Development or Computing - Informatics
DANCE UNITS 1-2

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

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

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

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

ASSESSED TASKS
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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

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

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

Students undertake fieldwork in this unit and report on fieldwork.

LEARNING ACTIVITIES

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

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
UNIT 2 TOURISM
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

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

Students undertake fieldwork in this unit and report on fieldwork.

LEARNING ACTIVITIES

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

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
HEALTH AND HUMAN DEVELOPMENT UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
HISTORY – 20TH CENTURY UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%
LEGAL STUDIES UNITS 1-2

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

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

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

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

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

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

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

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

ASSESSED TASKS
Coursework 70% and End of semester examination 30%
UNIT 1
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

LEARNING ACTIVITIES
Students examine a range of texts including, but not limited to, plays, poetry, novels, films, short stories and essays. A variety of activities are undertaken such as thematic and character based questions, personal responses, analysis of literary, structural and linguistic features, interpretative activities, visual interpretations, oral/multimodal responses, context (social, political, historical, cultural) questions, short answer responses, essay writing, passage analysis, theoretical perspectives reading, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Ability to interpret and analyse a range of different text types, discuss how the features and conventions of text contribute to meaning, apply understanding of literary criticism to their reading of texts, reflect upon the ideas and concerns raised in texts, analyse views and values, ability to use metalanguage and develop analytical responses to texts.

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%

UNIT 2
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

LEARNING ACTIVITIES
Students examine a range of texts including, but not limited to, plays, poetry, novels, films, short stories and essays. A variety of activities are undertaken such as thematic and character based questions, personal responses, analysis of literary, structural and linguistic features, interpretative activities, visual interpretations, context (social, political, historical, cultural) questions, short answer responses, creative and critical responses, essay writing, passage analysis, theoretical perspectives reading, drawing connections, contrasts and parallels between texts, annotations and other relevant tasks.

KEY SKILLS REQUIRED
Ability to interpret and analyse a range of different text types, use close analysis of language to identify the social and cultural contexts of texts, develop critical and creative responses to texts by examining and emulating language patterns, style, structure and imagery, analyse how features of the text contribute to meaning, draw connections, contrasts and parallels between texts, explore texts beyond surface meaning to show deep awareness of ideas and attitudes, ability to use metalanguage and essay writing skills.

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

UNIT 1 EXISTENCE KNOWLEDGE AND REASONING
This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

UNIT 2
This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

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

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

ASSESSED TASKS
Coursework
End of Semester Examination
PHYSICAL EDUCATION UNITS 1-2

Physical Education introduces the students to an understanding of the body systems including skeletal, muscular, cardiovascular, respiratory and energy systems. 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. Students become aware of and apply the Social Ecological Model and Youth Physical Activity Promotion Model to critique physical activity promotion strategies.

UNIT 1
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

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 these systems work together to create energy and movement.

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
Physical Education introduces the students to an understanding of the body systems including skeletal, muscular, cardiovascular, respiratory and energy systems. 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. Students become aware of and apply the Social Ecological Model and Youth Physical Activity Promotion Model to critique physical activity promotion strategies.

UNIT 2
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings based strategies that are effective in promoting participation in some form of regular 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

Identify contemporary issues associated with participation in physical activity and sport and be able to apply various models to critique physical activity participation and promotion strategies.

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
UNIT 1
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

VCE Australian Politics is contemporary in focus. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

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

KEY SKILLS REQUIRED
- define and use key terms and concepts related to the nature of democracy and political power
- describe and analyse the purpose of political power
- define and describe principles and features of democracy
- describe and critically analyse characteristics of Australian democracy
- access, interpret and draw conclusions from information gathered from a variety of sources.
- analyse motivations for political involvement and active citizenship
- describe and analyse styles of political leadership
- describe, compare and contrast political ideologies
- research, analyse and report on a contemporary political movement

ASSESSED TASKS
School assessed coursework 70%
End of year examination 30%
POLITICS UNITS 1-2

UNIT 2
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

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

KEY SKILLS REQUIRED
- describe and analyse the extent to which globalisation has had an impact upon the lives of twenty-first century citizens
- investigate situations in which international organisations have had an impact on the lives of twenty-first century citizens
- recognise situations in which citizens assume global responsibilities
- accurately define and use key terms
- access, interpret and draw conclusions from information gathered from a range of sources.
- examine and evaluate the effectiveness of the main actors in the international community in managing global cooperation, and resolving conflict and instability
- describe and explain case studies of contemporary international cooperation and conflict access, interpret and draw conclusions from information gathered from a range of sources.

ASSESSED TASKS
School assessed coursework 70%
End of year examination 30%
PSYCHOLOGY UNITS 1-2

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

LEARNING ACTIVITIES
In class discussions; textbook 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
Assessment tasks may include the following:

Scientific Research Investigations
Topic Tests
Practical Investigations
Logbook of Practical Activities
Scientific Posters
Semester Exam
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; textbook 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
Assessment Tasks may include the following:
Scientific Research Investigations
Topic Tests
Practical Investigations
Logbook of Practical Activities
Scientific Posters
Semester Exam
TECHNOLOGY -
TEXTILES OR WOOD UNITS 1-2

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

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

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

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

ASSESSED TASKS
Design folio, product and written examination.

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

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

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

ASSESSED TASKS
Design folio 33%
Product 33%
Semester Examination 34%
Units 1 & 2 focus on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced in response to changing social consumer demands. **Students need to have satisfactorily completed Unit 1 Food & Technology prior to studying Units 3 & 4.**

**UNIT 1**  
**FOOD SAFETY AND PROPERTIES OF FOOD**

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

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

**UNIT 2**  
**PLANNING AND PREPARATION OF FOOD**

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

**ASSESSMENT**

School Assessed Coursework 60%  
End of Semester Examination 40%
UNIT 1
MECHANICAL ENGINEERING FUNDAMENTALS

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

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

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

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

UNIT 2
ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS

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

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

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

ASSESSMENT TASKS:
Coursework 80%
Examination 20%
THEATRE STUDIES UNITS 1-2

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

UNIT 1
THEATRICAL STYLES OF THE PRE-MODERN ERA
Focuses 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

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

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

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

Coursework 70%
End of Semester written Examination 30%
VISUAL COMMUNICATION DESIGN UNITS 1-2

UNIT 2
The focus of this unit is a practical context for learning and applying drawing methods and an understanding and application of basic typography components. Students are introduced to the design process that underpins visual communication design practice.

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

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

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

Coursework 70% and End of Semester Written Examination 30%
VET CERTIFICATES

VOCATIONAL EDUCATION AND TRAINING

VET CERTIFICATES (VET IN THE VCE)

Vocational Education and Training (VET) programs cater for individual needs and ensure that students attain employment related skills and an understanding of work and career pathways, in an area of interest. 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. A few of the VET courses involve a mandatory 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. In many cases the VET course will contribute to the student’s ATAR.

Please note that VET can be undertaken at Mount Lilydale Mercy College, or at a number of other providers, including Box Hill Institute Lilydale Campus and nearby secondary colleges. Students who undertake VET outside of MLMC may need to leave classes slightly early on a Wednesday in order to arrive to VET on time. Please note Year 10 students are not able to study a Full Day VET subject, only half day VET courses will be approved.

Please note that a handful of courses require a mandated work placement (please view the VET Course Details Brochure).

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 is 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 and material fees; transport to and from classes – students are responsible for making their own way to and from venues. VET fees are confirmed in December 2016, and the fees stated in the table at the end of this section are only approximate. ALL costs will be added to your MLMC fees and the College will forward your payments to the VET provider.

WITHDRAWING AND CHANGING COURSES

Students are able to withdraw from a course until the end of February. However after this date all tuition and material fees must be paid by parents regardless of the withdrawal date, as the college needs to pay the VET provider. This is a standard policy at schools throughout Victoria. Some VET providers (e.g., Box Hill Institute and Mullum Cluster courses) charge a fee for withdrawing at any stage of the process, which the parent will then have to pay. This fee is often around $100.

CONTRIBUTION TO THE VCE AND VCAL – in year 11 and 12

A VET course may contribute to the VCE in several ways:

- Provides unit credits that contribute to the VCE and VCAL
- Some unit 3 and 4 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 unit 3 and 4 VET subjects will provide the student with a study score, which 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.
- A few VET courses are only equivalent to VCE Units 1 & 2. In this case, please talk to the VET coordinator.

VCAL completion:

VET is compulsory for the VCAL. In order to achieve the VCAL, the student must undertake a VET course. If the student does not successfully complete their VET course, the VCAL cannot be achieved. If a year 10 student undertakes VCAL in year 11, the VET completed in year 10 can count towards the VCAL.
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. Can I afford the materials costs and any extra tuition fees?
3. Can I get to and from my course independently?
4. Am I highly interested in this area of study?

VET PROGRAMS

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

- 22216VIC Cert II in Building and Construction- (Box Hill Institute RTO No. 4687)
- 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)
- Certificate III in Sport & Recreation

We are also 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. Please view the table on page 71 to see the type of courses that are on offer. Schools in the Yarra Valley VET cluster include:

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

Please visit this website for information about VET courses offered by the “Yarra Valley VET Cluster”: http://www.yvvc.org.au/

Other providers include: Box Hill Institute, Lilydale and Box Hill campuses; Swinburne; Healesville Living & Learning Centre; Ringwood Trade Training Facility; Elly Lukas; 1 to 1 Hair and Beauty; and courses from the Mullum Cluster (https://www.mullumcluster.com/). Websites for all courses can be found in the VET Subject Brochure.

A list of the VET courses offered in 2017 will be finalised by the start of August, and we will make this list available to parents and students via GOOGLE CLASSROOM (All students who wish to undertake VET are required to join our VET Portal on Google Classroom – class code: vr1ns4t)

DAYS AND TIMES

Delivery of VET programs is usually on a Wednesday afternoon, which is largely a state-wide arrangement to cause minimum interruption to classes. In a few cases however, students will have to leave class early to meet with VET commitments. Students will require an Early-leavers pass from Ms Snell. 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. There are a select few courses that may also run on a Thursday, which are suitable only for year 11 VCAL students.
APPLYING FOR VOCATIONAL (VET) PROGRAMS

Students need to apply for enrolment in all VET courses through Ms Sanfilippo (VET Co-ordinator) at MLMC and NOT via the external provider, using the VET application form (a legal requirement). 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) Table at the end of this section for more information, and write your USI number clearly on the VET Application form.

Step 3. Complete a VET Application Form found at the end of this section and submit it to Ms Sanfilippo (VET Office) or to Mrs Snell in student reception in person. You can also scan and email the application to asanfilippo@mlmc.vic.edu.au or bsnell@mlmc.vic.edu.au

Step 4. Have an interview with Ms Sanfilippo at the course selection evening to make sure you have picked the right VET course.

VET COURSES LIST – COURSES, SESSION TIMES AND FEES ARE TENTATIVE

(TO BE CONFIRMED LATE TERM 3 / TERM 4)

The VET courses listed below and associated details are for 2016. These may vary for 2017. You will be notified of any significant changes. Please note that these courses are subject to student demand and availability of staff.

Please also note that for 2017 there are a number of program changes to many VET courses. The nature of these changes are made available to schools by the Victorian Curriculum and Assessment Authority (VCAA) in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes made to VET programs.

PROGRESSION

Please note that as a general rule Unit 1 and 2 needs to be completed before the Unit 3 and 4 can be undertaken. There are very few exceptions to this rule.

VCAA – more information: VCAA regulates how the VET courses run in the VCE and VCAL. You can view further information about VET VCE courses at: http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx
<table>
<thead>
<tr>
<th>Course</th>
<th>Cert level</th>
<th>Year</th>
<th>Venue</th>
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<td>Course</td>
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<td>Location</td>
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<td>$ -</td>
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</tbody>
</table>

Further details on most of these courses can be found on the VET cluster website [www.yvvc.org.au](http://www.yvvc.org.au)

Note: Partial versus Full completion. Some Certificates are too big to deliver over 2 years, and the VCAA has placed restrictions on the amount of hours of training that can be delivered in any given school year. For this reason, some VET certificates are partial completion – however they do contribute to VCE and VCAL credits and a certificate of partial completion is awarded. A Partial Completion Certificate of a VET course is a recognised VCE and VCAL pathway, and is also recognised by TAFEs.
**VET CERTIFICATE II IN BUILDING AND CONSTRUCTION (PARTIAL COMPLETION) 22216VIC**

22216VIC Certificate II in Building and Construction (Pre-apprenticeship) is a nationally accredited curriculum which offers students prevocational training in the building and construction industry. The VCE VET Building and Construction program enables students to partially complete Certificate II in Building and Construction in carpentry as a trade. At the end of Year 12 Box Hill Institute offers a condensed GAP course so that students can complete their pre-apprenticeship prior to Christmas.

**UNIT 1 - 4**
The VCE VET Building and Construction program provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. Stream specific units focus on providing foundation skills necessary for in the industry area of carpentry.

*Please note that you cannot commence Units 3 & 4 without completing Units 1&2*

**ASSESSMENT**

It is the responsibility of the teacher to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria, and is assessed according to the assessment guidelines specified in each unit of competence.

**UNITS 1 & 2 (available to year 10 students)**
- Work Safety in the construction industry
- Workplace safety & site induction
- Provide basic emergency life support
- Calculations for the building industry
- Levelling
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Carpentry hand tools
- Prepare for work in the construction industry
- Communication skills for the construction industry

**UNITS 3 & 4 (available to year 11 and 12 students)**

Units offered for the Unit 3 and 4 are to be confirmed, and may include:
- Wall framing; building structures; demolition; roof framing; and window and door frames

**WHAT CREDIT WILL I RECEIVE TOWARDS MY STUDIES?**

You will be eligible for up to two credits towards your VCAL; VCE students will receive two credits for the unit 1 and 2.

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

**PATHWAYS**

Once the student has fully completed unit 1, 2, 3 and 4, they can choose to complete a bridging course at Box Hill Institute in order to gain their full certificate. **VCAA only requires a Partial Completion for the purposes of VCE and VCAL.**

**RTO FOR THE COURSE WILL BE BOX HILL INSTITUTE RTO NO. 4687**

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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 or MLMC. 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.

Students specialise in the following stream:
- Fabrication

UNITS 1 & 2 (available to year 10 students)

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/

UNITS 3 & 4 (available to year 11 and 12 students)

Units offered for the Unit 3 and 4 are to be confirmed, and may include:
- Perform basic welding & thermal cutting processes to fabricate engineering structures

KEY SKILLS REQUIRED

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.

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 contributions with an exam completion.

VCAL-You will be eligible for up to two credits towards your VCAL for unit 1 and 2.

RTO FOR 1ST YEAR OF THE COURSE WILL BE EDUCATIONAL LIVING PTY LTD RTO NO. 3784

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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.

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, and special events such as the Wine Tasting Evening.

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”.

UNITS 1 & 2 (available to year 10 students)

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 contributions with an exam completion.

RTO FOR 1ST YEAR OF THE COURSE WILL BE MLMC RTO NO. 6769.

*Please note that for 2017 there are a number of program changes to many VET courses. These changes are made available to schools by the VCAA in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes.
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 and 2

Available to Year 10 students. Students are introduced to Adobe Dreamweaver and Photoshop in this course. They are required to follow the creative design process and develop a range of skills in basic web design, creative thinking, photographic manipulation and basic audio editing. Students develop their digital design skills with a focus on working in a team environment to collaboratively complete major design tasks. The tasks require organisation, speed in combination with creativity and design aesthetics.

LEARNING ACTIVITIES
Short design tasks are set to enable students to learn all the required technical skills of the software required. Tutorials are also followed in Adobe Dreamweaver, and Photoshop. In class demonstrations, and guest speakers all contribute to learning and practice of the skills required. The major tasks include: producing a website for a real client; creating a mock radio program; creating a series of photographic images for a particular issue or story, and explaining the work; and an OHS online portfolio.

KEY SKILLS REQUIRED
Knowledge of office OH&S, the creative design process, maintaining a design folio, photographic manipulation, web design and basic audio recording are all taught in this course.

UNIT 3 and 4

This is available once the student has completed unit 1 and 2 (year 11 and 12). Students continue to develop their digital design skills with a focus on working in a team environment 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 an 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. VCAA examination.

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.

RTO for the course will be MLMC RTO No. 6769

*Please note that for 2017 there are a number of program changes to many VET courses. These changes are made available to schools by the VCAA in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes.
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
(available to year 10 students)

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
(available in year 11 and 12)

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 contributions with an exam completion.

VCAL-You will be eligible for up to two credits towards your VCAL for unit 1 and 2.

RTO for the course will be MLMC RTO No. 6769

*Please note that for 2017 there are a number of program changes to many VET courses. These changes are made available to schools by the VCAA in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes.
VET CERTIFICATE III IN SPORT AND RECREATION

This subject can only be selected by Year 10 students and is imbedded in the weekly timetable.

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 (available to year 10 students)

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 contributions with an exam completion.

VCAL-You will be eligible for up to two credits towards your VCAL.

RTO for the course will be iVET RTO No. 4054

*Please note that for 2017 there are a number of program changes to many VET courses. These changes are made available to schools by the VCAA in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes.
YEAR 10 ELECTIVE SELECTIONS FOR 2017

- **Students are to choose a combination of units totalling 4 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.

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<tr>
<th>GROUP 1</th>
<th>Financial Awareness</th>
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<td>Advanced Chemistry &amp; Physics</td>
<td>VCE: Accounting</td>
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<tr>
<td>Agriculture, Horticulture &amp; Viticulture</td>
<td>VCE: Agriculture &amp; Horticulture</td>
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<tr>
<td>Amazing Body</td>
<td>VCE: Biology</td>
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<tr>
<td>Architectural Design</td>
<td>VCE: Business Management</td>
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<tr>
<td>Art</td>
<td>VCE: Computing</td>
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<tr>
<td>Art Photography</td>
<td>VCE: Dance</td>
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<td>Contemporary Health</td>
<td>VCE: Drama</td>
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<td>Dance</td>
<td>VCE: Economics</td>
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<tr>
<td>Drama Performances</td>
<td>VCE: Geography</td>
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<tr>
<td>Fashion Design</td>
<td>VCE: Health &amp; Human Development</td>
</tr>
<tr>
<td>Food Consumers</td>
<td>VCE: History 20th Century</td>
</tr>
<tr>
<td>Food Fabulous Food</td>
<td>VCE: Legal Studies</td>
</tr>
<tr>
<td>Glitz Glamour</td>
<td>VCE: Literature</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>VCE: Philosophy</td>
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<tr>
<td>Industry &amp; Enterprise</td>
<td>VCE: Physical Education</td>
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<tr>
<td>Introduction of Literature</td>
<td>VCE: Politics Australian &amp; Global</td>
</tr>
<tr>
<td>IT Business Applications</td>
<td>VCE: Psychology</td>
</tr>
<tr>
<td>IT Programming</td>
<td>VCE: Technology Textiles or Wood</td>
</tr>
<tr>
<td>LOTE – Italian</td>
<td>VCE: Technology Food</td>
</tr>
<tr>
<td>LOTE – Japanese</td>
<td>VCE: Technology Systems Engineering</td>
</tr>
<tr>
<td>Media – Film Making</td>
<td>VCE: Theatre Studies</td>
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<tr>
<td>Music</td>
<td>VCE: Visual Communication Design</td>
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<tr>
<td>Nutrition for the Athlete</td>
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<tr>
<td>Outdoor Education</td>
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<td>Personal Training</td>
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<td>Power of Words</td>
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<td>Psychology in Action</td>
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<td>Systems Technology</td>
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<tr>
<td>Wood - Building Skills</td>
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<tr>
<td>Wood - Product by Design</td>
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</tbody>
</table>

**FULL YEAR = 2 UNITS**

**LOTE**

- LOTE: Italian Semester 1
- LOTE: Italian Semester 2
- LOTE: Japanese Semester 1
- LOTE: Japanese Semester 2

*Minimum standard at Year 9 of 70% in all subjects is required to select VCE Units*
# ENROLMENT FOR VET IN SCHOOLS PROGRAM (VETis) 2017

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

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<thead>
<tr>
<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>Surname</td>
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<tr>
<td>Given Name</td>
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<tr>
<td>Form</td>
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</tr>
<tr>
<td>Date of Birth</td>
<td></td>
</tr>
<tr>
<td>Student Mobile</td>
<td></td>
</tr>
<tr>
<td>Residential Address</td>
<td></td>
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<tr>
<td>Suburb</td>
<td></td>
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<tr>
<td>State</td>
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<tr>
<td>Postcode</td>
<td></td>
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<tr>
<td>Student Email</td>
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<tr>
<td>USI</td>
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<tr>
<td>Home School</td>
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<td>VSN</td>
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**MOST AVAILABLE PARENT / GUARDIAN CONTACT**

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<th>Field</th>
<th>Details</th>
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<tbody>
<tr>
<td>Surname</td>
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<td>Given Name</td>
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<td>Work</td>
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<tr>
<td>Mobile</td>
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<tr>
<td>Home</td>
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<td>Email</td>
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</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
STUDENT CONTRACT

I, [FULL NAME]

accept enrolment in [COURSE NAME] The VET program

At [INTENDED TRAINING ORGANISATION / SCHOOL]

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

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

2. [ ] am committed to attending this course on the designated day from start until finish on each day the course is delivered.

3. I will notify my home and host school of any absenteeism on the day.

4. I understand and accept that it is my responsibility to catch up on any work missed in scheduled classes due to my participation in this program.

5. I agree that travel arrangements between schools and between school and home are my responsibility. Please give a brief description of your proposed means of transport (including bus and train times).

PUBLIC TRANSPORT

PRIVATE ARRANGEMENT WITH PARENTS

[ ]

OTHER—PLEASE LIST:

[ ]

[ ]

6. I will abide by the rules of the school I attend as part of the VET program.

7. I agree to participate in any work placement (structured workplace learning) that I may be required to undertake in order to maximise the benefits associated with studying a vocational certificate. Work placement may occur during school holidays.

8. I agree to the release of my personal details and assessments between educational institutes related to the VET program I am enrolled in.

Student Signature: ___________________________ Date: ___________________________
PARENT / GUARDIAN CONTRACT

1. **FULL NAME** Parent Guardian of;

   **STUDENT FULL NAME** agree to the following

   conditions of enrolment in the VET program **COURSE NAME**

By signing below, I agree to the following;

1. I agree to pay any additional fees and charges associated with enrolment in the VET program. I will be responsible for the costs of books, equipment and special uniforms. (for additional information regarding costs, please refer to the course brochure)

2. I understand and agree to meet any financial responsibilities should 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