GUIDE TO COURSES
VCE, VCAL & VET
Tuesday July 24, 2012

Information Night for Parents of Year 10 2012 students.

Tuesday August 20, 2012

3:50pm – 6:00pm and 6:30pm – 8:30pm

Year 10 Subject Selection Teacher/Parent/Student Interviews for Year 11 2013.

Expression of Interest forms for VCAL due.

NOVEMBER/DECEMBER:

Checking of 2012 results and promotion requirements. Further interviews will be held, if necessary.

NB: Completion and submission of subject selection forms does not imply satisfactory completion of Year 10 and promotion to Year 11 or satisfactory completion of Year 11 and promotion to Year 12.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPORTANT DATES</td>
<td>3</td>
</tr>
<tr>
<td>VCE STUDIES OFFERED</td>
<td>6</td>
</tr>
<tr>
<td>ADDITIONAL LEVIES</td>
<td>8</td>
</tr>
<tr>
<td>CAREERS GUIDELINES</td>
<td>9</td>
</tr>
<tr>
<td>SELECTING A PATHWAY - YEAR 11</td>
<td>17</td>
</tr>
<tr>
<td>SELECTING A PATHWAY - YEAR 12</td>
<td>18</td>
</tr>
<tr>
<td>VICTORIAN CERTIFICATE OF EDUCATION (VCE)</td>
<td>19</td>
</tr>
<tr>
<td>ORGANISATION OF STUDIES</td>
<td>19</td>
</tr>
<tr>
<td>STUDENT PROGRAM REQUIREMENTS</td>
<td>19</td>
</tr>
<tr>
<td>SATISFACTORY COMPLETION OF THE VCE</td>
<td>20</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>20</td>
</tr>
<tr>
<td>GENERAL ACHIEVEMENT TEST (GAT)</td>
<td>21</td>
</tr>
<tr>
<td>AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)</td>
<td>21</td>
</tr>
<tr>
<td>ENTRY PRE-REQUISITES FOR UNITS 3 AND 4</td>
<td>22</td>
</tr>
<tr>
<td>VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)</td>
<td>23</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>23</td>
</tr>
<tr>
<td>FURTHER INFORMATION</td>
<td>24</td>
</tr>
<tr>
<td>CHOOSING A COURSE - GENERAL GUIDELINES</td>
<td>25</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION PROGRAM</td>
<td>25</td>
</tr>
<tr>
<td>PROMOTION TO YEAR 12</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 11 SUBJECT SELECTION</td>
<td>26</td>
</tr>
<tr>
<td>SPORT</td>
<td>26</td>
</tr>
<tr>
<td>VCE STUDY OUTLINES</td>
<td>27</td>
</tr>
<tr>
<td>ACCOUNTING UNITS 1 &amp; 2</td>
<td>28</td>
</tr>
<tr>
<td>ACCOUNTING UNITS 3 &amp; 4</td>
<td>29</td>
</tr>
<tr>
<td>AGRICULTURAL AND HORTICULTURAL STUDIES UNITS 1 &amp; 2</td>
<td>30</td>
</tr>
<tr>
<td>AGRICULTURAL AND HORTICULTURAL STUDIES UNITS 3 &amp; 4</td>
<td>31</td>
</tr>
<tr>
<td>ART UNITS 1 &amp; 2</td>
<td>32</td>
</tr>
<tr>
<td>ART UNITS 3 &amp; 4</td>
<td>33</td>
</tr>
<tr>
<td>BIOLOGY UNITS 1 &amp; 2</td>
<td>34</td>
</tr>
<tr>
<td>BIOLOGY UNITS 3 &amp; 4</td>
<td>35</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT UNITS 1 &amp; 2</td>
<td>36</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT UNITS 3 &amp; 4</td>
<td>37</td>
</tr>
<tr>
<td>CHEMISTRY UNITS 1 &amp; 2</td>
<td>38</td>
</tr>
<tr>
<td>CHEMISTRY UNITS 3 &amp; 4</td>
<td>39</td>
</tr>
<tr>
<td>DANCE UNITS 1 &amp; 2</td>
<td>40</td>
</tr>
<tr>
<td>DANCE UNITS 3 &amp; 4</td>
<td>41</td>
</tr>
<tr>
<td>DRAMA UNITS 1 &amp; 2</td>
<td>42</td>
</tr>
<tr>
<td>DRAMA UNITS 3 &amp; 3</td>
<td>43</td>
</tr>
<tr>
<td>ECONOMICS UNITS 1 &amp; 2</td>
<td>44</td>
</tr>
<tr>
<td>ECONOMICS UNITS 3 &amp; 4</td>
<td>45</td>
</tr>
<tr>
<td>ENGLISH UNITS 1 &amp; 2</td>
<td>46</td>
</tr>
<tr>
<td>ENGLISH UNITS 3 &amp; 4</td>
<td>47</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE UNITS 3 &amp; 4</td>
<td>48</td>
</tr>
<tr>
<td>GEOGRAPHY UNITS 1 &amp; 2</td>
<td>49</td>
</tr>
<tr>
<td>GEOGRAPHY UNITS 3 &amp; 4</td>
<td>50</td>
</tr>
<tr>
<td>HEALTH AND HUMAN DEVELOPMENT UNITS 1 &amp; 2</td>
<td>51</td>
</tr>
<tr>
<td>HEALTH AND HUMAN DEVELOPMENT UNITS 3 &amp; 4</td>
<td>52</td>
</tr>
<tr>
<td>HISTORY - TWENTIETH CENTURY UNITS 1 &amp; 2</td>
<td>53</td>
</tr>
<tr>
<td>HISTORY – AUSTRALIAN UNITS 3 &amp; 4</td>
<td>54</td>
</tr>
<tr>
<td>HISTORY – REVOLUTIONS UNITS 3 &amp; 4</td>
<td>54</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Pages</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>IT - INFORMATION TECHNOLOGY APPLICATIONS UNITS 3 &amp; 4</td>
<td>56</td>
</tr>
<tr>
<td>IT - INFORMATION TECHNOLOGY UNITS 1 &amp; 2</td>
<td>55</td>
</tr>
<tr>
<td>IT - SOFTWARE DEVELOPMENT UNITS 3 &amp; 4</td>
<td>57</td>
</tr>
<tr>
<td>LANGUAGES OTHER THAN ENGLISH (LOTE) – ITALIAN UNITS 1 &amp; 2</td>
<td>58</td>
</tr>
<tr>
<td>LANGUAGES OTHER THAN ENGLISH (LOTE) – ITALIAN UNITS 3 &amp; 4</td>
<td>59</td>
</tr>
<tr>
<td>LANGUAGES OTHER THAN ENGLISH (LOTE) – JAPANESE UNITS 1 &amp; 2</td>
<td>60</td>
</tr>
<tr>
<td>LANGUAGES OTHER THAN ENGLISH (LOTE) – JAPANESE UNITS 3 &amp; 4</td>
<td>61</td>
</tr>
<tr>
<td>LEGAL STUDIES UNITS 1 &amp; 2</td>
<td>62</td>
</tr>
<tr>
<td>LEGAL STUDIES UNITS 3 &amp; 4</td>
<td>63</td>
</tr>
<tr>
<td>LITERATURE UNITS 1 &amp; 2</td>
<td>64</td>
</tr>
<tr>
<td>LITERATURE UNITS 3 &amp; 4</td>
<td>65</td>
</tr>
<tr>
<td>MATHEMATICS – COURSE SELECTION GUIDE</td>
<td>66</td>
</tr>
<tr>
<td>MATHEMATICS – FOUNDATION MATHEMATICS UNITS 1 &amp; 2</td>
<td>67</td>
</tr>
<tr>
<td>MATHEMATICS – GENERAL MATHEMATICS (FURTHER) UNITS 1 &amp; 2</td>
<td>68</td>
</tr>
<tr>
<td>MATHEMATICS – FURTHER MATHEMATICS UNITS 3 &amp; 4</td>
<td>69</td>
</tr>
<tr>
<td>MATHEMATICS – GENERAL MATHEMATICS (SPECIALIST) UNITS 1 &amp; 2</td>
<td>70</td>
</tr>
<tr>
<td>MATHEMATICS – SPECIALIST MATHEMATICS UNITS 3 &amp; 4</td>
<td>71</td>
</tr>
<tr>
<td>MATHEMATICS – (CAS) MATHEMATICAL METHODS UNITS 1 &amp; 2</td>
<td>72</td>
</tr>
<tr>
<td>MATHEMATICS – (CAS) MATHEMATICAL METHODS UNITS 3 &amp; 4</td>
<td>73</td>
</tr>
<tr>
<td>MEDIA UNITS 1 &amp; 2</td>
<td>74</td>
</tr>
<tr>
<td>MEDIA UNITS 3 &amp; 4</td>
<td>75</td>
</tr>
<tr>
<td>MUSIC PERFORMANCE UNITS 1 &amp; 2</td>
<td>76</td>
</tr>
<tr>
<td>MUSIC PERFORMANCE UNITS 3 &amp; 4</td>
<td>77</td>
</tr>
<tr>
<td>MUSIC STYLES &amp; COMPOSITION UNITS 1 &amp; 2</td>
<td>78</td>
</tr>
<tr>
<td>MUSIC STYLES &amp; COMPOSITION UNITS 3 &amp; 4</td>
<td>79</td>
</tr>
<tr>
<td>MUSIC INVESTIGATION UNITS 3 &amp; 4</td>
<td>80</td>
</tr>
<tr>
<td>PHILOSOPHY UNITS 1 &amp; 2</td>
<td>81</td>
</tr>
<tr>
<td>PHILOSOPHY UNITS 3 &amp; 4</td>
<td>82</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION UNITS 1 &amp; 2</td>
<td>83</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION UNITS 3 &amp; 4</td>
<td>84</td>
</tr>
<tr>
<td>PHYSICS UNITS 1 &amp; 2</td>
<td>85</td>
</tr>
<tr>
<td>PHYSICS UNITS 3 &amp; 4</td>
<td>86</td>
</tr>
<tr>
<td>POLITICS – INTERNATIONAL UNITS 1 &amp; 2</td>
<td>87</td>
</tr>
<tr>
<td>POLITICS – NATIONAL UNITS 3 &amp; 4</td>
<td>88</td>
</tr>
<tr>
<td>PSYCHOLOGY UNITS 1 &amp; 2</td>
<td>89</td>
</tr>
<tr>
<td>PSYCHOLOGY UNITS 3 &amp; 4</td>
<td>90</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION – RELIGION AND SOCIETY UNITS 1 &amp; 2</td>
<td>91</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION – RELIGION AND SOCIETY UNITS 3 &amp; 4</td>
<td>92</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION – TEXTS AND TRADITIONS UNIT 1</td>
<td>93</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION – TEXTS AND TRADITIONS UNITS 3 &amp; 4</td>
<td>94</td>
</tr>
<tr>
<td>STUDIO ARTS UNITS 1 &amp; 2</td>
<td>95</td>
</tr>
<tr>
<td>STUDIO ARTS UNITS 3 &amp; 4</td>
<td>96</td>
</tr>
<tr>
<td>TECHNOLOGY – DESIGN AND TECHNOLOGY (WOOD OR TEXTILES) UNITS 1 &amp; 2</td>
<td>97</td>
</tr>
<tr>
<td>TECHNOLOGY – DESIGN AND TECHNOLOGY (WOOD OR TEXTILES) UNITS 3 &amp; 4</td>
<td>98</td>
</tr>
<tr>
<td>TECHNOLOGY – FOOD AND TECHNOLOGY UNITS 1 &amp; 2</td>
<td>99</td>
</tr>
<tr>
<td>TECHNOLOGY – FOOD AND TECHNOLOGY UNITS 3 &amp; 4</td>
<td>100</td>
</tr>
<tr>
<td>TECHNOLOGY – SYSTEMS ENGINEERING UNITS 1 &amp; 2</td>
<td>101</td>
</tr>
<tr>
<td>TECHNOLOGY – SYSTEMS ENGINEERING UNITS 3 &amp; 4</td>
<td>102</td>
</tr>
<tr>
<td>THEATRE STUDIES UNITS 1 &amp; 2</td>
<td>103</td>
</tr>
<tr>
<td>THEATRE STUDIES UNITS 3 &amp; 4</td>
<td>104</td>
</tr>
<tr>
<td>VISUAL COMMUNICATION AND DESIGN UNITS 1 &amp; 2</td>
<td>105</td>
</tr>
<tr>
<td>VISUAL COMMUNICATION AND DESIGN UNITS 3 &amp; 4</td>
<td>106</td>
</tr>
<tr>
<td>VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)</td>
<td>107</td>
</tr>
<tr>
<td>INTERMEDIATE</td>
<td></td>
</tr>
<tr>
<td>SENIOR</td>
<td>111</td>
</tr>
<tr>
<td>VOCATIONAL EDUCATION &amp; TRAINING</td>
<td>115</td>
</tr>
<tr>
<td>VET CERTIFICATES AVAILABLE</td>
<td>119</td>
</tr>
<tr>
<td>CERTIFICATE II IN BUILDING AND CONSTRUCTION</td>
<td>120</td>
</tr>
<tr>
<td>CERTIFICATE II IN ENGINEERING</td>
<td>121</td>
</tr>
<tr>
<td>CERTIFICATE II IN HORTICULTURE</td>
<td>122</td>
</tr>
<tr>
<td>CERTIFICATE II IN HOSPITALITY</td>
<td>123</td>
</tr>
<tr>
<td>CERTIFICATE II IN INTERACTIVE DIGITAL MEDIA</td>
<td>124</td>
</tr>
<tr>
<td>CERTIFICATE III IN INTERACTIVE DIGITAL MEDIA</td>
<td>125</td>
</tr>
<tr>
<td>CERTIFICATE II IN MUSIC</td>
<td>126</td>
</tr>
<tr>
<td>CERTIFICATE II IN OUTDOOR RECREATION</td>
<td>127</td>
</tr>
<tr>
<td>CERTIFICATE III IN OUTDOOR RECREATION</td>
<td></td>
</tr>
</tbody>
</table>

TRIAL GRID FOR SUBJECT SELECTION ................................................................. 128
VCE STUDIES OFFERED

Please note that the final list of studies delivered will be influenced by student choices. Studies chosen by very small numbers of students may not proceed.

| ACCOUNTING | 1, 2, 3, 4 | (AC011, AC022, AC033, AC034) |
| AGRICULTURAL AND HORTICULTURAL STUDIES | 1, 2, 3, 4 | (AH011, AH022, AH033, AH034) |
| ART | 1, 2, 3, 4 | (AR011, AR022, AR033, AR034) |
| BIOLOGY | 1, 2, 3, 4 | (BI011, BI022, BI033, BI034) |
| BUSINESS MANAGEMENT | 1, 2, 3, 4 | (BM011, BM022, BM033, BM034) |
| CHEMISTRY | 1, 2, 3, 4 | (CH011, CH022, CH033, CH034) |
| DANCE | 1, 2, 3, 4 | (DA011, DA022, DA033, DA034) |
| DRAMA | 1, 2, 3, 4 | (DR011, DR022, DR033, DR034) |
| ECONOMICS | 1, 2, 3, 4 | (EC011, EC022, EC033, EC034) |
| ENGLISH | 1, 2, 3, 4 | (EN011, EN012, EN013, EN014) |
| ENGLISH LANGUAGE | 3, 4 | (EL013, EL014) |
| GEOGRAPHY | 1, 2, 3, 4 | (GE011, GE022, GE033, GE034) |
| HEALTH AND HUMAN DEVELOPMENT | 1, 2, 3, 4 | (HH011, HH022, HH033, HH034) |
| HISTORY – AUSTRALIAN | 3, 4 | (HI083, HI084) |
| HISTORY – TWENTIETH-CENTURY | 1, 2 | (HI031, HI042) |
| HISTORY – REVOLUTIONS | 3, 4 | (HI133, HI134) |
| IT – INFORMATION TECHNOLOGY | 1, 2 | (IT011, IT012) |
| IT – IT APPLICATIONS | 3, 4 | (IT023, IT024) |
| IT – SOFTWARE DEVELOPMENT | 3, 4 | (IT033, IT034) |
| LANGUAGES OTHER THAN ENGLISH - ITALIAN | 1, 2, 3, 4 | (LO141, LO142, LO143, LO144) |
| LANGUAGES OTHER THAN ENGLISH - JAPANESE | 1, 2, 3, 4 | (LO461, LO462, LO463, LO464) |
| LEGAL STUDIES | 1, 2, 3, 4 | (LS011, LS022, LS033, LS034) |
| LITERATURE | 1, 2, 3, 4 | (LI011, LI012, LI013, LI014) |
| MATHEMATICS: | | |
| - FOUNDATION MATHEMATICS | 1, 2 | (MA011, MA012) |
| - GENERAL MATHEMATICS (FURTHER) | 1, 2 | (MA071, MA072) |
| - GENERAL MATHEMATICS (SPECIALIST) | 1, 2 | (MA091, MA092) |
| - MATHEMATICAL METHODS (CAS) | 1, 2, 3, 4 | (MA081, MA082, MA083, MA084) |
| - FURTHER MATHEMATICS | 3, 4 | (MA073, MA074) |
| - SPECIALIST MATHEMATICS | 3, 4 | (MA093, MA094) |
| MEDIA | 1, 2, 3, 4 | (ME011, ME022, ME033, ME034) |
| MUSIC INVESTIGATIONS | 3, 4 | (MI033, MI034) |
| MUSIC PERFORMANCE | 1, 2, 3, 4 | (MC011, MC012, MC023, MC024) |
| MUSIC STYLES & COMPOSITION | 1, 2, 3, 4 | (MS012, MS022, MS033, MS034) |
| PHILOSOPHY | 1, 2, 3, 4 | (PL011, PL012, PL033, PL034) |
| PHYSICAL EDUCATION | 1, 2, 3, 4 | (PE011, PE022, PE033, PE034) |
| PHYSICS | 1, 2, 3, 4 | (PH011, PH022, PH033, PH034) |
| POLITICS | 1, 2, 3, 4 | (IP011, IP022, NP033, NP034) |
| PSYCHOLOGY | 1, 2, 3, 4 | (PY011, PY022, PY033, PY034) |
| RELIGIOUS EDUCATION - | | |
| - RELIGION AND SOCIETY | 1, 2, 3, 4 | (RE011, RE022, RE033, RE034) |
| - TEXTS AND TRADITIONS | 1, 3, 4 | (TT011, TT033, TT034) |
| STUDIO ARTS | 1, 2, 3, 4 | (SA011, SA022, SA033, SA034) |
| TECHNOLOGY - | | |
| - DESIGN AND TECHNOLOGY (WOOD or TEXTILES) | 1, 2, 3, 4 | (DT011, DT022, DT033, DT034) |
| - FOOD AND TECHNOLOGY | 1, 2, 3, 4 | (FY011, FY022, FY033, FY034) |
| - SYSTEMS ENGINEERING | 1, 2, 3, 4 | (SE011, SE022, SE033, SE034) |
| THEATRE STUDIES | 1, 2, 3, 4 | (TS011, TS022, TS033, TS034) |
| VISUAL COMMUNICATION DESIGN | 1, 2, 3, 4 | (VC011, VC022, VC033, VC034) |
### VCE STUDIES OFFERED

---

**Units that students can do singly or as a sequence:**

- [ ]

**Units that must be done as a sequence:**

- [ ]

Studies for which it is recommended that students do Unit 1 and/or 2 before attempting 3 & 4:

- (or have equivalent experience or be willing to do some preparatory work)

---

### ENGLISH

**Compulsory**

Choose from: English/ESL/English Language/Literature

---

**You may choose any units from this group**

<table>
<thead>
<tr>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Accounting</td>
<td>Agric. &amp; Horticultural Studies</td>
<td>Art</td>
</tr>
<tr>
<td>Business Management</td>
<td>Chemistry</td>
<td>Classical Studies</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Drama</td>
<td>Economics</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Food &amp; Technology</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Music</td>
<td>National &amp; Cultural Studies</td>
<td>Outdoor &amp; Enviro. Studies</td>
</tr>
<tr>
<td>Industry &amp; Enterprise</td>
<td>Information Technology</td>
<td>Physical Education</td>
</tr>
<tr>
<td>International Politics</td>
<td>International Studies</td>
<td>Psychology</td>
</tr>
<tr>
<td>LOTE</td>
<td>Legal Studies</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Literature</td>
<td>Mathematics</td>
<td>Text &amp; Traditions</td>
</tr>
<tr>
<td>Media</td>
<td>Music Investigation</td>
<td>Visual Comm. &amp; Design</td>
</tr>
</tbody>
</table>

---

### VET STUDIES

**On Campus**

- Certificate II in Building & Construction
- Certificate II in Hospitality
- Certificate II in Outdoor Recreation
- Certificate II in Music
- Certificate II in Engineering
- Certificate II in Interactive Digital Media
- Certificate II in Hairdressing
- Certificate II in Hospitality (Commercial Cookery)
- Certificate II in Hospitality (Food & Beverage)
- Certificate II in Make-up & Nails
- Certificate II in Plumbing

---

**Off Campus**

- Certificate II in Acting (Screen)
- Certificate II in Allied Health
- Certificate II in Applied Fashion
- Certificate II in Beauty
- Certificate II in Community Services
- Certificate II in Conservation & Land Management
- Certificate II in Equine Industry
- Certificate II in Floristry
- Certificate II in Furniture & Cabinet Making
- Certificate II in Hairdressing
- Certificate II in Hospitality (Commercial Cookery)
- Certificate II in Hospitality (Food & Beverage)
- Certificate II in Make-up & Nails
- Certificate II in Plumbing

---

### VCAL

**Intermediate**

---

**Senior**

---
Please Note subjects listed below incur an additional levy as shown per Year

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>SUBJECT</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology Units 1/2</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Biology Units 3/4</td>
<td>$100.00</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Dance Unit 1/2</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Dance Unit 3/4</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Drama Unit 1/2</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Drama Unit 3/4</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies Unit 1/2</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies Unit 3/4</td>
<td>$140.00</td>
</tr>
<tr>
<td>Technology</td>
<td>Food and Technology Unit 1/2</td>
<td>$60.00</td>
</tr>
<tr>
<td></td>
<td>Food and Technology Unit 3/4</td>
<td>$60.00</td>
</tr>
<tr>
<td></td>
<td>Design - Wood Unit 1/2</td>
<td>$60.00</td>
</tr>
<tr>
<td></td>
<td>Design - Wood Unit 3/4</td>
<td>$60.00</td>
</tr>
<tr>
<td></td>
<td>Design - Textiles Unit 1/2</td>
<td>$60.00</td>
</tr>
<tr>
<td></td>
<td>Design - Textiles Unit 3/4</td>
<td>$60.00</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Communication Design Unit 1/2</td>
<td>$80.00</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design Unit 3/4</td>
<td>$80.00</td>
</tr>
<tr>
<td></td>
<td>Art Unit 1/2</td>
<td>$90.00</td>
</tr>
<tr>
<td></td>
<td>Art Unit 3/4</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Media Unit 1/2</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Media Unit 3/4</td>
<td>$150.00</td>
</tr>
<tr>
<td></td>
<td>Studio Arts Unit 1/2</td>
<td>$90.00</td>
</tr>
<tr>
<td></td>
<td>Studio Arts Unit 3/4</td>
<td>$100.00</td>
</tr>
<tr>
<td>VCAL</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>LOTE</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>RE</td>
<td>No levies payable for this Faculty</td>
<td></td>
</tr>
<tr>
<td>VET</td>
<td>Outdoor Recreation Cert II</td>
<td>$550.00</td>
</tr>
<tr>
<td></td>
<td>Building &amp; Construction</td>
<td>$300.00</td>
</tr>
<tr>
<td></td>
<td>Interactive Digital Media</td>
<td>Year 11—$150.00</td>
</tr>
<tr>
<td></td>
<td>Hospitality (Kitchen operations)</td>
<td>Year 12—$300.00</td>
</tr>
<tr>
<td></td>
<td>Horticulture</td>
<td>$350.00</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>Live Production</td>
<td>$550.00</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>$150.00</td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Recreation Cert III</td>
<td>$600.00</td>
</tr>
</tbody>
</table>
Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: afontana@mlmclldale.catholic.edu.au
Elizabeth Dufty: edufye@mlmclldale.catholic.edu.au
Phone: (03) 9735 4022
CAREERS GUIDELINES

Building Industry

- Maths Methods
- General Maths
- Specialist Maths
- Physics
- English
- Geography
- Chemistry
- VET Engineering
- Visual Communication Design
- Information Technology
- Systems Engineering
- Religious Education

- English
- Maths Methods
- General Maths
- Visual Communication Design
- Studio Arts
- Geography
- Information Technology
- History
- VET Building
- Religious Education

- English
- Maths Methods
- General maths
- VET Building
- Design Technology: Wood
- Business Management
- Agricultural and Horticultural Studies
- Visual Communication Design
- Studio Arts
- Geography
- Religious Education
- VCAL

Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: afontana@mltnliliesdale.catholic.edu.au
Elizabeth Duffy: eduffy@mltnliliesdale.catholic.edu.au
Jo-Anne Hopkins: jhopkins.scalding@mltnliliesdale.catholic.edu.au
Sue Molina: smolina@mltnliliesdale.catholic.edu.au
Phone: (03) 9735 4022
CAREERS GUIDELINES

Science, Medicine and Health Sciences

Science
- English
- Maths Methods
- Specialist Maths
- General Maths
- Biology
- Geography
- Physics
- Chemistry
- VET Engineering
- Information Technology
- Systems Engineering
- VET Animal Studies
- Religious Education

Medicine
- English
- Maths Methods
- General Maths
- Physics
- Chemistry
- Biology
- Health and Human Development
- Physical Education
- Religious Education

Health Sciences
- English
- Maths Methods
- General maths
- Health and Human Development
- Biology
- Geography
- Chemistry
- Physical Education
- VET Allied Health Assistance
- Religious Education

Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: afontana@mlmc.dsdle.catholic.edu.au
Elizabeth Duffy: eduffy@mlmc.dsdle.catholic.edu.au
Sue Mulino: smulino@mlmc.dsdle.catholic.edu.au
Jo-Anne Hopkins: jhopkins.mcdiarmid@mlmc.dsdle.catholic.edu.au
Phone: (03) 9735 4022
CAREERS GUIDELINES

The Arts

Visual Arts
- English
- Art
- Media
- General Maths
- Studio Arts
- Visual Communication Design
- Design Technology: Wood
- Design Technology: Textiles
- Information Technology
- VET Interactive Digital Media
- VET Applied Fashion Design
- Religious Education

Music
- English
- Maths Methods
- General Maths
- Music Performance
- VET Music
- VET Music: Technical Production
- Studio Arts
- Psychology
- History
- Religious Education

Performing Arts
- English
- General maths
- Dance
- Drama
- Health and Human Development
- Biology
- Physical Education
- Theatre Studies
- Music
- VET Dance
- VET Music
- Religious Education

Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fantani: afantani@mil tractor.catholic.edu.au
Elizabeth Dufey: edufey@miltractor.catholic.edu.au
Sue Molina: smolina@miltractor.catholic.edu.au
Phone: (03) 9735 4052
CAREERS GUIDELINES

Information Technology and Business

- English
- General Maths
- Maths Methods
- Media
- Visual Communication Design
- Information Technology
- Business Management
- Physics
- Systems Engineering
- VET Interactive Digital Media
- VET Information Technology
- Religious Education

Games Design

- English
- Maths Methods
- General Maths
- Studio Arts
- Media
- Information Technology
- Business Management
- Visual Communication and Design
- VET Interactive Digital Media
- Religious Education

Business

- English
- General Maths
- Maths Methods
- Business Management
- Legal Studies
- Economics
- Accounting
- VET Business
- VET Information Technology
- Religious Education

Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: a.fontana@milmclൽdale.catholic.edu.au
Elizabeth Duffy: e.duffy@milmclൽdale.catholic.edu.au
Sue Molino: s.molino@milmcl었습니다.catholic.edu.au
Phone: (03) 9735 4022
Sport, Event Management and Hospitality

- English
- General Maths
- Maths Methods
- Physical Education
- Biology
- Geography
- Business Management
- Health and Human Development
- VET Sport and Recreation
- VET Outdoor recreation
- Religious Education

- English
- General Maths
- Information Technology
- Business Management
- Studio Arts
- Media
- Legal Studies
- Accounting
- Visual Communication and Design
- VET Business
- Religious Education

- English
- General Maths
- Food and Technology
- Business Management
- Legal Studies
- Economics
- Accounting
- VET Business
- VET Hospitality
- Religious Education
- VCAL

Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory prerequisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: afontana@mimlucky.catholic.edu.au
Jo-Anne Hopkins: jhopkins-pdming@mimlucky.catholic.edu.au
Elisabeth Duffy: jduffy@mimlucky.catholic.edu.au
Sue Molino: smolino@mimlucky.catholic.edu.au
Phone: (03) 9735 4022
CAREERS GUIDELINES

Trades and Apprenticeships

---

Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: afontana@mlmclyde.catholic.edu.au
Elizabeth Duffy: eduffy@mlmclyde.catholic.edu.au
Sue Molino: smolino@mlmclyde.catholic.edu.au
Jo-Anne Hopkins: jhopkins-golding@mlmclyde.catholic.edu.au

Phone: (03) 9735 4022
Please Note: The subjects listed above are a guide only. For more detailed information regarding compulsory pre-requisite subjects for courses and for further careers advice please see your Career Counsellor.

Angela Fontana: afontana@mchcatholic.edu.au
Elizabeth Duffy: duffy@mchcatholic.edu.au
Sue Molino: smolino@mchcatholic.edu.au
Phone: (03) 9735 4022
ORGANISATION OF STUDIES

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

STUDENT PROGRAM REQUIREMENTS

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

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

SATISFACTORY COMPLETION OF THE VCE

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

- Three units from the English group with two units at Unit 3 & 4 level. English units may be selected from English Units 1 to 4, English (ESL) Units 3 and 4 or Literature Units 3 & 4 or English Language Units 3 & 4.

- Three sequences of Units 3 and 4 studies other than English groupings.

- Satisfactory completion for all studies will be decided by the teachers at Mount Lilydale Mercy College.

- The VCAA and Victorian Qualifications Authority (VQA) requirements for VCE eligibility are as follows:

- 16 units which may include a limited number of Vocational Education and Training (VET) Units.
ASSESSMENT

Learning outcomes are specified in the Study Design for each unit. They describe the knowledge and skills necessary to satisfactorily complete the unit. Each unit of study has between two and four outcomes.

For Units 3 and 4, each study has three graded assessments, either two school assessments and one examination or one school assessment and two examinations.

School Assessment

There are two types of school assessment for VCE studies:

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

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

External Examinations

For Units 3 and 4, external examinations are set and marked by VCAA. Most are held in November, but a small number are held in June.

Results for each assessment will be reported as a grade. The final marks given by VCAA for each of the three assessments are used to calculate the study score which is then used to determine the ATAR, Australian Tertiary Admission Rank (formerly known as ENTER Equivalent National Tertiary Entrance Rank). You may satisfactorily meet the requirements of the VCE without undertaking the examinations, but a tertiary entrance ranking will not be issued.

GENERAL ACHIEVEMENT TEST (GAT)

The GAT is a written test covering general knowledge and skills in English, Mathematics, Science, Technology, Humanities and The Arts. It is an essential part of the VCE assessment procedures. It is used by VCAA to check all schools are marking to the same standard in their school assessments. All students enrolled in a Unit 3 & 4 sequence must sit the GAT which is held in June each year.
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

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

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

“The best advice is to choose studies:

- which the student enjoys
- in which the student achieves well
- that the student may need for future study or work
- which maintain and develop the student’s special skills and talents.”

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

ENTRY PRE-REQUISITES FOR UNITS 3 AND 4

In general, students are able to enter a Unit 3 & 4 study without having completed the Unit 1 or 2 study; however, there are some cases where this would be inadvisable. The list below indicates the studies to which this applies:

UNITS 1 AND 2 STUDIES REQUIRED FOR UNITS 3 AND 4 STUDY:
Mathematics and LOTE (Italian, Japanese)

UNIT 2 REQUIRED:
Chemistry and Physics

UNITS 1 AND 2 VERY STRONGLY ADVISED:
Visual Communication

UNIT 2 ADVISED:
Accounting

Preparatory work for Unit 3 & 4 sequences, other than those listed above, may be required if Units 1 and 2 have not been completed.
Both the VCE and VCAL lead to a recognised award qualification and are equally significant with demands and commitments. Students have the opportunity to either enrol in the VCE or VCAL. The VCE is widely used by students as a pathway to university. Students who choose to undertake VCAL are more likely to be interested in training at TAFE, commencing an apprenticeship, or undertaking employment after completing school. Students who undertake VCAL will require up to two days off campus completing work placement and work related study.

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

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

The students’ programme will consist of:

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

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

♦ One day off campus undertaking work placement or training.

♦ Homeroom Retreats, Seminar days and other College Community Days (as per VCE students) are compulsory.
Students are not automatically enrolled in VCAL. Due to the special requirements of the program, the following process is required:

- Students complete an expression of interest form, which is countersigned by parents.
- Students must have demonstrated a level of responsibility, self-management, work ethic, and performance from previous studies.
- Students will undertake a pathways learning styles appraisal.
- Students will be required to undertake a Careers and VCAL panel interview.
- Successful students will be offered a placement and invited to attend a VCAL Information Evening with parents and attend an orientation program.

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

Themes for 2013 are:

**INTERMEDIATE**

- Leadership
- Personal Best
- Eating with Friends
- Bridges to Community

**SENIOR:**

- Health is Wealth
- No limits
- Doing Business
- Global Diversity
CHOOSING A COURSE - GENERAL GUIDELINES

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

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

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

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

4. You should keep in mind the pre-requisite studies that are needed for entry into post-secondary courses in which you may be interested. The Careers teachers can assist you in finding out this information.

Important publications to check information are:

- VIC TER 2014 Victorian Tertiary Entrance Requirements for students proceeding to tertiary studies in 2014 (i.e. Year 12 2013 students) and

- VIC TER 2015 Victorian Tertiary Entrance Requirements for students proceeding to tertiary studies in 2015 (i.e. Year 11 2013 students).

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

Please note that some Units will incur an additional levy charge.

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

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

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

- Religion and Society: Religion in Society (Unit 1)
- Religion and Society: Ethics (Unit 2)
- Texts and Traditions (Unit 1)
- Philosophy (Unit 1 & 2)
- Religion and Society (Unit 3 & 4)
- Texts and Traditions (Unit 3 & 4).

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

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

ENGLISH UNITS

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

PROMOTION TO YEAR 11

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

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

UNDERTAKING UNITS 3 & 4 IN YEAR 11

Students who have achieved a 75% average or above in all subjects during Year 10 studies may undertake one Unit 3 & 4 sequence in Year 11. It is not advisable to undertake a Unit 3 & 4 sequence if organisational ability is poor. The additional work load of a Unit 3 & 4 sequence can be detrimental to the development of knowledge and skills in other subjects at Year 11. Timetable constraints may limit student choices of Units 3 and 4 studies. Studies will only operate if sufficient students select the study.

PROMOTION TO YEAR 12

A Year 11 student must satisfactorily complete at least nine units (including one of English) to be promoted to Year 12. A promotion review will occur when this requirement is not met.
YEAR 11 SUBJECT SELECTION

The following subjects were offered as extension units in Year 10 for one Semester only. Students may select from the following Semester based Unit 2 options if they desire.

- Accounting
- Economics

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

- Biology
- Business Management
- Dance
- Legal Studies
- Physical Education
- Psychology

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

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

SPORT

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

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

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

UNITS 1 AND 2

Unit 1

Establishing and Operating a Service Business

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. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 2

Accounting for a Trading Business

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.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.
ACCOUNTING

UNIT 3 AND 4

Unit 3

Recording and Reporting for a Trading Business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 4

Control and analysis of Business Performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.
AGRICULTURAL AND HORTICULTURAL STUDIES
UNIT 1 AND 2

Unit 1
Agricultural and Horticultural Operations
Agricultural and Horticultural studies enable students to gain an appreciation of farming production systems in Australia. The broad nature of the study prepares the students to make decisions about employment or further studies in agriculture, horticulture, land management, business practice 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 apply their acquired knowledge in managing a horticultural or agricultural business.

ASSESSMENT
Unit 1
• Reports
• Topic Tests
• Practical Tests
• Business Plan
Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 2
Production
This unit focuses on an analysis of production systems in terms of time, and physical, biological, social and economic factors. A scientific approach to investigating aspects of production is also included in this unit. The role of production systems in adding value to products is explored through an agricultural and/or horticultural business.

ASSESSMENT
Unit 2
• Beef or Dairy Cattle Report
• Business Project
• Topic Tests
Coursework = 70% of final assessment
Examination = 30% of final assessment
AGRICULTURAL AND HORTICULTURAL STUDIES

UNIT 3 AND 4

Unit 3

Technology, Innovation and Business Practices

Agricultural and Horticultural studies enable students to gain an appreciation of farming production systems in Australia. The broad nature of the study prepares the students to make decisions about employment or further studies in agriculture, horticulture, land management, business practice 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 apply their acquired knowledge in managing a horticultural or agricultural business.

ASSESSMENT

Unit 3

• Reports
• Topic Tests
• Practical Tests
• Business Plan

Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 4

Sustainable Management

This unit focuses on an analysis of production systems in terms of time, and physical, biological, social and economic factors. A scientific approach to investigating aspects of production is also included in this unit. The role of production systems in adding value to products is explored through an agricultural and/or horticultural business.

ASSESSMENT

Unit 4

• Beef or Dairy Cattle Report
• Business Project
• Topic Tests

Coursework = 17% of final assessment
Examination = 33% of final assessment
ART
UNITS 1 AND 2

Unit 1
This course is for students who are very interested in creating and making their own art works but who also enjoy studying art history and contemporary art. The difference between this course and Studio Art, is that this course has a slightly higher weighting on studying and writing about artworks, artists and art movements.

ASSESSMENT
Unit 1
- Folio of Visual Solutions
- Visual Report
Coursework = 75% of final assessment
Examination = 25% of final assessment

Unit 2
This unit focuses on the development of visual solutions produced from observational, conceptual and/or imaginative starting points. Visual exploration is undertaken in selected art form(s) and/or media. The roles of artists in different societies, how artists are portrayed by society and how artists develop their own styles and approach(es) to artistic expression is also explored.

ASSESSMENT
Unit 2
- Folio
- Written Responses
Coursework = 75% of final assessment
Examination = 25% of final assessment
ART
UNIT 3 AND 4

Unit 3
This course is for students who are very interested in creating and making their own art works but who also enjoy studying art history and contemporary art. The difference between this course and Studio Art, is that this course has a slightly higher weighting on studying and writing about artworks, artists and art movements.

ASSESSMENT
Unit 3
- Folio of Visual Solutions
- Visual Report
Coursework = 10% of final assessment

ASSESSMENT
Unit 4
- Folio
- Written Responses
Coursework = 10% of final assessment
Examination = 30% of final assessment
School Assessed Tasks = 50% of final assessment (Units 3 and 4)

Unit 4
This unit focuses on the preparation of a final presentation demonstrating imagination and innovation, evolution of ideas and the realisation of appropriate concepts, knowledge and skills. The final presentation may be exploratory in the resolution of visual imagery and/or may include more finished artworks. The art form(s) explored in unit 3 are further explored in this unit, accompanied by documentation of thinking and working practices.
Arguments and information conveyed in commentaries are studied to support personal points of view about the meaning and messages of artworks. The many possibilities which exist within art are explored through application of the interpretative frameworks and through analysis of how specific artworks can be interpreted in different ways.
In this unit students examine the cell as the structural and functional unit of the whole organism and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Students explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. Students investigate technological applications and implications of bio-scientific knowledge.

Unit 2
Organisms and their environment
In this unit students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere and how these factors influence the kinds of organisms that live there. Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitat. Students also investigate what changes have taken place in selected ecosystems, how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students also investigate technologies used to monitor natural ecosystems and manage systems developed to provide resources for humans.
Unit 3
Signatures of Life

In this unit students consider the molecules and biochemical processes that are indicators of life. Students investigate the significant role of proteins in cell functioning. Students investigate how cells communicate with each other at the molecular level in regulating cellular activities. Students consider the technological advances that have contributed to our knowledge and understanding of molecular biology. Students apply concepts relating to cell structure and function, the needs of cells and their activities.

Unit 4
Continuity and Change

In this unit students examine evidence for evolution of life forms over time. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Students study how genes are transmitted from generation to generation, by examining meiosis and patterns of inheritance including pedigree analysis. Students study the interrelationship between biological, cultural and technological evolution. Students examine issues relating to the application of technologies that can change the genetic composition of organisms including humans.
Unit 1

SMALL BUSINESS MANAGEMENT

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

Unit 2

COMMUNICATION & MANAGEMENT

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

ASSESSMENT
Unit 1

- Assignment
- Topic Tests

Coursework = 70% of final assessment
Examination = 30% of final assessment

ASSESSMENT
Unit 2

- Assignment
- Topic Tests

Coursework = 70% of final assessment
Examination = 30% of final assessment
UNIT 3 AND 4

Unit 3

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

ASSESSMENT
Unit 3
- Case Study
- Topic Tests
Coursework = 25% of final assessment

Unit 4

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

ASSESSMENT
Unit 4
- Assignment
- Topic Tests
Coursework = 25% of final assessment
Examination = 50% of final assessment
ASSESSMENT
Unit 1
• Report
• Topic Tests
• Presentation
Coursework = 20% of final assessment

ASSESSMENT
Unit 2
• Written, Oral or Multimedia Report
• Topic Tests
Coursework = 20% of final assessment
Examination = 60% of final assessment

CHEMISTRY
UNITS 1 AND 2

Unit 1
The big ideas of chemistry

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. A study of the development of our understanding about the internal structure of the atom illustrates the collaborative and step-by-step way in which scientific theories and models are formed. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Unit 2
Environmental Chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Students investigate how chemistry is used to respond to the effects of human activities on our environment. Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.
Unit 3
Chemical pathways

This unit investigates the scope of techniques available to the analytical chemist. The chemistry involved with these techniques is analysed. This unit also investigates organic pathways and the chemistry of particular organic molecules. This knowledge is applied to the synthesis of new medicines, the generation of biochemical fuels and forensic analysis.

Unit 4
Chemistry at Work

This unit investigates the industrial production of chemicals and the energy changes associated with chemical reactions. Optimal conditions for reactions producing chemicals are explored. Various energy sources are evaluated and the impact of energy on chemical production.
DANCE

UNITS 1 AND 2

Unit 1

This unit focuses on students exploring the potential of the body as an instrument of expression. They learn about and develop technical and 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 technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation process. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

ASSESSMENT

Unit 1

- Report
- Composition solo
- Group Performance
- Written Analysis

Coursework = 70% of final assessment
Examination = 30% of final assessment

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 pre-1930 dance tradition/s, style/s and/or works. Students also analyse and discuss the communication of their own and other choreographers’ intentions.

ASSESSMENT

Unit 2

- Report
- Solo or Group Performance

Coursework = 70% of final assessment
Examination = 30% of final assessment
DANCE
UNITS 3 AND 4

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

ASSESSMENT
Unit 3
- Group Performance
- Written Analysis
Coursework = 15% of final assessment

ASSESSMENT
Unit 4
- Report
- Solo or Group Performance
Coursework = 10% of final assessment
Examination (Written & Performance) = 75% of final assessment

Unit 4
This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Students understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers’ intention can be expressed through the manipulation of group structures and the elements of spatial organisations, including direction, level, eye/body focus and dimension, in group dance works by twentieth and/or twenty-first century choreographers. Cultural influences on choices made by choreographers in these works are also studied.
DRAMA
UNIT 1 AND 2

Unit 1
Dramatic Storytelling
This unit focuses 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 develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. This unit also involves analysis of student performances and professional performance work.

ASSESSMENT
Unit 1
• Written Analysis
• Performance
Coursework = 80% of final assessment
Examination = 20% of final assessment

Unit 2
Creating Australian Drama
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 artwork, a text and/or icon from a contemporary or historical Australian context. In this unit students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

ASSESSMENT
Unit 2
• Written Analysis
• Performance
Coursework = 80% of final assessment
Examination = 20% of final assessment
DRAMA
UNIT 1 AND 2

Unit 1
Dramatic Storytelling
This unit focuses 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 develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. This unit also involves analysis of student performances and professional performance work.

Unit 2
Creating Australian Drama
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 artwork, a text and/or icon from a contemporary or historical Australian context. In this unit students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

ASSESSMENT
Unit 1
- Written Analysis
- Performance
Coursework = 20% of final assessment

ASSESSMENT
Unit 2
- Written Analysis
- Performance
Coursework = 80% of final assessment
Examination = 20% of final assessment
ECONOMICS

UNITS 1 AND 2

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.

Unit 1

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.

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.

ASSESSMENT

Unit 1

- Investigation Report
- Topic Tests

Coursework = 70% of final assessment
Examination = 30% of final assessment

ASSESSMENT

Unit 2

- Written Assignment
- Topic Tests

Coursework = 70% of final assessment
Examination = 30% of final assessment
Unit 3
Economic Activity

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

Unit 4
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.

ASSESSMENT
Unit 3
• Written Report
• Topic Tests
Coursework = 25% of final assessment

ASSESSMENT
Unit 4
• Written Report
• Topic Tests
Coursework = 25% of final assessment
Examination = 50% of final assessment
ENGLISH
UNITS 1 AND 2

Unit 1
The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

ASSESSMENT
Unit 1
- Text Responses
- Presentations
- Analysis
Coursework = 50% of final assessment
Examination = 50% of final assessment

Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multi-modal texts.

ASSESSMENT
Unit 2
- Text Responses
- Presentation
- Analysis
Coursework = 50% of final assessment
Examination = 50% of final assessment
ENGLISH

UNIT 3 AND 4

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

ASSESSMENT
Unit 3
- Text Responses
- Presentations
- Analysis
Coursework = 25% of final assessment

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

ASSESSMENT
Unit 4
- Text Responses
- Presentation
- Analysis
Coursework = 25% of final assessment
Examination = 50% of final assessment
ENGLISH LANGUAGE

UNITS 3 AND 4

Unit 3
The focus of this unit is language in its social setting. Through language we communicate information, ideas, attitudes, prejudices and ideological stances. Language varies according to both the user and its occasion of use. There is a range of attitudes within society to the different varieties of language we use. Language is a means of societal interaction. It is indicative of power structures both through the choice of a particular variety of language, and through the way in which that language variety is used in processes of inclusion and exclusion. Language is a means of identifying and defining individual and group membership. Through it we indicate how we want others to perceive us. Language marks group boundaries, as it is used to distinguish between ‘us’ and ‘them’.

Unit 4
The focus of this unit is texts in their contexts. Language is always encountered as text and it is in the large range of texts that much of the meaning of a culture, its values, knowledge and ideologies, are constructed. This unit provides a framework for the study of texts by looking at various dimensions of style: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. The aim is to describe the interrelationship between words, sentences and text to discover how they construct their message. The texts of a language typically occur in a range of conventional text types or genres, each with its recognisable purpose and conventions. Texts may be spoken, written or signed. Some texts, such as a novel, may have single authors and are created for another or others to interpret. Others, such as a conversation or chat via the Internet, are jointly created and jointly interpreted. Texts do not exist in a vacuum; they are created to be interpreted in a particular context. By considering the stylistic features used in spoken and written varieties of English, students can gain insight into the effect the speaker or writer is trying to achieve, why the speaker or writer has chosen particular stylistic features, and how the speaker or writer uses language to influence their respective audiences.
UNIT 1 AND 2

Unit 1

Natural Environments

This unit investigates the characteristics of natural environments and land forms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments. Students must investigate at least two natural environments in each area of study.

ASSESSMENT

Unit 1

- Visual Display
- Fieldwork
- Research Report

Coursework = 75% of final assessment
Examination = 25% of final assessment

Unit 2

Human Environments

This unit investigates the characteristics of rural and urban environments which are developed by human activity and their interactions with natural environments. Students must investigate at least two human environments in each area of study.

ASSESSMENT

Unit 2

- Fieldwork Display
- Model
- Research Report

Coursework = 75% of final assessment
Examination = 25% of final assessment
GEOGRAPHY

UNIT 3 AND 4

Unit 3

Regional Resources

This unit considers the characteristics of resources and the concept of region. A resource is anything which occurs naturally, or is created by humans provided that people use it to satisfy a need or want. Regions are areas of various scales that have characteristics and features that distinguish them from other areas according to the elements used to define them. Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate a local resource.

ASSESSMENT

Unit 3

- Fieldwork
- Research Report

Coursework = 25% of final assessment

Unit 4

Global perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. This unit investigates the distribution patterns of selected global phenomena. Students must investigate two global phenomena in each area of study, one of which must be human population.

ASSESSMENT

Unit 4

- Topic Test
- Case Study
- Research Report

Coursework = 25% of final assessment

Examination = 50% of final assessment
HEALTH AND HUMAN DEVELOPMENT

UNIT 1 AND 2

Unit 1
In this area of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status. Students also examine the development of the National Health Priority Areas initiative and their burden of disease in Australia. They will analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of NHPAs. In the second area of study, students look at different models of health and health promotion. They will investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students will examine the role of government and non-government organizations in providing programs and support for the promotion of healthy eating.

Unit 2
In this area of study students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. In the second area of study students will explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students will consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organizations.
HEALTH AND HUMAN DEVELOPMENT
UNITS 3 AND 4

Unit 3
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.

ASSESSMENT
Unit 3
- Case Study
- Multi Media
- Written Report
Coursework = 25% of final assessment

Unit 4
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.

ASSESSMENT
Unit 4
- Case Study
- Visual Presentation
- Written Report
Coursework = 25% of final assessment
Examination = 50% of final assessment
HISTORY—20th Century

UNIT 1 AND 2

Unit 1

Twentieth Century History (1900—1945)
This unit explores the crises and conflicts, social life and cultural expression in the first half of the 20th century. Looking at crisis and conflict, social life and cultural expression.

ASSESSMENT
Unit 1
- Research Activity
- Analytical Review
- Analysis

Coursework = 50% of final assessment
Examination = 50% of final assessment

Unit 2

Twentieth Century History (1945—2000)
This unit considers some of the major themes and principals events of post World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. Analysing ideas and political power, movements of the people and issues for the millennium.

ASSESSMENT
Unit 2
- Case Study
- Visual Presentation
- Written Report

Coursework = 50% of final assessment
Examination = 50% of final assessment
HISTORY—Australian
UNITS 3 AND 4

Unit 3
1830—1914

This unit focuses on the European experience in Australia from the early years of the Port Phillip District through the nineteenth century and up to the eve of World War 1. The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century, in particular, Federation and the emergence of the Commonwealth.

ASSESSMENT
Unit 3
• Visual Representation Analysis
• Analytical Review
Coursework = 25% of final assessment

ASSESSMENT
Unit 4
• Historiographical Exercise
• Written Report
Coursework = 25% of final assessment
Examination = 50% of final assessment

Unit 4
1914—2000

This unit continues the exploration of ideas and visions underpinning Australian society by offering students the opportunity to examine a time when visions were under threat. They may choose to focus on World War I, the Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will examine the impact of these experiences on change and social cohesion.
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, Revolutions have a profound impact on the country in which they occur as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the Revolution the principal concern of the revolutionary state. In defence of the Revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression.

The process of Revolution concludes when a point of stability has been reached and a viable revolutionary settlement has been made.

**Unit 3**

**The French Revolution (1787—1795)**

See above

**Unit 4**

**The Russian Revolution (1905—1924)**

See above
**IT—Information Technology**

**UNITS 1 AND 2**

These units lead to both Units 3 and 4 IT Applications and Units 3 and 4 Software Development.

**Unit 1**

**IT in Action**

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

**ASSESSMENT**

**Unit 1**

- Spreadsheet Problem Solving
- Networks
- Collaborative Web Site

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

**ASSESSMENT**

**Unit 2**

- Data Analysis
- Programming Folio
- Collaborative Problem Solving

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

**Unit 2**

**IT Pathways**

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.
Unit 3

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS.

Unit 4

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

ASSESSMENT

Unit 3
- Prototype Website
- Written Report
- Database Problem Solving
Coursework = 25% of final assessment

ASSESSMENT

Unit 4
- Solution & Response Design
- Written Report
Coursework = 25% of final assessment
Examination = 50% of final assessment
IT—Information Technology
Software Development
UNITS 3 AND 4

Unit 3

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development.

ASSESSMENT
Unit 3
- Information Analysis
- Prototype programming
- Database Problem Solving
Coursework = 50% of final assessment
Examination = 50% of final assessment

Unit 4

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

ASSESSMENT
Unit 3
- Solution & User Documentation
- Topic Test
Coursework = 50% of final assessment
Examination = 50% of final assessment
LANGUAGES OTHER THAN ENGLISH (LOTE)

Italian

UNIT 1 AND 2

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

Unit 1

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are three prescribed themes that are common to Italian throughout all four VCE units. These are: “the individual”; “the Italian-speaking community”; and “the changing world”.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 2

The themes and topics include Italian cinema, computers and technology and the Italian school system.

ASSESSMENT

Unit 1

-Written Response
-Listening Comprehension
-Reading Comprehension
-Oral presentation

Coursework = 75% of final assessment
Examination = 25% of final assessment

ASSESSMENT

Unit 2

-Written Response
-Listening Comprehension
-Reading Comprehension
-Oral presentation

Coursework = 75% of final assessment
Examination = 25% of final assessment
ITALIAN

UNIT 3 AND 4

Unit 3

The areas of VCE study for Italian language learners comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are designed to be drawn upon, in an integrated way and are common to all four units of study:

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are five prescribed themes that are common to Italian. These are: “the individual”; “the Italian-speaking community”; and “the changing world”, “relationships” and “trade and commerce”.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 4

The themes and topics Trade and Commerce and a detailed study, written and oral comprehension.

ASSESSMENT

Unit 3

• Written Response
• Listening Comprehension
• Oral role play
Coursework = 25% of final assessment

ASSESSMENT

Unit 4

• Reading Comprehension
• Written Response
• Oral Interview
Coursework = 25% of final assessment
Written Examination = 12.5% of final assessment
Oral Examination = 37.5% of final assessment
LANGUAGES OTHER THAN ENGLISH (LOTE)

Japanese
UNITS 1 AND 2

Unit 1

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

ASSESSMENT
Unit 1
• Written Response
• Listening Comprehension
• Reading Comprehension
• Oral presentation
Coursework = 80% of final assessment
Examination = 20% of final assessment

Unit 2

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

ASSESSMENT
Unit 2
• Written Response
• Listening Comprehension
• Reading Comprehension
• Oral presentation
Coursework = 80% of final assessment
Examination = 20% of final assessment
LANGUAGES OTHER THAN ENGLISH (LOTE)

Japanese

UNITS 3 AND 4

Unit 3

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

Students are required to undertake a detailed study during Units 3 & 4. The detailed study will enable the student to explore and compare aspects of the language and culture of the Japanese-speaking community through a range of oral and written texts related to the selected sub-topic.

ASSESSMENT
Unit 3

- Written Response
- Listening Comprehension
- Oral role play

Coursework = 25% of final assessment

Unit 4

- Reading Comprehension
- Written Response
- Oral Interview

Coursework = 25% of final assessment

Written Examination = 12.5% of final assessment

Oral Examination = 37.5% of final assessment

Unit 4

The areas of study comprise themes and topics such as the individual, the Japanese Speaking Community and the Changing World.
LEGAL STUDIES
UNITS 1 AND 2

Unit 1
Criminal Law in Action

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

ASSESSMENT
Unit 1
• Assignment
• Case Study
• Topic Test
Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 2
Civil Law in Action

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.

ASSESSMENT
Unit 2
• Assignment
• Case Study
• Topic Test
Coursework = 70% of final assessment
Examination = 30% of final assessment
LEGAL STUDIES
UNITS 3 AND 4

Unit 3
Law Making

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

ASSESSMENT
Unit 3
• Case Study
• Topic Test
Coursework = 25% of final assessment

Unit 4
Resolution & Justice

This unit examines the institutions that adjudicate criminal cases and civil disputes. Students investigate methods of dispute resolution that can be used as an alternative to civil litigation and the processes and procedures followed in court rooms. Students develop an understanding of the adversary system and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Students will consider the extent to which these processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could improve its effective operation. Students examine many current and recent cases to support their learning and apply legal principles to these illustrative cases.

ASSESSMENT
Unit 4
• Case Study
• Topic Test
Coursework = 25% of final assessment
Examination = 50% of final assessment
LITERATURE

UNITS 1 AND 2

Unit 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. The emphasis is on close engagement with language to explore texts while students also inform their understanding with knowledge of the conventions associated with different forms of text such as poetry, prose, drama and/or non-print texts. The course is based on a range of texts selected in accordance with the focus of the unit, with at least one Australian text included.

ASSESSMENT

Unit 1

- Text Response
- Creative & Analytical Responses (since 1950)
- TV/Film Analysis

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

Unit 2

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

ASSESSMENT

Unit 2

- Passage Analysis
- Creative & Analytical Responses (prior to 1950)
- Text Analysis

Coursework = 60% of final assessment
Examination = 40% of final assessment
LITERATURE
UNITs 3 AND 4

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

ASSESSMENT
Unit 3
- Written Evaluation
- Interpretative/Comparative Essay
- Review Evaluation
Coursework = 50% of final assessment

Unit 4
This unit focuses on student creative and critical responses to text. Students consider the context of their response to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

ASSESSMENT
Unit 3
- Imaginative Composition
- Reflective Commentary
- Text Analysis
Coursework = 50% of final assessment
Examination = 50% of final assessment
MATHEMATICS—Foundation

UNITS 1 AND 2

Units 1 & 2 provide for continuing mathematical development of students who do not intend to undertake Units 3 & 4 studies in VCE Mathematics. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal, work and study.

Unit 1

This unit provides a review of mathematics principles and develops student’s ability to investigate real life situations using their understanding of mathematics.

ASSESSMENT

Unit 1
- Maths Skills
- Car Safety
- Finance
- Water Wise
- Investigation

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

ASSESSMENT

Unit 2
- Travelling
- House & Land package
- Sport
- A Musical Production
- Investigation

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

Unit 2

This unit further develops the skills learnt in Unit 1. Real life situations involving mathematics are explored and technology is used to represent data.
MATHEMATICS—General

UNITs 1 AND 2

Further Mathematics

These two units provide the background for Units 3 & 4 Further Mathematics as well as complete the mathematics program for students who wish to go into a range of other Year 12 courses, TAFE and apprenticeship courses next year.

Unit 1

This unit studies Matrices, Algebra (linear relations and equations) and Data Analysis (Univariate and Bivariate)

ASSESSMENT

Unit 1
- Linear Relations
- Matrices
- Univariate Data and Bivariate
- Analysis Task

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

Unit 2

This unit concerns the further development of the students skills and abilities in problem solving tasks. This involves a progression of knowledge from Unit 1 and also includes the challenge of new areas of study.

ASSESSMENT

Unit 2
- Linear Graphing
- Sequences and Series
- Linear Programming
- Analysis Task

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

UNIT 3 AND 4

Further Mathematics

This unit consists of the compulsory area of study ‘Data Analysis’ and Module 6 from the applications area of study.

Unit 3

This unit studies Data Analysis and matrices. (Data Analysis and Matrices).

ASSESSMENT

Unit 3

• Statistical application Task
• Matrices Analysis Task
Coursework = 20% of final assessment

Unit 4

• Number Pattern Analysis Task
• Networks and Decision Mathematics Analysis Task
Coursework = 14% of final assessment
Examinations (2 examinations) = 33% of final assessment
Facts, Skills & Applications assessment; and Analysis Task

ASSESSMENT

Unit 4

This unit consists of Module 1 and Module 5 from the ‘Applications’ area of study. (Number patterns and applications. Networks and Decision Mathematics).
MATHEMATICS
UNITS 1 AND 2
Specialist Mathematics

Unit 1

This unit examines a range of mathematical processes and their application to several different areas of mathematics. It allows students to investigate areas of mathematics needed for Unit 3 and 4 Specialist Mathematics by covering the areas of study outlined below. Unit 1 Specialist Mathematics must be taken in conjunction with Unit 1 Mathematical Methods.

ASSESSMENT
Unit 1
- Variation
- Algebra
- Number Systems and Matrices
- Sequence and Series
Coursework = 60% of final assessment
Examinations = 40% of final assessment

Unit 2

This unit further investigates topics to be covered in Unit 3 and 4 Specialist Mathematics. This allows students to work through different types of problems in the areas of study below and be familiar with their uses. Unit 2 Specialist Mathematics is taken in conjunction with Maths Methods Unit 2.

ASSESSMENT
Unit 2
- Circular Functions
- Vectors
- Trigonometric Applications
- Polar Coordinates
- Kinematics and Statics
Coursework = 60% of final assessment
Examinations = 40% of final assessment
MATHEMATICS

UNIT 3 AND 4

Specialist Mathematics

Unit 3 and Unit 4

Units 3 & 4 are prescribed and the content is covered progressively from Unit 3 to Unit 4. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout the course.

Areas of Study include: Functions, Relations and Graphs; Algebra; Calculus; Vectors and Mechanics.

ASSESSMENT

Unit 3
• Analysis Tasks
• Topic Tests

Coursework = 14% of final assessment

Unit 4
• Analysis Tasks
• Topic Tests

Coursework = 20% of final assessment

Examinations = 66% of final assessment
Mathematical Methods (CAS)

Unit 1

The material in this subject is presented to allow a balance between progressive development of skills and knowledge from each of the areas of study. Connections among and across these areas will be developed consistently throughout Unit 1. This is a prerequisite of Unit 2 Mathematical Methods.

ASSESSMENT
Unit 1
- Linear Functions
- Quadratic Functions
- Cubic Functions
- Analysis tasks
Coursework = 55% of final assessment
Examination = 45% of final assessment

Unit 2

This unit concerns the further development of the students skills and acknowledge from each of the areas of study. abilities in problem solving tasks. This involves a progression of knowledge from Unit 1 and also includes the challenge of new areas of study. This is a prerequisite for Unit 3 Mathematical Methods.

ASSESSMENT
Unit 2
- Exponential Functions
- Circular Functions
- Calculus
- Probability
- Analysis tasks
Coursework = 55% of final assessment
Examination = 45% of final assessment
MATHEMATICS
UNIT 3 AND 4
Mathematical Methods (CAS)

Unit 3
This unit includes a selection of content from the areas of study as outlined below to identify and analyse key features of the functions described in these areas of study and their graphs.

ASSESSMENT
Unit 3
- Topic Tests
- Application Tasks
Coursework = 60% of final assessment
Examinations = 40% of final assessment

Unit 4
This unit is constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used.

ASSESSMENT
Unit 4
- Item Reponse
- Application Questions
Coursework = 60% of final assessment
Examinations = 40% of final assessment
Exam 1—Short and extended answer questions. No notes or calculators are permitted. A sheet of formulae will be provided.
Exam 2—Multiple Choice and Extended Answer. Notes or calculators are permitted.
MEDIA
UNIT 1 AND 2

Unit 1

This Unit on Filmmaking is for students interested in the Film and Television Industry. Students will write scripts, draw storyboards, direct, act in, and produce short films, and use sophisticated equipment to edit their final film work. Animated sequences will also be created using computer software. The analysis of film works will form a major part of the grades in this subject.

ASSESSMENT
Unit 1
• Media sequence presentations
• Production of two media representations
Coursework = 60% of final assessment
Examinations = 40% of final assessment

Unit 2

This unit involves the specialist production stages and roles within the collaborative organization of media production. Practical skills are developed through assigned roles during participation in specific stages of a media production. Media industry issues relating to production stages, roles and frameworks are analysed.

ASSESSMENT
Unit 2
• Media Productions
• Presentation of Media Industry production Issues
• Topic tests
Coursework = 60% of final assessment
Examinations = 40% of final assessment
MEDIA

UNIT 3 AND 4

Unit 3
Narrative and Media Production Design

Students consider how production and story elements structure narratives to engage an audience, to develop an understanding of these elements in fictional film, radio or television programs. Students also undertake design and production exercises and design a media production as a written, planning document with visual representations. This Course is recommended for any one who successfully completed Media Units 1 & 2 and is passionate about making films. Students are given the freedom to explore filmic ideas and use the entire school year to develop one major short film. Students will develop a folio of possible ideas and potential scripts though to semi-professional screenplays, storyboards, sound tests, special effects tests, casting, directing and finally the editing of their major film. This is a very rewarding process, however a high degree of commitment is required to complete this course successfully. For example students are expected to complete 5 hours of folio development out of class time per week. This course also involves a heavy weighting on the theoretical analysis of films and the media industry.

ASSESSMENT

Unit 3

- Media sequence presentations
- Production of two media representations

Coursework = 8% of final assessment
School Assessed Tasks = 12% of final assessment

ASSESSMENT

Unit 4

- Media Productions
- Presentation of Media Industry production Issues
- Topic tests

Coursework = 12% of final assessment
School Assessed Tasks = 23% of final assessment
Examinations = 45% of final assessment

Unit 4

Media Process, Social Values and Media Influence

Students further develop practical skills in the production of media products and produce a production. The ways in which media texts are shaped by social values and the role and influence of the media is critically analysed.
MUSIC PERFORMANCE

UNIT 1 AND 2

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

ASSESSMENT
Unit 1
- Performance
- Musicianship
- Organisation of Sound
- Performance technique
Coursework = 50% of final assessment
Examination = 50% of final assessment

Unit 2
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

ASSESSMENT
Unit 2
- Performance
- Musicianship
- Organisation of Sound
- Performance technique
Coursework = 50% of final assessment
Examination = 50% of final assessment

All students enrolled in these units must participate, for the duration of the course, in the College Choir or an approved College instrumental ensemble.
MUSIC PERFORMANCE

UNITS 3 AND 4

Unit 3
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

ASSESSMENT
Unit 3
- Performance
- Musicianship
- Organisation of Sound
- Performance technique

ASSESSMENT
Unit 4
- Performance
- Musicianship
- Organisation of Sound
- Performance technique

Coursework = 30% of final assessment
Performance Examination = 50% of final assessment
Aural and Written Examination = 20% of final assessment

Unit 4
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

All students enrolled in these units must participate, for the duration of the course, in the College Choir or an approved College instrumental ensemble.
MUSIC STYLES AND COMPOSITION
UNITS 1 AND 2

Unit 1
This unit involves an exploration of a wide range of music styles. Students listen to music excerpts from different styles, traditions, times and places. They analyse specific works from three distinct music styles including music from a non-western style or tradition. They become familiar with the elements of music and consider the various ways composers/music creators treat these elements and use compositional devices to create music works. Students compose and/or arrange brief creative exercises in response to the practices of other composers/creators.

ASSESSMENT
Unit 1
• Responses to Music
• Organisation and context
• Creative Responses
Coursework = 50% of final assessment
Examination = 50% of final assessment

Unit 2
This unit explores how composers and/or creators use music to create effects and elicit responses in multi-disciplinary forms. Students listen to music excerpts from diverse styles and respond to the ways elements of music and compositional devices are used to create specific effects. Students study multi-disciplinary works that combine music and non-musical elements, and investigate how music is used in combination with these other elements. Students also consider the role and function of music in the complete work, for example ways it advances a narrative, provides commentary on a narrative or communicates a mood or feeling. Students create music for a multi-disciplinary work in a form of their choice.

ASSESSMENT
Unit 2
• Responses to Music
• Music Created for Multi-Disciplinary Forms
• Creative Responses in Music for Multi-Disciplinary Forms
Coursework = 50% of final assessment
Examination = 50% of final assessment

All students enrolled in these units must participate, for the duration of the course, in the College Choir or an approved College instrumental ensemble.
MUSIC STYLES AND COMPOSITION

UNIT 3 AND 4

Unit 3

In this unit students develop an understanding of the diverse practice of music creators working in different times, places and stylistic traditions. Students develop skills in making critical responses to music excerpts. They analyse ways the compositional devices of contrast, repetition and variation are used in the excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator. They develop an understanding of the way contextual issues can influence works. Contextual issues may include cultural influences, social issues, practical issues, musical influences, commercial considerations and issues relating to the performer/s of the work. Students create music in response to the music characteristics and creative approaches evident in the music studied.

ASSESSMENT

Unit 3

- Responses to Music
- Organisation and context
- Creative Responses

ASSESSMENT

Unit 4

- Responses to Music
- Organisation and context
- Creative Responses

Coursework =

Unit 4

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

All students enrolled in these units must participate, for the duration of the course, in the College Choir or an approved College instrumental ensemble.
MUSIC INVESTIGATION

UNIT 3 AND 4

Unit 3
Students explore three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4
In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

All students enrolled in these units must participate, for the duration of the course, in the College Choir or an approved College instrumental ensemble.
PHILOSOPHY

UNITS 1 AND 2

Unit 1  
Existence, Knowledge and Reasoning

What is knowledge? Do we have free will? What does it mean for something to be good? These are some of the fundamental questions which have challenged humans for millennia and which underpin ongoing endeavour in areas as diverse as science, justice and the arts. This unit will engage students in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy: ethics, epistemology and metaphysics. The emphasis in the exploration of these three fields is philosophical inquiry (‘doing philosophy’). Throughout this exploration, various methods of philosophical inquiry will be examined and used. As students learn to think philosophically, appropriate examples of philosophical thought, both contemporary and historical, will be used to support, stimulate and enhance their thinking about fundamental concepts and problems. An important product of the inquiry will be to consider the value of philosophy to our lives.

ASSESSMENT
Unit 1
• Oral Analysis
• Written Analysis
• Topic Tests
Coursework = 60% of final assessment
Examination = 40% of final assessment

Unit 2  
Ethics and Philosophical Investigation

This unit explores a range of problems in applied philosophy and involves formulating and defending philosophical positions in relation to practical issues. Issues may range from those providing broad contemporary challenges to society such as environmental ethics and others which can arise from day-to-day life such as trust and friendship. This investigation is enriched by the examination of examples of philosophical thought, both contemporary and historical. The consequences of a given position for any relevant general areas of philosophy will be considered. Throughout the unit, students will reflect on the contribution that philosophy can make to wider fields of human endeavour.

ASSESSMENT
Unit 2
• Oral Analysis
• Written Analysis
• Topic Tests
Coursework = 60% of final assessment
Examination = 40% of final assessment
PHILOSOPHY
UNITS 3 AND 4

Unit 3
The Good Life

This unit explores ideas concerning the nature of the good life as developed by ancient and modern philosophers and encourages students to compare these with the notions of the good life in traditions, such as Buddhist, Christian, Confucian, Indigenous, Islamic, Judaic or modern materialism. It looks at the answers that different philosophical traditions give to the question ‘Is there a purpose, or meaning to life?’ It examines the way in which the answer to this question has led to differing conceptions of the good life and the way in which various ways of understanding the nature of the good life lead to conclusions about appropriate political and familial organization.

ASSESSMENT
Unit 3
• Written Exercises
• Topic Tests
Coursework = 50% of final assessment
Examination = 50% of final assessment

Unit 4
Mind, Science and Knowledge

This unit looks at two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of contemporary arguments in these debates and the relationship of the contemporary arguments to historical ones. The first area of study looks at a topic from metaphysics: What is the mind? The second looks at a topic from epistemology: Does science provide us with knowledge or merely with dogmatic belief? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge and since theories about what we can know will influence what we think the mind is, these two questions are interrelated.

ASSESSMENT
Unit 4
• Written Exercises
• Topic Tests
Coursework = 50% of final assessment
Examination = 50% of final assessment
PHYSICAL EDUCATION

UNIT 1 AND 2

Unit 1

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The ways in which a coach influences his or her athletes can have a significant effect on their performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways.

Students will also focus on general principles that are common to analysing physical performance and learning of skills, and the biomechanical principles of movement involved in these skills.

ASSESSMENT
Unit 1
- Case Study
- Laboratory Reports
- Topic Tests

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

Unit 2

ASSESSMENT
Unit 2
- Written Assignment
- Case Study
- Topic Tests

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

Unit 2

This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students’ own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

The students will look at a range of factors that influence performance in physical activity. Students will investigate how patterns of physical activity vary across the lifespan, including the physical, social and emotional benefits of participation in physical activity.
PHYSICAL EDUCATION

UNITS 3 AND 4

Unit 3

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity.

There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

ASSESSMENT

Unit 3
- Laboratory Reports
- Topic Tests

Coursework = 25% of final assessment

Unit 4
- Laboratory Report
- Case Study
- Topic Tests

Coursework = 25% of final assessment
Examination = 50% of final assessment

Unit 4

Improvements in physical performance, in particular fitness, depend on the ability of the individual to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately access the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.
PHYSICS
UNIT 1 AND 2

Unit 1

This unit focuses on the study of Physics as a human endeavour in which observation and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena. These models are developed within contexts that are familiar to students and relevant to their experiences.

ASSESSMENT
Unit 1

- Assignments
- Topic Tests and Practical Work
- Presentation
- Extended Investigation

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

Unit 2

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

ASSESSMENT
Unit 2

- Assignments
- Topic Tests and Practical Work
- Presentation
- Extended Investigation

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

UNITS 3 AND 4

Unit 3

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics and the operation and use of photonics devices introduced. A detailed study on investigating materials and their uses in structures is undertaken.

ASSESSMENT

Unit 3
- Student designed investigation
- Topic Tests
Coursework = 17% of final assessment

Unit 4
- Written Report
- Topic Tests and Practical Work
- Summary Report of Practical Activity
Coursework = 23% of final assessment
Examination = 60% of final assessment

Unit 4

In Unit 4, the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power. A detailed study on recording and reproducing sound is undertaken.
POLITICS
UNITS 1 AND 2

Unit 1
The National Citizen

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

Unit 2
The Global Picture

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. 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. Students will investigate two examples of contemporary global cooperation and at least two examples of contemporary global conflict. e.g Kyoto Protocol, animal welfare, fight against HIV/AIDS, Human Rights, refugees, asylum seekers, Afghanistan war, al-Qaeda, border disputes, Iraq and Sudan War, organised crime such as drug cartels.
ASSESSMENT
Unit 3
- Structured Questions
- Extended Response
- Written Response

Coursework = 25% of final assessment

ASSESSMENT
Unit 4
- Topic Test/Essay
- Written Reports

Coursework = 25% of final assessment
Examination = 50% of final assessment

POLITICS
Australian and Global
UNITS 3 AND 4

Unit 3
Evaluating Australian Democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy.

Unit 4
Australian Public Policy

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

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation.

In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia’s broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.
PSYCHOLOGY
UNITS 1 AND 2

Unit 1
Introduction to Psychology
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology and its fields of application. Students consider influences on human behaviour. They examine the contribution classic and contemporary studies have made to the development of different psychological theories. Students analyse research methodologies associated with classic and contemporary theories, studies and models.

ASSESSMENT
Unit 1
• Poster
• Visual presentation
• Topic Tests

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

Unit 2
Self and Others
In this unit students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations. They will explore how a person’s attitudes and behaviours affect the way the view themselves and affect their relationship with others. They will learn what influences the formation of attitudes of individuals and behaviours of groups.

ASSESSMENT
Unit 2
• Analysis
• Written Reports
• Topic Tests

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

UNIT 3

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

ASSESSMENT

Unit 3
- Topic Tests
- Written Analysis

Coursework = 17% of final assessment
Examination = 33% of final assessment

Unit 4

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

ASSESSMENT

Unit 4
- Topic Tests
- Written Analysis

Coursework = 17% of final assessment
Examination = 33% of final assessment
RELIGIOUS EDUCATION - RELIGION & SOCIETY
UNITS 1 AND 2

Unit 1
Religion and Society

This unit focuses on the role of religious traditions in shaping personal and group identity. It examines ways in which individuals and groups affect and change religious traditions, and are affected and changed by them. Students will study two or more religious traditions in this unit.

ASSESSMENT
Unit 1
- Research Task
- Text Analysis

Biographical Exercise
Coursework = 75% of final assessment
Examination = 25% of final assessment

Unit 2
Ethics and Morality

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

ASSESSMENT
Unit 2
- Topic Tests
- Values Analysis
- Ethical Issues Analysis

Coursework = 25% of final assessment
Examination = 75% of final assessment
RELIGIOUS EDUCATION - RELIGION & SOCIETY
UNITS 3 AND 4

Unit 3
The Search for Meaning

This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to ultimate reality held by individuals, groups, organizations and whole societies and the ways these beliefs are communicated and expressed.

ASSESSMENT
Unit 3
- Written Reports
- Topic Tests
- Biographical Exercises

Biographical Exercise
Coursework = 25% of final assessment

Unit 4
Challenge and Response

Religious traditions change and develop over time. They respond to the needs of their membership and to changes in society, while seeking to maintain their integrity, convictions and credibility. This unit focuses on internal and external developments which challenge significant beliefs of the Christian tradition and which may produce enduring historical or social consequences for the tradition and the Christian community.

ASSESSMENT
Unit 4
- Written Reports
- Topic Tests

Coursework = 25% of final assessment
Examination = 50% of final assessment
Unit 1

This unit examines the place of texts and their literary forms within a religious tradition. The importance of texts at the source of a tradition is explored and how believers may find and describe meaning for the earlier and continuing tradition. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition.

ASSESSMENT
Unit 1
- Comparative Exercise
- Classification Exercise
- Narrative Analysis

Coursework = 25% of final assessment
Examination = 50% of final assessment
RELIGIOUS EDUCATION - TEXT & TRADITIONS
UNITS 3 AND 4

Unit 3
Text and Early Traditions

This unit examines the beginnings of the Christian tradition in its historical context through selected texts. Closer study is made of particular texts from the Christian scriptures taking note of their functions as law, wisdom, theology or biography. Through an examination of one of the Gospels, key teachings are considered in light of their importance to the early and ongoing communities. The relevance of these teachings are explored in more contemporary situations.

ASSESSMENT
Unit 3
- Written Reports
- Topic Tests
- Exegetical Exercises
- Biographical Exercise

Coursework = 25% of final assessment

Unit 4
Texts and Their Teachings

This unit examines those texts that are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between humans and the transcendent.

ASSESSMENT
Unit 4
- Written Reports
- Topic Tests
- Exegetical Exercises

Coursework = 25% of final assessment
Examination = 50% of final assessment
STUDIO ARTS
UNITS 1 AND 2

Unit 1

This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The ways in which artists from different times and locations use materials and techniques in the production of artworks is explored.

ASSESSMENT
Unit 1
• Practical Works
• Theory

Coursework = 75% of final assessment
Examination = 25% of final assessment

Unit 2

This unit focuses on establishing and using a design process to produce artworks through the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. The way that artists from different times and locations use visual elements to communicate ideas is analysed.

ASSESSMENT
Unit 2
• Practical Works
• Theory

Coursework = 75% of final assessment
Examination = 25% of final assessment
This Course is recommended for any one who successfully completed Unit 1 & 2 Art, or Studio Art and is passionate about the subject. Students are given the freedom to explore art ideas that they are interested in, a very rewarding process, however a high degree of commitment is required to complete this course successfully. For example, students are expected to complete 5 hours of folio development out of class time per week.

This unit focuses on the implementation of a design process leading to the production of a folio of Artworks. Students define an area of exploration in the form of a written document and apply a design process to explore and develop their ideas. It also explores professional art practises and investigates the response of artists to a wide range of materials and techniques.

This unit focuses on the production of a folio of finished artworks that relate to creative potential solutions developed in Unit 3. The artworks should reflect a skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities. This unit also focuses on current art industry issues and explores the considerations involved in the preparation, presentation and conservation of artworks.
UNIT 1 AND 2

Students may undertake to study either Wood or Textiles in this VCE program.

Design and Technology provides an opportunity for students to develop their practical skills.

Unit 1

Design modification and production

This unit focuses on knowledge and skills a designer uses to develop solutions to design problems. Students investigate methods and processes used by the designer. They generate communication ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Unit 2

Collaborative Design

In this unit students work as a team to design and develop a product range. They contribute their expertise and share research findings to produce viable solutions that fulfil the design brief.

ASSESSMENT

Unit 1

• Folio of Design Ideas
• Production Work and Evaluation

Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 2

• Folio of Design Ideas
• Production Work and Evaluation

Coursework = 70% of final assessment
Examination = 30% of final assessment
TECHNOLOGY— DESIGN & TECHNOLOGY
(WOOD or TEXTILES)
UNITS 3 AND 4

Unit 3 and 4
Design, technological innovation and manufacture

There are a range of factors that influence a designer when designing and developing a product to meet the needs of individual clients. These factors are compared to the factors that influence a product produced within industrial/commercial settings.

Students will prepare a folio of ideas that will be produced and evaluated in Unit 4.

ASSESSMENT
Unit 3
- Folio of Design Ideas
- Diagrammatic Explanations
- Topic Tests
- Production Work and Evaluation

Coursework = 37% of final assessment

ASSESSMENT
Unit 4
- Topic Test
- Production Work
- Evaluation and Promotion

Coursework = 33% of final assessment
Examination = 30% of final assessment
Unit 1
Food safety and property of food
This unit introduces students to the diverse nature of food. How to prepare it and how to 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
Unit 1
- Keeping Food Safe
- Food properties and preparation
- Production Work
- Evaluation
Coursework = 80% of final assessment
Examination = 20% 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 access and availability.

ASSESSMENT
Unit 2
- Food preparation processes
- Planning in Food Preparation
- Production Work and Evaluations
Coursework = 80% of final assessment
Examination = 20% of final assessment
TECHNOLOGY— FOOD AND TECHNOLOGY
UNITS 3 AND 4

Unit 3
Food preparation, processing and food controls
This area of study enables students to develop an understanding of key foods and examine their natural food component functions. Students analyse how these properties may impact on food preparation and processing techniques in industry and small-scale production such as a domestic setting. Students explore and apply to key foods, a range of methods of cooking, food preparation, food processing and food preservation techniques.

ASSESSMENT
Unit 3
- Production Activity
- Topic Test
- Folio

Coursework = 15% of final assessment

ASSESSMENT
Unit 4
- Production Work and Evaluation
- Written Report
- Topic Text

Coursework = 15% of final assessment
School Assessed Tasks = 40% of final assessment
Examination = 30% of final assessment

Unit 4
Food Product Development and Emerging Trends
This area of study focuses on the application of design and product development processes. Students investigate processes and skills necessary to implement their previously developed design plan. They apply their theoretical knowledge of preparation, processing and preserving of food based on the developed plan. Students implement skills in preparation, processing and preserving and appropriately present and evaluate the product. They evaluate the effectiveness and efficiency of production activities in relation to their plan.
TECHNOLOGY—SYSTEMS ENGINEERING
UNITS 1 AND 2

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.

ASSESSMENT
Unit 1
• Written Report
• Design & Practical Assembly including Documentation, Diagnostics & Evaluation

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.

ASSESSMENT
Unit 2
• Theoretical Report
• Disng and practical assembly including documentation
• Topic Test

Coursework = 80% of final assessment
Examination = 20% of final assessment
TECHNOLOGY—SYSTEMS ENGINEERING
UNITS 3 AND 4

Unit 3
Systems Engineering and Energy

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

ASSESSMENT
Unit 3
- Written Report
- Production Work
- Topic Tests

Coursework = 40% of final assessment

ASSESSMENT
Unit 4
- Multimedia Format Report
- Record of Designs, planning and production work
- Topic Test

Coursework = 40% of final assessment
Examination = 20% of final assessment

Unit 4
Integrated and controlled systems engineering

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems.
THEATRE STUDIES
UNITS 1 AND 2

Unit 1
Theatrical Style

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Stagecraft. In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students research and apply acting and other stagecraft to interpret playscripts.

ASSESSMENT
Unit 1
- Performance/Stagecraft
- Interpreting Playscripts
- Analytical Exercises

Coursework = 70% of final assessment
Examination = 30% of final assessment

ASSESSMENT
Unit 2
- Performance Interpretation through use of stagecraft.
- Analytical Exercises
- Oral presentations
- Multimedia presentations
- Topic Test

Coursework = 70% of final assessment
Examination = 30% of final assessment

Unit 2
Theatrical styles of the modern era

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern 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 modern era.

Stagecraft includes: acting, costume, direction, dramaturgy, lighting, make-up, multi-media, properties, promotion (including publicity), set, sound and stage management.
THEATRE STUDIES
UNITS 3 AND 4

Unit 3
Production Development

This unit focuses on the interpretation of a playscript through the four designated stages of production: planning, production development, production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realize the production of a playscript. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually.

Stagecraft includes: acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management.

Production team: For Outcome 1 students form a production team to collaboratively interpret a playscript for performance to an audience.

ASSESSMENT
Unit 3
- Practical application of two areas of Stagecraft
- Production Folio
- Analysis and Evaluation of a Play

Coursework = 25% of final assessment

ASSESSMENT
Unit 4
- Theatrical Brief
- Analysis of Production

Coursework = 25% of final assessment
Written Examination = 30% of final assessment
Performance Examination = 25% of final assessment

Unit 4
Theatrical styles of the modern era

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research.

Monologue selection: Students select one scene from one play and analyse and evaluate its content.

Students also attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually. Stagecraft includes: acting, costume, direction, dramaturgy, make-up, multimedia, properties, set, and sound.
This course is for students who are interested in Graphic Design, Product (Industrial) Design, and Architecture. Working to solve problems in a creative way in response to a brief is central to this course. Students will be taught the design process which is a system which aids each student to develop their creative potential. Students refine their sense of visual aesthetics while balancing the functional role each design piece must fulfil. Students may design works such as logos, packaging design, signage, advertisements for print, furniture, interiors, homes and small structures.

ASSESSMENT
Unit 1
- Instrumental Drawings
- Folio Drawings
- Drawing from observation & rendering
- Design Brief
- Written Reports

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

ASSESSMENT
Unit 2
- Freehand and instrumental drawings
- Drawing from Observation
- Folio
- Visual Communication Analysis

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

Unit 2

The main purpose of this unit is for students to develop and refine practical skills, by generating images and developing them through freehand drawing, instrumental drawing and the use of information communication technology.
VISUAL COMMUNICATION DESIGN
UNITS 3 AND 4

Unit 3

This course is for students who are interested in Graphic Design, Product (Industrial) Design, and Architecture. The main purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

ASSESSMENT
Unit 3
- Visual Presentation
- Written Reports

Coursework = 20% of final assessment

Unit 4
- Written brief
- Development Folio
- Final Presentations

Coursework = 5% of final assessment
School Assessed Tasks = 40% of final assessment
Examination = 35% of final assessment

Unit 4

The purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of a design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations based on the requirements of the brief.
VCAL
UNITS 1 AND 2

Unit 1 - Personal Development Skills
This is an integrated unit that develops life and work skills in the context of real life problem solving. This includes the development of skills, knowledge and attitudes that lead towards the development of good leadership qualities, the improvement of teamwork habits, and the enhancement of communication skills. The key focus this semester is a negotiated self-directed learning project.

ASSESSMENT
Unit 1
- Projects
- Event Management or Presentation
- Evidence Folio

ASSESSMENT
Unit 2
- Projects
- Event Management or Presentation
- Evidence Folio

Unit 2
This Unit aims to develop student’s organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills. This is achieved through participation in experiences of a practical nature relating to personal, social, and community goals. Students will complete formal competency assessment through integrated projects that focus on the theme ‘community’
VCAL
UNITS 1 AND 2

Units 1 and 2 - Literacy
VCAL Literacy is assessed via two core strands Reading and Writing and Oracy. The purpose of these units is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the unit learners will be able to read, comprehend and write a range of texts within a variety of contexts.

ASSESSMENT
Unit 1 and 2

- Folio Work
- Integrated Projects
VCAL
UNITS 1 AND 2

Units 1 and 2 - Numeracy
The purpose of these Units is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community. At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.

ASSESSMENT
Unit 1 and 2

• Skills Sheets
• Projects
VCAL
UNITS 1 AND 2

Unit 1 Work Related Skills
The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways.

ASSESSMENT
Unit 1

• Workplace Logbook
• Workplace Presentation
• Integrated Project

Unit 2 Work Related Skills
The unit is designed to integrate learning about work skills with prior knowledge and experiences while enhancing the development of employability skills through work related contexts. Through integrated projects students will develop critical thinking skills that apply to problem solving in work contexts, develop planning and work related organisational skills, and apply transferable skills for work related contexts.

• Workplace Logbook
• Workplace Presentation
• Integrated Project
VCAL—Senior
UNITS 3 AND 4

Unit 3 - Personal Development Skills
This Unit has been designed around the concept of being enterprising. An enterprising individual has a positive, flexible and adaptable disposition towards change, seeing it as normal and as an opportunity rather than a problem. An enterprising individual has the capacity to initiate creative ideas and develop them with action in a determined manner. An enterprising individual is able to take responsibility, and is an effective communicator, negotiator, influencer, planner and organiser. Students complete formal competency assessment through extended integrated projects.

ASSESSMENT
Unit 3
- Projects
- Event Management or Presentation
- Evidence Folio

Unit 4—Personal Development Skills

The purpose of this unit is to focus on the development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program for this unit includes: problem-solving and comprehension skills, presentation and research skills, communication skills, research, planning and organisation skills, and team work and group cohesion. The unit enables students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local philanthropic organisations, leadership activities linked to voluntary community roles or community service projects.

ASSESSMENT
Unit 4
- Projects
- Event Management or Presentation
- Evidence Folio
VCAL—Senior
UNITS 3 AND 4

Units 3 & 4 - Literacy

VCAL Literacy is assessed via two core strands Reading and Writing and Oracy. These Units aim to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devises appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text. Learners who successfully complete this unit will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

ASSESSMENT
Units 3 & 4

- Integrated Projects
- Folio Work
VCAL—Senior
UNITS 3 AND 4

Units 3 & 4 - Numeracy
The Senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers, workplace documents and procedures, and specific projects at home or in the community.

The mathematics covered includes measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies. Learners who successfully complete the unit are expected to have the capacity to interpret and analyse how mathematics is represented and used, and to recognise and use some of the conventions and symbolism of formal mathematics.

ASSESSMENT
Units 3 & 4
- Skills Sheets
- Problem Solving Tasks

VCAL—Senior
UNITS 3 AND 4

Units 3 & 4 - Skills for Further Study
Skills for Further Study is a senior unit sequence that focuses on providing students with a skill set that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. Outcomes are built around developing independent time management skills, strategies for learning, individual research skills, pathway plan, portfolios and applications.

ASSESSMENT
Units 3 & 4
- Assessment Folio
- Workplace Research Project
- Oral Presentation
VCAL—Senior
UNITS 3 AND 4

Unit 3 - Work Related Skills
At Senior level, work environment involves work undertaken at Certificate II/III level conducted under supervision and autonomous in regard to planning and work activities.

In this unit there is a strong focus on the development of knowledge regarding OH&S in the workplace.

ASSESSMENT
Units 3 & 4

- Workplace Logbook and Worksheets
- Workplace Research Project
- Careers and Pathways Investigation Task

Unit 4 - Work Related Skills
The Work Related Skills units have been developed to recognise learning that may not normally be recognised within other qualifications, which is valued within community and work environments as preparation for employment.
VET CERTIFICATES

A sample of programs available from VET Cluster Schools and TAFE Colleges include:

- Certificate II in Acting Film & Television
- Certificate II in Animal Studies
- Certificate II in Automotive Technology
- Certificate II in Building & Construction
- Certificate II in Business Administration
- Certificate II in Community Services Work
- Certificate II in Conservation & Land Management
- Certificate II in Electro-technology
- Certificate I in Engineering
- Certificate II in Equine Industry
- Certificate II in Community Recreation
- Certificate II in Food Processing (Wine)
- Certificate II in Furniture Cabinet Making (pre-apprenticeship)
- Certificate II in Horticulture
- Certificate II in Hairdressing
- Certificate II in Hospitality (Food and Beverage)
- Certificate III in Information Technology
- Certificate III in Music
- Certificate III in Music Technology
- Certificate II in Small Business Practice
- Certificate II in Telecommunication
VET CERTIFICATES

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

Students completing a VET program receive an industry recognised certificate qualification in addition to their VCAL or VCE award.

Vocational Programs fall into two distinct categories:

Vocational Education and Training (VET)

Australian School Based Apprenticeships (ASBA)

VET (Vocational Education and Training)

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

EXTERNAL PROGRAMS:

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

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

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

INTERNAL PROGRAMS:

Mount Lilydale Mercy College is a registered provider of VET programs and will be offering the following courses in 2011 (subject to student demand and availability of staff.). Building & Construction (VCAL Only)

- Engineering
- Horticulture
- Hospitality
- Interactive Digital Media
- Music
- Outdoor Recreation

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


* Some students may complete courses at TAFE Colleges but there will be extra costs for these courses as the tuition fees are often quite high. Parents are required to cover any additional costs.

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

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

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

As with VET subjects, parents are required to cover the following costs:
- Transport to and from classes - students are responsible for making their own way to and from venues.
- Materials, uniforms and excursions - these will be invoiced directly to students from the relevant institution/College.

Australian School Based Apprenticeships include
- Agriculture
- Automotive
- Beauty Therapy
- Business
- Engineering
- Furniture Cabinet Making
- Hairdressing
- Horticulture
- Hospitality
- Retail

Selection of Students for Vocational Programs off Campus

Selection of students for vocational programs studied off campus is determined by an interview. Issues such as a demonstrated interest in the chosen industry area, competent organisational skills and the ability to work independently will be considered – approval is not automatic.
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 project on each area of study.

CERTIFICATE II IN BUILDING AND CONSTRUCTION

LEARNING OUTCOMES
On completion of this certificate the students should be able to:

- OHS1001A Work Safety in the construction industry
- VBQM697 Workplace safety & industry induction
- VBQM698 Workplace procedures for environmental sustainability
- VBQM699 Basic first aid
- VBQM705 Levelling
- VBQM707 Safe handling of plant & power tools
- VBQM708 Workplace documents & plans
- VBQM714 Carpentry hand tools
- VBQM723 Introduction to Demolition
- PTS201A Prepare to study
**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 project on each area of study.

**CERTIFICATE II IN ENGINEERING**

This course addresses a skills shortage area in the manufacturing trades for new apprentices. This course is run over 1 or 2 years on campus and provides students highly rewarding opportunities in the fields of technician, sales and Engineering Management. The course prepares students for employment in Sheet Metal (Fabrication), Welding, Fitting & Machining (Mechanical), Boiler Making (Heavy Fabrication) and Tool Making.

**LEARNING OUTCOMES**

On completion of this certificate the students should be able to:

- MEM13014A  Apply principles of OHS in the work environment
- MEM18001C  Use hand tools
- MEM18002B  Use power tools/hand held operations
- VBN768     Develop an individual career plan for the engineering industry
- VBN769     Perform basic machining processes
- VBN770     Apply basic fabrication techniques
- VBN772     Use computers for engineering related work activities
- VBN774     Apply basic computational principles in engineering work 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.

CERTIFICATE II IN HORTICULTURE
This course is run over 2 years on and off campus and provides students with an experiential understanding of the practices that occur in horticultural operations and allows them to develop skills in real workplace situations.

AREAS OF STUDY
Landscaping
Parks and Gardens
Nursery

LEARNING OUTCOMES
On completion of this certificate the students should be able to:

- AHOHS201A Participate in OH & S processes
- AHCOHM201A Follow basic chemical safety rules
- AHCLSC202A Construct low-profile timber or modular retaining walls
- AHCLSC203A Install aggregate paths
- AHCLSC204A Lay paving
- AHCPCM201A Operate basic machinery and equipment
- AHCPCM202A Collect, prepare and preserve plant specimens
- AHCPGD201A Plant trees and shrubs
- AHCPGD203A Prune shrubs and small trees
- AHCPGD302A Plan and maintain plant displays
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 range of written tasks for each outcome.

Students will be required to complete 70 hours of Structured Workplace Learning in an industry setting

CERTIFICATE II IN HOSPITALITY (Kitchen Operations)
This course is run on and off campus and provides students with the skills and knowledge required to access and increase awareness of the different industry sectors and relevant industry legislation. Students will also be required to complete a number of days work in the industry.

AREAS OF STUDY
Kitchen Operations

LEARNING OUTCOMES
On completion of this certificate the students should be able to:

- SITXCOM001A Work with Colleagues & Customers
- SITXCOM002A Work in a Socially Diverse Environment
- SITXOHS001B Follow Health, Safety & Security Procedures
- SITHIND001A Develop and Update Hospitality Industry Knowledge
- SITXOHS002A Follow Workplace Hygiene Procedures
- SITHCCC005A Use Basic Methods of Cookery
- SITHCCC001B Organise & Prepare Food
- SITHCCC002A Present Food
- SITHCCC004B Clean and Maintain Kitchen Premises
- SITHCCC003B Receive and store Kitchen supplies
CERTIFICATE II IN INTERACTIVE DIGITAL MEDIA

This course is for students wishing to develop skills in the multimedia industry. It focuses on Web Design and 2D Animation and is software intensive. It is advisable that students also complete VCE Visual Communication and Design.

As well as providing a TAFE certificate, Certificate II provides a score for VCE if completed successfully.

AREAS OF STUDY

Unit 1 – Identify and operate computer packages to produce and manipulate digital images.
Unit 2 – Produce multimedia products with video/design applications.

LEARNING OUTCOMES

On completion of this certificate the students should be able to:

BSBDES201A   Follow a design process
BSBCRT301A   Develop & extend critical and creative thinking skills
CUFIND301B   Work effectively in the screen and media industries
CUSOHS301A   Follow OHS procedures
CUFDIG303A   Produce and prepare photo images
CUVCOR08B   Produce drawings to represent and communicate the concept

ASSESSMENT

Students are taught computer graphic generation and manipulation, using Adobe Illustrator & Photoshop. They are introduced to animation in Adobe Flash and Photoshop. The fundamentals of solid web design are taught in Adobe Dreamweaver.

Design skills such as holding meetings with clients, taking briefs, generating ideas, concept drawing, storyboard drawing, writing for the web, working with a team, and meeting deadlines are important aspects of the Course.
ASSESSMENT
Students build on their skills learnt in Certificate II in creative industries. More advanced aspects of Adobe Illustrator, Photoshop, Dreamweaver and Flash are taught.

Students are also introduced to Video editing, compression and encoding with Adobe Premier Pro, Adobe Encoder and Adobe Flash.

CERTIFICATE III IN INTERACTIVE DIGITAL MEDIA

Mandatory Prerequisite: CUF20107 Certificate II in Interactive Digital Media

This course is for students wishing to develop skills in the multimedia industry. It focuses on Web Design and 2D Animation and is software intensive. It is advisable that students also complete VCE Visual Communication and Design.

Preparation for the VET VCE Multimedia Exam is an important component of this course. Sitting the VET VCE exam will enable students to receive a study score from this subject.

AREAS OF STUDY

- CUFANM301A Create 2D digital Animations
- CUFWRT301A Write content for a range of media
- BSBDES302 Explore & apply the creative design process to 2D forms
- CUFDIG302A Author Interactive Sequences
- CUFDIG301A Prepare video assets
- CUFDIG304A Create visual design components
ASSESSMENT
Each Unit of Competency encompasses a number of assessment tasks. To successfully complete each task the student must demonstrate industry standards have been competently met. Standards are established using a variety of methods including, information technology, written tasks, research, aural reports and music presentations. When this Certificate is used as part of the VCE ANTAR a study score is required which will include written examinations.

CERTIFICATE III IN MUSIC
Mandatory Prerequisite:
Prerequisites: To complete this certificate in one year students must have completed Certificate II in Music with specific units of competency.

This nationally recognised program consolidates the basic musicianship and technique of classical or popular music performers, composers or music technology specialists to increase theoretical knowledge and understanding. The program comprises aural development, theory of music and history of music, ensemble, music industry and business management, assignment writing and research skills and occupational health and safety. Certificate III in Music provides students with music industry knowledge, practical knowledge of copyright and how to follow health, safety and security procedures important to the music industry. Completion of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment outcomes may include band member, song writer, composer, arranger, copier, promoter, teacher, instrumentalist. This certificate may be undertaken as part of VCE studies Units 3 & 4, or standalone certificate.

AREAS OF STUDY
CUFCMP301A Implement copyright arrangements
CUSIND301A Work effectively in the music industry
CUSSOU201A Assist with sound recordings
CUSMPF204A Play music from simple written notation
ICAU2006B Operate computing packages
CUSMCP301A Compose simple songs or musical pieces
CUSMLT303A Notate music
**CERTIFICATE II IN OUTDOOR RECREATION**

This is a nationally recognised and accredited course designed to reflect the role of entry level employees working in Outdoor Recreation Industry under supervision. Likely functions within this industry include working under supervision as an assistant with the conduct of activities on programs ad other associated tasks, acting accordingly to clearly defined Standard Operating Procedures and the organisation’s documented guidelines.

This qualification facilitates the development of the following knowledge and skills: Outdoor recreation generic - 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 - planning food, water and clothing requirements, selecting and using equipment and demonstrating safe participation in outdoor recreation activities under supervision.

General specializations - promoting access, equity and diversity in community recreation and applying the principles of community development to community recreation work; becoming oriented to disability work and contributing to positive learning experiences for disadvantaged clients; inspecting, servicing and maintaining vehicles and trailers; maintaining sport and recreation facilities and equipment; conducting interpretation within outdoor activities to facilitate client awareness and education; setting up and operating a campsite for clients, providing campsite catering in an hygienic manner

**AREAS OF STUDY**

- **HLTFA301B** Apply first aid
- **SISOODR201A** Assist in conducting outdoor recreation sessions
- **SISOOPS201A** Minimise environmental impact
- **SIXIND101A** Work effectively in sport and recreation environments
- **SISXOH5101A** Follow occupational health and safety policies
- **SISEMR201A** Respond to emergency situations
- **SIXFAC201A** Maintain sport and recreation equipment for activities
- **SISOBWG201A** Demonstrate bushwalking skills in a controlled environment
- **SISOOPS202A** Use and maintain a temporary or overnight site
- **SISONAV201A** Demonstrate navigational skills in a controlled environment
- **SISOSKT202A** Demonstrate ski touring in a patrolled environment to a basic standard
- **SISOSKI201A** Demonstrate alpine skiing skills downhill or on beginner terrain
- **SISOSEQ201A** Demonstrate snowboarding skills on beginner terrain
- **SISOEMR201A** Demonstrate snorkelling activities
- **SISOSEF201A** Demonstrate surf survival and self rescue skills
- **SISOSEF202A** Demonstrate basic surfing manouevres in controlled conditions

**Specialisation Activity choices that are available include Bushwalking and Cross Country Skiing**

---

**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.

**See note under Assessment**
ASSESSMENT

Students are assessed in relation to industry based competency criteria. For each outcome module students must demonstrate a competent level of skills. In addition to achieving a satisfactory level of skills, students must successfully complete a major project on each area of study.

A Study Score is available for VCE VET Sport and Recreation. To be eligible for a Study Score students must:

- achieve all the units of competence designated as the VCE VET Unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the *Sport and Recreation*
- *Assessment Guide*, published by the VCAA
- undertake an examination in the end-of-year examination period, based on the underpinning
- knowledge and skills in the evidence guide of the units of competence advised by the VCAA.

CERTIFICATE III IN SPORT AND RECREATION
(This Certificate is subject to TAFE funding arrangements)

**Mandatory Prerequisite:** SR02026 Certificate II in Outdoor Education.

This is a nationally recognised and accredited course designed to reflect the role of entry level employees working in Outdoor Recreation Industry under supervision. Likely functions within this industry include working under supervision as an assistant with the conduct of activities on programs ad other associated tasks, acting accordingly to clearly defined Standard Operating Procedures and the organisation’s documented guidelines.

This qualification facilitates the development of the following knowledge and skills:

Outdoor recreation generic - 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 - planning food, water and clothing requirements, selecting and using equipment and demonstrating safe participation in outdoor recreation activities under supervision.

General specializations - promoting access, equity and diversity in community recreation and applying the principles of community development to community recreation work; becoming oriented to disability work and contributing to positive learning experiences for disadvantaged clients; inspecting, servicing and maintaining vehicles and trailers; maintaining sport and recreation facilities and equipment; conducting interpretation within outdoor activities to facilitate client awareness and education; setting up and operating a campsite for clients, providing campsite catering in an hygienic manner.

**AREAS OF STUDY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRXINU002A</td>
<td>Apply sport and recreation law</td>
</tr>
<tr>
<td>SRXRiK001A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>SRXINU003A</td>
<td>Analyse participation patterns in specific markets of the leisure and recreation industry</td>
</tr>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport and recreation session for participants</td>
</tr>
<tr>
<td>SRXGro001A</td>
<td>Facilitate a group</td>
</tr>
<tr>
<td>SRXRES001B</td>
<td>Educate the public on the safe use of sport and recreational resource</td>
</tr>
<tr>
<td>SRXGro002A</td>
<td>Deal with conflict</td>
</tr>
<tr>
<td>SRCrcR007B</td>
<td>Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities</td>
</tr>
</tbody>
</table>

**Option 3: Outdoor Recreation focus**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SROODR002A</td>
<td>Plan outdoor recreation activities</td>
</tr>
<tr>
<td>SROODR005A</td>
<td>Guide outdoor recreation sessions</td>
</tr>
<tr>
<td>SROOP5002B</td>
<td>Plan for minimal environmental impact</td>
</tr>
<tr>
<td>SROOP5003B</td>
<td>Apply weather information</td>
</tr>
</tbody>
</table>
It is helpful if you write down your thoughts. Please complete the following to the best of your ability to help determine your subjects for 2013.

<table>
<thead>
<tr>
<th>Career Pathway Choices</th>
<th>Subjects Required/Prerequisites</th>
<th>Subjects Selected For Year 11</th>
<th>Proposed Subjects For Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>