Guide to Courses

Victorian Certificate of Education
Victorian Certificate of Applied Learning &
Vocational Education and Training 2017
IMPORTANT DATES

JULY 19, 2016
VCE/VCAL/VET Parent Information Evening for parents of Year 11 2017 students – 7.30pm in Centennial Hall

JULY 21, 2016
VCE/VCAL/VET Guide to Courses available Online

JULY 26, 2016
VCE/VCAL/VET Year 11 2017 Subject Selection Assembly

JULY 29, 2016
Online Bookings open for Year 11 2017 Subject Selection Confirmation Interviews
Online Subject Selection for 2017 subjects (including VET) opens

AUGUST 8, 2016
VCE/VCAL/VET Year 11 2017 Online Subject Selections close

AUGUST 10, 2016 (4.00pm - 6.00pm and 6.30pm – 8.30pm)
VCE/VCAL/VET Year 11 2017 Parent/Student Interviews – confirmation of subject choices

AUGUST 12, 2016
Online Subject Selection for Year 12 2017 subjects (including VET) close
VETAL 2017 Interviews conducted

VCE STUDIES OFFERED

Studies Offered

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

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

VCE UNITS

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<td>Accounting</td>
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<td>Agriculture &amp; Horticulture Studies</td>
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<td>Information Technology</td>
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<td>LOTE (Choose Japanese or Italian)</td>
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<td>Theatre Studies</td>
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<td>Visual Communication &amp; Design</td>
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**VCAL STUDIES OFFERED**

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<th>VCAL Intermediate</th>
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<td>VCAL Senior</td>
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**VET STUDIES OFFERED AT MLMC**

For VET Courses Available at Other Venues See Table at End of Guide

**VET STUDIES**

- VET Certificate II in Building & Construction
- VET Certificate II in Engineering
- VET Certificate II in Kitchen Operations
- VET Certificate III in Sport and Recreation
- VET Certificate II Music
- VET Certificate II in Interactive Digital Media

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**VICTORIAN CERTIFICATE OF EDUCATION**

**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 and 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 by the Deputy Principal-Studies. This could apply in cases where students have a disability or where they have other VCE/VET educational commitments outside the College. The option also exists to complete the VCE over three years.

**SATISFACTORY COMPLETION OF THE VCE**

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

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

**ASSESSMENT**

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

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

**SCHOOL ASSESSMENT**

There are two types of school assessment for VCE studies:

- **School assessed coursework (SAC)** – assesses performance on the assessment tasks specified in the study design. These tasks are mainly undertaken in class time.
- **School assessed tasks (SAT)** – these tasks will be the same for every school and the specifications will be set by VCAA. This authority specifies how marks and grades are to be awarded. This form of assessment occurs in ‘practical’ type units – eg: Drama, Media, Theatre Studies or Studio Arts.

**EXTERNAL EXAMINATIONS**

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

Results for each assessment will be reported as a grade. The final marks given by VCAA for each of the three assessments are used to calculate the study score which is then used to determine the ATAR, Australian Tertiary Admission Rank (formerly known as ENTER Equivalent National Tertiary Entrance Rank). You may satisfactorily meet the requirements of the VCE without undertaking the examinations, but a tertiary entrance ranking will not be issued.
GENERAL ACHIEVEMENT TEST (GAT)
The GAT is a written test covering general knowledge and skills in English, Mathematics, Science, Technology, Humanities and The Arts. It is an essential part of the VCE assessment procedures. It is used by VCAA to check 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 ADMISSIONS RANK (ATAR)
The Study Scores from each subject as determined by VCAA are used by another body, Victorian Tertiary Admissions Centre (VTAC), to compile a score which is used nationally to gain access to University. It includes the scores from the best four subjects, including English/Literature/English Language, and 10% of the fifth and sixth subjects. It is primarily a means of deciding which tertiary courses will be offered. Unlike the Study Score, the ATAR is a means of comparing students across Studies, rather than within them. Scores are scaled to acknowledge the degree of competition in each study.

Some studies have a high-scaled mean score, eg. Specialist Mathematics, indicating the high level of competition and/or the relative difficulty of this study. There is a tendency when selecting studies for VCE to think it is preferable to select one or more of these ‘high ranking’ studies. If your Mathematical ability is excellent, then it would be sensible to choose Specialist Mathematics in your VCE selection. 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
• which maintain and develop the student’s special skills and talents.”

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

RELIGIOUS EDUCATION PROGRAM
Students in Year 11 will be required to attend Retreat/Seminar Days throughout the year and must complete one of the following options:
- Text & Traditions Unit 2 and Religion and Society Unit 2 (VCE 6)
- Text & Traditions Unit 2 (VCE 6.5)
- C3YMA and Religion and Society Unit 2 (VCE 6)
- Religion and Society Unit 3 & 4

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

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

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

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

UNDERTAKING UNITS 3 & 4 IN YEAR 11
Students who have achieved a 80% average or above in all subjects during Year 10 studies may undertake one Unit 3 & 4 sequence in Year 11. It is not advisable to undertake a Unit 3 & 4 sequence if organisational ability is poor. The additional work load of a Unit 3 & 4 sequence can be detrimental to the development of knowledge and skills in other subjects at Year 11. Timetable constraints may limit student choices of Units 3 and 4 studies. Studies will only operate if sufficient students select the study.

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

YEAR 11 SUBJECT SELECTION
The following Unit 1 and 2 sequences were offered in Year 10. Students who attained an 75% or above in these selected subjects may now choose the Unit 3 and 4 extension options in Year 11.
- Accounting
- Biology
- Business Management
- Dance
- Drama
- Information Technology
- Legal Studies
- Physical Education
- Psychology
- Systems Engineering
- Theatre Studies
- Visual Communication Design

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

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

SPORT
Year 11 & 12 students have the opportunity to participate in Sport on a Wednesday afternoon. Students try out to compete in weekly Eastern Independent Schools Melbourne (EISM) sport. The Sports offered are as follows:
- Term 1
  - Girls – Softball, Volleyball, Cricket, Tennis & Basketball
  - Boys – Cricket, Basketball, Hockey, Tennis & Softball
- Terms 2 & 3
  - Girls – Football, Hockey, Netball & Soccer
  - Boys – Football, Volleyball, Soccer & Badminton

VET COURSES (VOCATIONAL EDUCATION AND TRAINING)
The College offers all VCE students the opportunity to undertake VET subjects during Years 11 and 12. A VET subject gives students the opportunity to explore and gain skills in vocational areas whilst they study VCE Unit 3 and Unit 4 Religion and Society.

Boys – Football, Volleyball, Soccer & Badminton

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.
**VCE BACCALAUREATE**

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

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

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

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

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

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

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

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**CHOOSING A COURSE - GENERAL GUIDELINES**

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

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

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

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

4. You should keep in mind the pre-requisite studies that are needed for entry into post-secondary courses in which you may be interested. The Careers teachers can assist you in finding out this information. Important publications to check information are:
   - VICTER 2017 Victorian Tertiary Entrance Requirements for students proceeding to tertiary studies in 2017 (i.e. Year 12 2017 students) and
   - VICTER 2017 Victorian Tertiary Entrance Requirements for students proceeding to tertiary studies in 2018 (i.e. Year 11 2017 students).

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

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

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

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

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

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

The students’ programme will consist of:

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

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

- One day off campus undertaking work placement or training.

- Homeroom Retreats, Seminar days and other College Community Days (as per VCE students) are compulsory.

- Students are not automatically enrolled in VCAL. Due to the special requirements of the program the following process is required:
  - Students complete an expression of interest form, which is countersigned by parents.
  - Students must have a demonstrated level of responsibility, self management, work ethic and performance from previous studies.
  - Students will undertake a pathways learning styles appraisal.
  - Students will be required to undertake a Careers and VCAL panel interview.
  - Successful students will be offered a placement and invited to attend a VCAL Information Evening with parents and attend an orientation program.

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

Themes for 2017:

INTERMEDIATE: - Leadership Projects; Personal Best; and Responsible Community Challenge

SENIOR: - Health is Wealth; Bridges to Community; Doing Business and Global Gathering
ACCOUNTING UNITS 1-2

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

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%.

UNIT 2
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

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

KEY SKILLS REQUIRED
Use correct accounting terminology; identify, classify and record financial data; prepare and analyse financial reports; identify, classify and record financial data and report accounting information using a commercial accounting software package; interpret accounting information from written reports and graphical representations; select and use financial and non-financial information to evaluate business performance; discuss strategies for improvement in business performance.
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. There are no prerequisites for entry to Units 1, 2 & 3.

Students must undertake Unit 3 prior to undertaking Unit 4.

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

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

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

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

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

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

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

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

VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
AGRICULTURE & HORTICULTURE UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

AGRICULTURE & HORTICULTURE UNITS 3-4

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

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF
School Assessed Coursework – Unit 3 (33%)
School assessed Coursework - Unit 4 (33%)
End of year exam – Unit 3/4 (34%)
BIOLOGY UNITS 1-2

UNIT 1 - How do living things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life. They analyse types of adaptations that enhance the organism's survival in a particular environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. Students consider how the planet's biodiversity is classified. A student practical investigation related to the survival of an organism or species is undertaken.

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

BIOLOGY UNITS 3-4

UNIT 3
How do Cells Maintain Life?
In this unit students investigate the workings of the cell. They explore the plasma membrane and its differential permeability and the control of the movement of molecules and ions. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the nature of biochemical pathways, their components and energy transformations. Students consider the types of signals, the transduction of information within the cell and cellular responses. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen. A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4.

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

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

ASSESSED TASKS
A report related to at least two practical activities from a practical logbook (Outcome 1)
At least one task selected from: a report of a practical activity; annotations of activities or investigations from a practical logbook; a graphic organizer; a bioinformatics exercise; an evaluation of research; media response; data analysis; a response to a set of structured questions; problem solving involving biological concepts, skills and/or issues; a reflective learning journal/blog related to selected activities or in response to an issue. (Outcome 2)
An end year VCAA set exam.
BUSINESS MANAGEMENT UNITS 1-2

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

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

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

UNIT 1

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

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%

UNIT 2

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

KEY SKILLS REQUIRED
Define, describe and apply relevant business management concepts and terms; acquire, record, interpret and share business information and ideas; research and analyse case studies and contemporary examples of business management applicable to establishing staff in a business; apply business management knowledge to practical and/or simulated business situations; evaluate the costs and benefits of various alternative strategies to contemporary challenges in establishing and maintaining a business.

ASSESSED TASKS
UNIT 3
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

KEY SKILLS REQUIRED
Define, describe and apply relevant business management concepts and terms; research and analyse case studies and contemporary examples of management applicable to managing production in a business; interpret, discuss and evaluate business information and ideas; apply operations management knowledge to practical and/or simulated business situations; compare and evaluate strategies used in operations management and propose and justify strategies for improving the efficiency and effectiveness of operations.

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

UNIT 4
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

KEY SKILLS REQUIRED
Define, describe and apply relevant business management concepts and terms; research and analyse case studies and contemporary examples of business management applicable to managing change in a business; interpret business information and ideas; apply business management knowledge to practical and/or simulated business situations; evaluate the advantages and disadvantages of various strategies in implementing change in a business and propose and justify strategies in response to key performance indicators and to assist in implementing change in a business.

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

VCAA ASSESSMENT – The overall Study Score will consist of:
School Assessed Coursework (50%), 2 hour written examination in November (50%).
CHEMISTRY UNITS 1-2

UNIT 1
How can the diversity of materials be explained?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.
They apply their knowledge to determine the relative masses of elements and the composition of substances.
Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.
A research investigation is undertaken in Area of Study 3 related to options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70% - including a report of a student-designed quantitative laboratory investigation.
End of Semester Examination 30%
UNIT 3

How can chemical processes be designed to optimise efficiency?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources. They investigate combustion of fuels, energy transformations and the stoichiometry involved with amounts of fuel and the energy released.

Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They will use the electrochemical series to write equations and apply Faraday’s laws.

Students analyse manufacturing processes investigating factors that influence rates of reaction and the extent of reactions. Equilibrium Law and Le Chatelier’s principle are applied to different reaction systems looking to improve the percentage yield of chemical processes.

A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4. It is assessed as part of Unit 4 and is presented in a scientific poster format.

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

School Assessed Coursework 16%
End of Year Examination 60%

UNIT 4

How are organic compounds categorised, analysed and used?

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the naming and representation of organic structures and how instrumental analyses, including mass spectrometry, infra-red spectroscopy, nuclear magnetic resonance (NMR) and high performance liquid chromatography (HPLC), can assist in this process. The reaction pathways are examined to predict and design pathways to achieve particular compounds from given starting materials.

Food molecules are explored in terms of their chemical structures and reactions. The role of enzymes and coenzymes is examined and energy content of foods is investigated through the use of calorimetry.

A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4. It is assessed as part of Unit 4 and is presented in a scientific poster format.

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

School Assessed Coursework (SAC’s) for this unit will include a variety of tasks including structured questions and practical reports. The student practical investigation will form part of this.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework – Unit 3 (16%)
School Assessed Coursework – Unit 4 (24%)
2.5 Hour Written Exam (60%) in November
COMPUTING UNITS 1-2

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

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

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

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

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

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

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

At Year 12 students can choose either Software Development or Computing - Informatics

COMPUTING - INFORMATICS UNITS 3-4

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

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

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

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

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

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

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

ASSESSED TASKS
School Assessed Coursework 20%
School Assessed Tasks 30%
End of year examination 50%
DANCE UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

UNIT 2
This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are introduced to dance traditions, styles and works. Students also analyse and discuss the communication of their own and other choreographers’ intentions:

LEARNING ACTIVITIES
Students analyse and discuss influences on dance traditions, styles and works. Students choreograph and perform a solo or group dance work that communicates an expressive intention. Students learn, rehearse and perform a learnt group dance work.

KEY SKILLS REQUIRED
Describe ways that the elements of movement are manipulated in the selected dance traditions, styles and works. Use appropriate dance language and terminology. Create, rehearse and perform a solo or group dance work. Demonstrate artistry in performance. Repeat and refine physical skills through appropriate exercises over time.

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

DANCE UNITS 3-4

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (25%),
external performance examination of two solo works in October (50%),
1 ½ hour written examination in November (25%).

DRAMA UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

UNIT 2
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

LEARNING ACTIVITIES
Using Australia as inspiration students study the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. The area of study also focuses on documenting and recording the play-making techniques and dramatic processes used to shape and develop this performance work.

KEY SKILLS REQUIRED
An ability to engage an audience. An understanding of drama terminology to describe, analyse and evaluate the use of theatrical conventions, performance style/s, and dramatic elements in a drama performance.

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

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

UNIT 3
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles are explored in the creation, development and presentation of an ensemble performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

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

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

ASSESSED TASKS
Ensemble performance; written analysis of the development and performance of character/s from the Ensemble performance; written analysis of a professional play from the Unit 3 playlist.

UNIT 4
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop characters within a solo performance. Students complete two solo performances. For the short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance. The second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure. The solo performance are analysed and evaluated.

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework (40%)
Externally assessed Performance Examination in October (35%)
1.5 hour Written Examination end of year (25%)
**ECONOMICS UNITS 1-2**

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

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

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

**ASSESSED TASKS**
- Coursework 70%
- End of Semester Examination 30%

**UNIT 2**

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

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

**ASSESSED TASKS**
- Coursework 70%
- End of Semester Examination 30%

**ECONOMICS UNITS 3-4**

**UNIT 3**

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

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

**ASSESSED TASKS**
All outcomes are assessed via tests.

**UNIT 4**

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

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

**ASSESSED TASKS**
All outcomes are assessed via tests.

**VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:**

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

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. The literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 60%

End of Semester Examination 40%

UNIT 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 60%

End of Semester Examination 40%
ENGLISH UNITS 3-4

UNIT 4
In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Area of Study 1 - Reading and comparing texts
Students read a set of paired texts and produce a detailed comparison that analyses how the selected texts present ideas, issues and themes.

Area of Study 2 - Presenting argument
Students study a current media issue and work to construct a sustained and reasoned point of view on an issue currently debated in the media.

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

KEY SKILLS REQUIRED
Interpretative and metalanguage knowledge and skills from Unit 3, understanding of a range of different text types, comparative essay writing skills, knowledge of persuasive language techniques in written and spoken forms.

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
A detailed comparison in written form of how two selected texts present ideas, issues and themes. – 60 marks
A written statement of intention to accompany the student’s own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language. – 10 marks

A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3. – 30 marks

School Assessed Coursework 50%
3 hour written examination in November 50%

ENGLISH LANGUAGE UNITS 1-2

UNIT 1
Language is an essential aspect of human behaviour and it is the means by which individuals relate to the world, to each other, and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.

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

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

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%

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

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

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

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

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

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

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

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

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

ASSESSED TASKS
Short answer responses, extended responses, linguistic analysis, formal essays and a folio of a variety of informal and formal, written and spoken annotated texts.

ENGLISH LANGUAGE UNITS 3-4

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework Unit 3 25%
School Assessed Coursework Unit 4 25%
Written examination in November 50%
EXTENDED INVESTIGATION UNITS 3-4

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

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

UNIT 3 – DESIGNING AN EXTENDED INVESTIGATION

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS


UNIT 4 – PRESENTING AN EXTENDED INVESTIGATION

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Written Report, Oral Presentation and end of year exam.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

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

LEARNING ACTIVITIES

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

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%

UNIT 2 TOURISM

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

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

Students undertake fieldwork in this unit and report on fieldwork.

LEARNING ACTIVITIES

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

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%
UNIT 3
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report.

Key Skills
- analyse maps, data and other geographic information to develop descriptions and explanations
- collect, sort, process and represent data and other information
- interpret and analyse maps and other geographical data and information
- identify and describe the geographic characteristics of the selected area
- identify and describe the change in land use in the selected area at spatial and temporal scales
- explain the processes of change, the reasons for change and the resulting land use change in the selected area
- explain and assess positive and negative impacts on the selected area and the surrounding region resulting from land use changes.
- identify and describe the spatial distribution of the world’s land cover
- compare the spatial distributions of the world’s land cover over time
- describe and explain the processes and causes of deforestation, desertification and melting glaciers and ice sheets
- describe and explain the changes to land cover that have occurred as a result of deforestation, desertification and melting glaciers and ice sheets, and the impacts of the changes to land cover
- explain the significance of the changes to land cover
- apply appropriate criteria to evaluate the effectiveness or likely effectiveness of responses to the impacts of these changes.

ASSESSED TASKS
Structured questions and fieldwork report

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework (50% - 25% for each unit)
Written examination in November (50%).
HEALTH AND HUMAN DEVELOPMENT UNITS 1-2

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

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 70%
End of Semester Examination 30%

UNIT 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

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

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

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

UNIT 3
Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural and social determinants of health contribute to variations in health status. Students also examine the development of the National Health Priority Areas initiative and their burden of disease in Australia. They will analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of NHPAs. Students also look at different models of health and health promotion. They will investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students will examine the role of government and non-government organizations in providing programs and support for the promotion of healthy eating.

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

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

KEY SKILLS REQUIRED

Compare and contrast other developed countries health status to Australia’s and discuss the NHPAs. Discuss and analyse health and health promotion and describe the roles of government and non-government organisations in promoting health. Further to this students will need to analyse factors contributing to variations in health status between Australia and developing countries. Evaluate progress towards the UN and WHO goals of health, human development and sustainability.

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

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

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

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

ASSESSED TASKS
Coursework 70%  
End of Semester Examination 30%

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

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

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

ASSESSED TASKS
Coursework 70%  
End of Semester Examination 30%

HISTORY – GLOBAL EMPIRES UNITS 1 & 2

UNIT 2
Empires at work 1400–1775
In this unit students explore the operation of European colonies and the challenges they faced from within and without.

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

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

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

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

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

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

NB: This subject would be an ideal and recommended choice for those students planning to continue with Year 12 History of Revolutions in 2017.
UNIT 3
In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1930’s through to the tumultuous gold rush decade. They consider the dramatic changes introduced as the British colonisers swiftly establish themselves, taking possession of the land and then newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country’s egalitarian and socially progressive aspirations.

LEARNING ACTIVITIES

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

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

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

SKILLS REQUIRED

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

ASSESSED TASKS

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School-assessed coursework 50%
End of year written examination 50%
HISTORY - AUSTRALIAN UNITS 3-4

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School-assessed coursework 50%
End of year written examination 50%
LOTE ITALIAN UNITS 1-2

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

UNIT 1
The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are three prescribed themes that are common to Italian throughout all four VCE units. These are: “the individual”; “the Italian speaking community”; and “the changing world”. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

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

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

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

UNIT 2
The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the basis for the activities and tasks the student undertakes. There are three prescribed themes that are common to Italian throughout all four VCE units. These are: “the individual”; “the Italian speaking community”; and “the changing world”. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

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

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

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

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

UNIT 3

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

LEARNING ACTIVITIES

Grammar
Family
Adolescence
Italian Café Culture
Social Effects of Technology

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Written Response
Listening Comprehension
Oral role play

UNIT 4

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

LEARNING ACTIVITIES

Made in Italy
Detailed Study

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Reading Comprehension
Written Response
Oral Interview

LOTE JAPANESE UNITS 1-2

The areas of study in Japanese comprise of themes and topics, grammar text types, vocabulary and diverse forms of writing.

UNIT 1

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Written Response
Listening Comprehension
Reading Comprehension
Speaking tasks

UNIT 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Written Response
Listening Comprehension
Reading Comprehension
Speaking tasks

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Coursework - 50%
Written Examination – 37.5%
Oral Examination – 12.5%
LOTE JAPANESE UNITS 3-4

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

UNIT 3

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Written Response.
Listening Comprehension.
Oral role play.

UNIT 4

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

LEARNING ACTIVITIES

Technological Progress
Student Life and Life After High School

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Reading Comprehension
Written Response
Oral Interview

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

Coursework - 50%
Written Examination – 37.5%
Oral Examination – 12.5%

LEGAL STUDIES UNITS 1-2

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our lawmakers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

UNIT 1

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

LEARNING ACTIVITIES

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

ASSESSED TASKS

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

UNIT 2

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

UNIT FOCUS

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Oral Examination – 12.5%
Written Examination – 37.5%
LEGAL STUDIES UNITS 3-4

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

There are three areas of study: Parliament and the Citizen: The Constitution and the protection of rights and the role of the Courts in law-making.

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

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

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

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

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

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

KEY SKILLS REQUIRED
Define key legal terminology and use it appropriately, discuss, interpret and analyse legal information.

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

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

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

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

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%

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

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

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

ASSESSED TASKS
Coursework 60%
End of Semester Examination 40%

UNIT 3
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

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

KEY SKILLS REQUIRED
Interpretative, metalanguage and essay writing skills from Units 1 and 2, analyse the construction of texts in terms of characterization, tone, style, structure and point of view, identify and analyse the similarities and differences between adapted/transformed texts and their original, ability to respond creatively on texts as well as reflecting critically on text construction.

ASSESSED TASKS
Coursework (including a formal Oral Presentation and a Creative Response) contributing 25% to Study Score
# MATHEMATICS OVERVIEW

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## FOUNDATION MATHEMATICS UNITS 1-2

The areas of study for Unit 1 and Unit 2 of Foundation Mathematics are Space, Shape and Design, Patterns and Number, Handling Data and Measurement.

### UNITS 1 AND 2

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

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

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

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

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

### LEARNING ACTIVITIES

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

### KEY SKILLS REQUIRED

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

### ASSESSED TASKS

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

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

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

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

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

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

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

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

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

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

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

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

MATHEMATICAL METHODS (CAS) UNITS 1-2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSED TASKS
Statistical Application Task and Recursion and Financial Modelling Task

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
Unit 3 Coursework 20%
Unit 4 Coursework 14%
Examination 1 (Multiple Choice) 33%
Examination 2 (Extended Answer) 33%
SPECIALIST MATHEMATICS UNITS 3-4

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

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

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

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

ASSESSED TASKS
Analysis Tasks.

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

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

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

ASSESSED TASKS
Analysis Tasks.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

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

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

UNIT 1
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

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

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

ASSESSED TASKS
Coursework 85%
End of Semester Examination 15%

UNIT 2
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

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

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

ASSESSED TASKS
Coursework 85%
End of Semester Examination 15%

MEDIA UNITS 3-4

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

The Prerequisites for this study are Media Units 1 & 2.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework:
Unit 3: Written report (20%); performance of works (5%)
Unit 4: Written report (20%); performance of works (5%)
End of year performance of works (50%)

MUSIC PERFORMANCE UNITS 1-2

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

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

UNIT 1
Students study performance, performance practice and musicianship. Western music conventions are explored. A program of works, solo as well as ensemble, will be developed and performed.

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

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

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

UNIT 2
Students study performance, performance practice and musicianship. Western music conventions are explored. A program of works, solo as well as ensemble, will be developed and performed.

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

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

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

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

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

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

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

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

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework:
Unit 3-20%: technical & unprepared performance (5%); written task (5%), aural & theory examination (10%).
Unit 4-10%: technical performance, written task, unprepared performance
VCAA: 25 minute performance examination in October/November (50%); 1½ hour written examination in November (20%)
MUSIC STYLE & COMPOSITION UNITS 3-4

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

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

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

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

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

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

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

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

PHILOSOPHY UNITS 1-2

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

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

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

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

ASSESSED TASKS
Coursework
End of Semester Examination

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework:
Unit 3-15%: Aural analysis (7.5%), Analysis and description of elements (7.5%).
Unit 4-15%: Aural analysis (7.5%), Analysis and description of elements (7.5%).
End of year written exam (70%)
PHILOSOPHY UNITS 3-4

UNIT 3 MINDS, BODIES AND PERSONS
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts.

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

ASSESSED TASKS
- Written Exercises
- Topic Tests
- Essays
- End of Year Examination

UNIT 4 THE GOOD LIFE
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

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

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

ASSESSED TASKS
- Written Exercises
- Topic Tests
- Essays
- End of Year Examination

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
- School Assessed Coursework 50%
- End of year written examination 50%

PHYSICAL EDUCATION UNITS 1-2

Physical Education introduces the students to an understanding of the body systems including skeletal, muscular, cardiovascular, respiratory and energy systems. The benefits of physical activity in contributing to well-being, in both their own lives, as well as within the wider community are investigated. Physical activity is also looked at across the lifespan and barriers to participation are explored. Students become aware of and apply the Social Ecological Model and Youth Physical Activity Promotion Model to critique physical activity promotion strategies.

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

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

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

KEY SKILLS REQUIRED
- Recall components of the body systems and understand the way these systems work together to create energy and movement.

ASSESSED TASKS
- Coursework 70%
- End of Semester Examination 30%

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

Physical Education introduces the students to an understanding of the body systems including skeletal, muscular, cardiovascular, respiratory and energy systems. The benefits of physical activity in contributing to well-being, in both their own lives, as well as within the wider community are investigated. Physical activity is also looked at across the lifespan and barriers to participation are explored. Students become aware of and apply the Social Ecological Model and Youth Physical Activity Promotion Model to critique physical activity promotion strategies.

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

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

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

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

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

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

PHYSICAL EDUCATION UNITS 3-4

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

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

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

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

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

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

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

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

ASSESSED TASKS
Lab Report, Tests and Examination.

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

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

UNIT 1

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

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

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

LEARNING ACTIVITIES

Independent and Group work in the class - free questioning, visual thinking activities.

Practical work - Between 3½ and 5 hours of class time.

Simulations and modelling - use of practical and electronic tools.

Guided and open research activities

Predict - observe - explain demonstrations and activities

Mathematical problem solving activities

KEY SKILLS REQUIRED

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

ASSESSED TASKS

Coursework 60%
End of Semester Examination 40%

PHYSICS UNITS 1-2

UNIT 2

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

LEARNING ACTIVITIES

Independent and Group work in the class - free questioning, visual thinking activities.

Practical work - Between 3½ and 5 hours of class time.

Simulations and modelling - use of practical and electronic tools.

Guided and open research activities

Predict - observe - explain demonstrations and activities

Mathematical problem solving activities

KEY SKILLS REQUIRED

Read and summarise text,
Manipulate mathematical formulae to solve problems,
Analyse and evaluate data by constructing a variety of graphs,
Plan, conduct and produce correctly formatted practical reports,
Create visual presentations - electronic and physical - to communicate and explain scientific ideas using correct terminology.

ASSESSED TASKS

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

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

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

UNIT 3
Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Applications of concepts covered include the transmission of electricity over large distances and the design and operation of particle accelerators. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

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

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

ASSESSED TASKS
The SAC’s are: two tests, a response to a set of structured questions and a report on the generation and supply of electric power in Victoria. Practice exams and assignments are also marked.

UNIT 4
Students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. A student-designed practical investigation related to waves, fields or motion is undertaken. The findings of the investigation are presented as a scientific poster.

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

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

ASSESSED TASKS
The SAC’s are two tests, a data analysis and a structured scientific poster. The end of year exam covers both Units 3 and 4. Practice exams and assignments are also marked.

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Course Work: 40%
End of year examination: 60%

POLITICS – AUSTRALIAN & GLOBAL UNITS 1-2

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

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

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

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

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

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

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

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

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

ASSESSED TASKS
School assessed coursework 70%
End of year examination 30%

PSYCHOLOGY UNITS 1-2

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

LEARNING ACTIVITIES
In class discussions; textbook activities; creation of presentations about certain content; execution of experiments.

KEY SKILLS REQUIRED:
- Investigate and inquire scientifically by formulating research questions and construction of testable hypotheses; designing and conducting investigations; collecting, recording and summarising both quantitative and qualitative data; analysing and interpreting data, and drawing conclusions consistent with the research question; evaluating the validity and reliability of research investigations including potential confounding variables; adhering to ethical guidelines.
- Apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed over time; processing and interpreting information, and making connections between psychological concepts and theories; apply understandings to both familiar and new contexts.
- Communicate psychological information and understandings by communicating psychological information, ideas and research findings accurately and effectively; using communication methods suitable for different audiences and purposes; use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

ASSESSED TASKS
Assessment tasks may include the following:
Scientific Research Investigations
Topic Tests
Practical Investigations
Logbook of Practical Activities
Scientific Posters
Semester Exam
PSYCHOLOGY UNITS 1-2

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

LEARNING ACTIVITIES
In class discussions; textbook activities; creation of presentations about certain content; execution of experiments.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by formulating research questions and construction of testable hypotheses; designing and conducting investigations; collecting, recording and summing up both quantitative and qualitative data; analysing and interpreting data, and drawing conclusions consistent with the research question; evaluating the validity and reliability of research investigations including potential confounding variables; adhering to ethical guidelines.

Apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed over time; processing and interpreting information, and making connections between psychological concepts and theories; apply understandings to both familiar and new contexts.

Communicate psychological information and understandings by communicating psychological information, ideas and research findings accurately and effectively; using communication methods suitable for different audiences and purposes; use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

ASSESSED TASKS
Assessment Tasks may include the following:
Scientific Research Investigations
Topic Tests
Practical Investigations
Logbook of Practical Activities
Scientific Posters
Semester Exam

PSYCHOLOGY UNITS 3-4

UNIT 3
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

LEARNING ACTIVITIES
In class discussions; textbook activities and chapter reviews; practical investigations related to the area of study; practice exam questions.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by formulating research questions and construction of testable hypotheses; designing and conducting investigations, collecting, recording and summarising both quantitative and qualitative data; analysing and interpreting data, and drawing conclusions consistent with the research question; evaluating the validity and reliability of research investigations including potential confounding variables; adhering to ethical guidelines.

Apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed over time; processing and interpreting information, and making connections between psychological concepts and theories; apply understandings to both familiar and new contexts.

Communicate psychological information and understandings by communicating psychological information, ideas and research findings accurately and effectively; using communication methods suitable for different audiences and purposes; use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

ASSESSED TASKS:
School Assessed Coursework for Unit 3 contributes 16% of the study score. This may include the following:
Evaluation of Research
Topic Tests
Visual Presentations
Scientific Posters
Student Investigations

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score.
PSYCHOLOGY UNITS 3-4

UNIT 4
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

LEARNING ACTIVITIES
In class discussions; textbook activities and chapter reviews; practical investigations related to the area of study; practice exam questions.

KEY SKILLS REQUIRED:
Investigate and inquire scientifically by formulating research questions and construction of testable hypotheses; designing and conducting investigations; collecting, recording and summarising both quantitative and qualitative data; analysing and interpreting data, and drawing conclusions consistent with the research question; evaluating the validity and reliability of research investigations including potential confounding variables; adhering to ethical guidelines.
Apply psychological understandings by using research literature to demonstrate how psychological concepts and theories have developed over time; processing and interpreting information, and making connections between psychological concepts and theories; apply understandings to both familiar and new contexts.
Communicate psychological information and understandings by communicating psychological information, ideas and research findings accurately and effectively; using communication methods suitable for different audiences and purposes; use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

ASSESSED TASKS:
School Assessed Coursework for Unit 4 contributes 24% of the study score. This may include the following:
- Evaluation of Research
- Topic Tests
- Visual Presentations
- Student Investigations

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score.

RELIGIOUS EDUCATION (YEAR 11 – OPTION 1)

UNIT 2
TEXT & TRADITIONS – TEXTS IN SOCIETY
In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Therefore the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

KEY SKILLS REQUIRED
Skills include the ability to:
- identify when and where the texts took shape and developed
- explain why and how the texts took shape and developed
- identify and describe the historical people, places and events relating to the development of social attitudes, cultural beliefs and teachings in selected texts
- describe a range of social attitudes, beliefs and teachings seen in the past to have been contained in texts
- discuss the development of social attitudes, beliefs and teachings in texts.

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%

UNIT 2
RELIGION & SOCIETY UNIT 2 – RELIGION AND ETHICS
In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

KEY SKILLS REQUIRED
Skills include the ability to:
- define concepts used in ethical decision-making
- explain a variety of methods of ethical decision-making and the theories that support them
- identify a variety of principles derived from concepts and theories found in ethical methods
- explain the role of various influences involved in the process of forming practical moral judgments
- interpret, synthesise and apply primary and secondary source material.

ASSESSED TASKS
Coursework 75%
End of Semester Examination 25%
RELIGION AND SOCIETY AND CSYMA  
(YEAR 11 OPTION 2)

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

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

CSYMA - UNIT 1
Students will explore a vision for Youth spirituality and Ministry by looking at types of Youth Ministries in the world today including examples of Indigenous ministries in Australia. They will explore the unique nature of church and school-based youth ministry.

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

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

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

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

ASSESSED TASKS
School Assessed Coursework 75%  
Written Examination 25%

RELIGION & SOCIETY UNIT 2 – RELIGION AND ETHICS
In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

KEY SKILLS REQUIRED
Skills include the ability to:
- define concepts used in ethical decision-making
- explain a variety of methods of ethical decision-making and the theories that support them
- identify a variety of principles derived from concepts and theories found in ethical methods
- explain the role of various influences involved in the process of forming practical moral judgments
- interpret, synthesise and apply primary and secondary source material.

ASSESSED TASKS
Coursework 75%  
End of Semester Examination 25%

Please note these units will be taught concurrently throughout the year so both must be selected.

RELIGION AND SOCIETY UNITS 3-4
Students need to have satisfactorily completed Unit 1 and 2 Religion and Society prior to studying Units 3 and 4.

UNIT 3: THE SEARCH FOR MEANING
In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

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

KEY SKILLS REQUIRED
Ability to:
- identify the aspects of religion
- explain the purposes of religion
- explain religious beliefs and their role in the search for meaning
- analyse connections between religious beliefs
- interpret, synthesise and apply primary and secondary source material.

ASSESSMENT
Coursework work = 25% of the final assessment
Outcome 1: 30 %
Outcome 2: 40 %
Outcome 3: 30 %

UNIT 4: RELIGION, CHALLENGE AND CHANGE
This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

KEY SKILLS REQUIRED
An ability to:
- analyse challenges to religion generally
- explain stances adopted by religion generally in the face of challenges and why
- analyse and compare challenges to specific religious traditions or denominations
- analyse and compare stances and responses to challenges taken by a specific religious tradition or denomination
- interpret, synthesise and apply primary and secondary source material.

ASSESSMENT
VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework consists of 25% of the final Assessment
Outcome One (Challenge) = 12.5%
Outcome Two (Comparison Challenge) = 12.5%
End of Year Examination = 50%
SOFTWARE DEVELOPMENT UNITS 3-4

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

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

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

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

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

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

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

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

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

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

UNIT 1:
Unit 1 focuses on artistic inspiration and techniques

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

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

ASSESSED TASKS
Coursework 80%
End of Semester Examination 20%

UNIT 2:
Unit 2 focuses on design exploration and concepts

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

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

ASSESSED TASKS
Coursework 80%
End of Semester Examination 20%

STUDIO ARTS UNITS 3-4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSED TASKS
Design folio, product and written examination.

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

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

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

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

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

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

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

ASSESSED TASKS
Present a folio that documents the Product design process to meet the needs of a negotiated design brief, explain the various roles within that design process and analyse influences on design within industrial settings.

UNIT 4
In this unit students learn that evaluations are made at various points of product design, development and production. Students will judge the suitability and viability of design ideas by referring to their design brief and evaluation criteria in collaboration with a client and/or end-user. Students will manufacture the product they designed in Unit 3, record their production activities and produce an informative presentation to highlight the product’s features.

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

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

- School Assessed Coursework 20%
- School Assessed Task 50%
- Written examination 30%
TECHNOLOGY-
FOOD STUDIES UNITS 1-2

VCE Food Studies has an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices. Practical work is integral to Food Studies.

UNIT 1
FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world and explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living global trade in food.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time; this includes cuisines that are part of Australia’s culinary identity today and the influence of technology and globalisation on food patterns in today’s world.

UNIT 2
FOOD MAKERS

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

ASSESSMENT

All assessments at Units 1 and 2 are school-based. For each unit, students are required to demonstrate two outcomes.

Assessment tasks will include: practical applications and demonstrations, written reports, media analysis, research inquiry, comparative food-testing analysis or product evaluation, oral presentation and videos or podcasts.

TECHNOLOGY-
FOOD STUDIES UNITS 3-4

VCE Food Studies has an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices. Practical work is integral to Food Studies.

It is recommended that students have satisfactorily completed Unit 1 Food & Technology prior to studying Units 3 & 4.

UNIT 3
FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food.

Area of Study 1 explores the science of food; our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 4
FOOD ISSUES, CHALLENGES AND FUTURES

This unit examines debates about global and Australian food systems.

Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies and the challenges of food security, food safety, food wastage and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

ASSESSMENT TASKS:

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework 60%, Written examination 40%.
TECHNOLOGY SYSTEMS ENGINEERING
UNITS 1-2

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.

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

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

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

UNIT 2
ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS

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

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

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

ASSESSMENT TASKS:
Coursework 80%
Examination 20%

TECHNOLOGY SYSTEMS ENGINEERING UNITS 3-4

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.

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

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

ASSESSMENT TASKS
Written Report & Topic Tests; Production Work
(Unit 3 & 4 combined) Record of Designs, planning and production work, Folio

UNIT 4
INTEGRATED AND CONTROLLED SYSTEMS ENGINEERING

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

LEARNING ACTIVITIES
On completion of this unit students should be able to:
1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems;
2. Select components, construct, diagnose, adjust, modify and repair an integrated technological system and its control devices commenced in Unit 3, Outcome 2, and provide an evaluation report of the system, its performance and the management of the project.

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

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

VCAA ASSESSMENT – THE OVERALL STUDY SCORE WILL CONSIST OF:

School Assessed Coursework 20%
School Assessed Tasks 50%
End of year Examination 30%
UNIT 3: TEXTS AND THE EARLY TRADITION
The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

LEARNING ACTIVITIES
Research and analysis of the texts within a religious tradition. Investigation activities relating to the areas of study, and guest speakers and other inputs to consolidate knowledge and understanding.

KEY SKILLS REQUIRED
• Ability to identify social, cultural, religious, political and historical conditions and issues of purpose, authorship and intended audience that relate to the writing of the set text.
• Identify major themes within the set text.
• Outline why the major themes are in the set text.
• Locate examples of the development of given themes within the set text.
• Identify the literary form and structure of the set text as a whole and in particular passages, together with techniques evident in the text.
• Explain how specific literary forms, structures and techniques contribute to the text.
• Use passages from the set text to support discussion and analysis.

ASSESSMENT
Coursework work = 25% of the final assessment
Outcome 1: 30%
Outcome 2: 40%
Outcome 3: 30%

UNIT 4: TEXTS AND THEIR TEACHINGS
In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts 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 the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts. Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

KEY SKILLS REQUIRED
An ability to:
• Discuss a significant religious idea, belief or theme arising from the passages for special study in the set text by: describing the idea, belief or theme; explaining the idea, belief or theme within the social, cultural, religious and, where relevant, historical context of the text; analysing the importance of the idea, belief or theme to the early tradition.
• Examine how a tradition’s understandings about, and teachings on, ideas, beliefs and themes have changed over time, reflecting the impact of particular circumstances.
• Evaluate the relevance of the original sacred text for the tradition at the later stage.
• Explore the relationship between the interpretations of a later tradition and its foundational texts.
• Explore the impact of interpretive activity on a tradition.
• Use passages from the set text and denominational interpretation.
• Interpret, synthesise and apply primary and secondary source material.

ASSESSMENT
VCAA ASSESSMENT - THE OVERALL STUDY SCORE WILL CONSIST OF:
School Assessed Coursework consists of 25% of the final Assessment
Outcome One (Textual study) = 12.5%
Outcome Two (Essay) = 12.5%
End of Year Examination = 50%
THEATRE STUDIES UNITS 1-2

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

UNIT 1
THEATRICAL STYLES OF THE PRE-MODERN ERA
Focuses on the application of acting & other stagecraft in relation to theatrical styles of the era. Students work with playscripts from the era of theatre, focusing on works prior to the 1880s in both their written form & in performance. They study theatrical & performance analysis and apply these skills to the analysis of a play from the era in performance.

LEARNING ACTIVITIES
A combination of written and practical work including: folio tasks; playscript research and interpretation; research of contexts and associated playscripts; improvisational & character workshops; class discussion; informal group performances; stagecraft; written notes & class reflections; reflections regarding performances by others (both amateur and professional).

KEY SKILLS REQUIRED
Ability to incorporate certain elements of Theatrical Styles of the era into performance; ability to research and understand contexts of certain playscripts from the era; ability to develop stagecraft in performance in accordance to specific elements of Theatrical styles from the era; ability to analyse performance; ability to re-contextualise playscripts to create a group performance; ability to manipulate actor-audience relationships through performance.

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

UNIT 2
THEATRICAL STYLES OF THE MODERN ERA
This unit focuses on studying theatrical styles & stagecraft through working with playscripts in both their written form & in performance with an emphasis on the application of stagecraft. Students work with playscripts from the era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the era.

LEARNING ACTIVITIES
A combination of written & practical work including: folio tasks; playscript research and interpretation; research of contexts of Theatrical Styles and associated playscripts; improvisational & character workshops; class discussion; informal group performances; stagecraft; activities; written notes and class reflections; reflections regarding performances by others (both amateur and professional).

KEY SKILLS REQUIRED
Ability to incorporate certain elements of Theatrical Styles of the era into performance; ability to research and understand contexts of certain playscripts from the era; ability to develop stagecraft in performance in accordance to specific elements of Theatrical styles from the era; ability to analyse performance; ability to re-contextualise playscripts to create a group performance; ability to manipulate actor-audience relationships through performance.

ASSESSED TASKS
Coursework 70%
End of Semester Examination 30%

THEATRE STUDIES UNITS 3-4

UNIT 3
In this unit students develop an interpretation of a playscript through the three stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They also study the ways in which stagecraft can be interpreted through a performance; identify and discuss the use of theatrical styles and associated conventions to interpret a playscript; use appropriate theatre terminology and expression.

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

KEY SKILLS REQUIRED
Ability to interpret, explain and evaluate how stagecraft can be used to interpret a playscript; analyse the ways in which context of a playscript can be interpreted through a performance; identify and discuss the use of theatrical styles and associated conventions to interpret a playscript; use appropriate theatre terminology and expression.

ASSESSED TASKS
Involvement in and application of two Stagecraft Elements for the interpretation of a Playscript (60% of unit 3)
Written analysis demonstrating potential application of stagecraft to a Playscript (15% of unit 3)
Written analysis and evaluation of a professional performance (25% of unit 3)
THEATRE STUDIES UNITS 3-4

UNIT 4
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

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

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

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

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

ASSESSED TASKS VCAA - THE OVERALL STUDY SCORE WILL CONSIST OF:
School assessed tasks
Unit 3 - 30%
Unit 4 - 15%

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

VISUAL COMMUNICATION DESIGN UNITS 1-2

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

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

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

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

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

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

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

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

LEARNING ACTIVITIES
Develop knowledge and practice of the application of appropriate basic technical drawing conventions through either environmental, industrial or product design fields. Exploration of typography reviewing features of both historical and contemporary typography to develop an understanding of how type communicates visually.

Students are introduced to key aspects of the design process and respond to a given design brief to demonstrate their knowledge.

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

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

Coursework 70%
End of Semester written Examination 30%

VISUAL COMMUNICATION DESIGN UNITS 3-4

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

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

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

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

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

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

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

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

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

PERSONAL DEVELOPMENT SKILLS

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

WORK RELATED SKILLS

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

INDUSTRY SPECIFIC SKILLS

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

LITERACY AND NUMERACY SKILLS

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

VCAL INTERMEDIATE

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

PERSONAL DEVELOPMENT SKILLS

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

Team work, planning and organisation, problem solving and communication.

WORK RELATED SKILLS

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

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

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

KEY SKILLS REQUIRED
Reading, writing and oral communication skills.

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

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

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

VCAL SENIOR

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEARNING ACTIVITIES
Careers Research. Folio preparation, Formal Presentations,

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

VOCATIONAL EDUCATION AND TRAINING

VET CERTIFICATES (VET IN THE VCE AND VCAL)

Vocational Education and Training (VET) programs cater for individual needs and ensure that students attain employability-related skills and an understanding of work and career pathways, in an area of interest. Vocational programs offer access to flexible and well-articulated pathways to work, training or further education. They are designed to enable students to complete an industry-based qualification concurrently with their VCE or VCAL. A few of the VET courses involve a mandatory work placement related to the course.

Students completing a VET program receive an industry-recognised certificate qualification in addition to their VCE or VCE award. In most cases the VET course will contribute to the student’s ATAR.

Please note that VET can be undertaken at Mount Lilydale Mercy College, or at a number of other providers, including Box Hill Institute Lilydale Campus and nearby secondary colleges. Students who undertake VET outside of MLMC may need to leave classes slightly early on a Wednesday in order to arrive to VET on time.

Vocational Programs fall into two distinct categories: Vocational Education and Training (VET) and Australian School Based Apprenticeships (SBA).

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

VET FEES AND CHARGES

The College will meet part of the tuition costs for approved VET programs, but parents are required to cover the following costs: balance of tuition costs and material fees, transport to and from classes – students are responsible for making their own way to and from venues. VET fees are confirmed in December 2016, and the fees stated in the table at the end of this section are only approximate. ALL costs will be added to your MLMC fees and the College will forward your payments to the VET provider.

WITHDRAWING AND CHANGING COURSES

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

CONTRIBUTION TO THE VCE AND VCAL

A VET course may contribute to the VCE in several ways:
- Provides unit credits that contribute to the VCE and VCAL
- Some unit 3 and 4 VET programs will contribute an increment to the ATAR score, an increment being 10% of the average of the primary four scaled study scores.
- Certain unit 3 and 4 VET subjects will provide the student with a study score, which may be included in the best four subjects to contribute to an ATAR for the VCE if an exam is offered and taken for the course.
- A few VET courses are only equivalent to VCE Units 1 & 2. In this case, please talk to the VET coordinator.

VCAL completion:
VET is compulsory for the VCAL. In order to achieve the VCAL, the student must undertake a VET course. If the student does not successfully complete their VET course, the VCAL cannot be achieved. If a Year 10 student undertakes VCAL in Year 11, the VET completed in year 10 can count towards the VCAL.

IMPORTANT CONSIDERATIONS WHEN SELECTING VET SUBJECTS.

1. Can I keep up to date with my school subjects if I need to leave early on a Wednesday to go to VET classes off site?
2. Can I afford the materials costs and any extra tuition fees?
3. Can I get to and from my course independently?
4. Am I highly interested in this area of study?
VET PROGRAMS

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

- 22216VIC Cert II in Building and Construction- (Box Hill Institute RTO No. 4687)
- 22209VIC Cert II in Engineering Studies- (Educational Living RTO No. 3784)
- SIT20312 Certificate II in Kitchen Operations (MLMC RTO No. 6769)
- CUF30107 Cert III in Media (Interactive Digital) (MLMC RTO No. 6769)
- CUS30109 Cert III in Music Performance (MLMC RTO no. 6769)
- Certificate III in Sport & Recreation

We are also part of the “Yarra Valley VET Cluster” of schools and as such able to offer other VET programs within the local region, students may travel to these schools to undertake the program. Please view the table on page 71 to see the type of courses that are on offer. Schools in the Yarra Valley VET cluster include:

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

Please visit this website for information about VET courses offered by the “Yarra Valley VET Cluster”:

Other providers include: Box Hill Institute, Lilydale and Box Hill campuses; Swinburne; Healesville Living & Learning Centre; Ringwood Trade Training Facility; Elly Lukas; 1 to 1 Hair and Beauty; and courses from the Mulmur Cluster (https://www.mulmurcluster.com/). Please refer to the subject brochure for website details.

A list of the VET courses offered in 2017 will be finalised by the start of August, and we will make this list available to parents and students via GOOGLE CLASSROOM (All students who wish to undertake VET are required to join our VET Portal on Google Classroom – class code: vrins4).

DAYS AND TIMES

Delivery of VET programs is usually on a Wednesday afternoon, which is largely a state-wide arrangement to cause minimal interruption to classes. In a few cases however, students will have to leave class early to meet with VET commitments. Students will require an Early-leavers pass from Ms Snell. In such cases, students must communicate regularly with their teachers to catch up on work missed, as their first priority is their College commitments. Some VET subjects run all day or from recess on a Wednesday, so these courses are only available to VCAL students. There are a select few courses which may also run on a Thursday, which are suitable only for year 11 VCAL students.

APPLYING FOR VOCATIONAL (VET) PROGRAMS

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

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

Step 2. Obtain a USI (Unique Student Identifier) Se table at the end of this section for more information, and write your USI number clearly on the VET Application form.

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

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

VET FEES - VET COURSES 2016 - costs and courses are subject to change for 2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Cert level</th>
<th>Year</th>
<th>Venue</th>
<th>APPROXIMATE costs for parents</th>
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<tr>
<td></td>
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<tr>
<td>Acting</td>
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<td>RTTF</td>
<td>$307.00</td>
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<td>Auto Paint &amp; panel</td>
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<td>1st</td>
<td>Healesville HS</td>
<td>$ -</td>
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<tr>
<td>Auto Paint &amp; panel</td>
<td>Cert II</td>
<td>2nd</td>
<td>Healesville HS</td>
<td>$ -</td>
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<td>1 year only</td>
<td>Ringwood/Croydon</td>
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<tr>
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<td>1st</td>
<td>MLMC</td>
<td>$ -</td>
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VET COURSES LIST – COURSES, SESSION TIMES AND FEES ARE TENTATIVE

(TO BE CONFIRMED LATE TERM 3 / TERM 4)

The VET courses listed below and associated details are for 2016. These may vary for 2017. You will be notified of any significant changes.

Please note that these courses are subject to student demand and availability of staff.

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

PROGRESSION

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

VCAA – more information

VCAA regulates how the VET courses run in the VCE and VCAL.

You can view further information about VET VCE courses at:

You can view further information about VET VCE courses at:
<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Institution</th>
<th>1st Year</th>
<th>2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building &amp; Construction (pre-app)</td>
<td>Cert II</td>
<td>MLMC</td>
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<tr>
<td>Childhood Education and Care</td>
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<td>Box Hill Institute</td>
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<tr>
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<td>1st</td>
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<tr>
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<td>1st</td>
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<td>Ranges Tec</td>
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<td>2nd</td>
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</table>

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

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

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

UNIT 1 - 4
The VCE VET Building and Construction program provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. Stream specific units focus on providing foundation skills necessary for in the industry area of carpentry.
Please note that you cannot commence Units 3 & 4 without completing Units 1 & 2

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

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

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

WHAT CREDIT WILL I RECEIVE TOWARDS MY STUDIES?
You will be eligible for up to two credits towards your VCAL; VCE students will receive two credits for the unit 1 and 2 and two credits for the unit 3 and 4.

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

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

RTO FOR THE COURSE WILL BE BOX HILL INSTITUTE RTO NO. 4687
*Please note that for 2017 there are a number of program changes to many VET courses. These changes are made available to schools by the VCAA in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes.

VET CERTIFICATE II IN ENGINEERING STUDIES
22209VIC

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

The aim of this course is to provide pre-employment training and pathways in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry.

Students specialise in the following stream:
- Fabrication
- Please note that you cannot commence Units 3 & 4 without completing Units 1&2

UNITS 1 & 2
MODULES COVERED
- Apply principles of OH&S in the work environment
- Use hand tools
- Use power tools/hand held operations
- Organise and communicate information
- Interact with computing technology
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques
- Activities incorporated include; structured training delivery and unstructured learning activities undertaken by the learner such as reading texts, locating information, writing reports, completing practical & theory assignments and projects. Students also have the opportunity to be involved in IPRA (Improved Performance Racing Association) Race Days throughout the year. Tours are conducted with officials and EL staff through various areas of the race paddock and pit lane. Please see IPRA website at http://www.ipravic.com.au/

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

KEY SKILLS REQUIRED
English and Math’s skills are required for course and an interest in engineering, design and hands on applications is desirable.
Assessed tasks: Certificate II in Engineering Studies 22209VIC is a competency based course. For Units 1 & 2 assessment is achieved through the use of review questions, subject tests, and practical project work which are assessed for the overall competence of student.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?
Two units at 1&2 for the first year and two VCE units at 3&4 for the second year. Primary 4 ATAR contribution with an exam completion.
VCE- You will be eligible for up to two credits towards your VCE for unit 1 and 2 and a further two credits for units 3 and 4.

RTO FOR 1ST YEAR OF THE COURSE WILL BE EDUCATIONAL LIVING PTY LTD RTO NO. 3784
*Please note that for 2017 there are a number of program changes to many VET courses. These changes are made available to schools by the VCAA in December. In the case where a VET course changes significantly, parents and students will be notified in December. The school has no control over any changes.
VET CERTIFICATE II IN KITCHEN OPERATIONS
SIT201312

This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities. Students learn about the various sectors of the hospitality industry and the importance of communication and team work in back of house operations. Employability skills within the industry are also a major focus. At this level, students work with some autonomy under close supervision. To receive the full certificate students need to complete a further year of the course (Units 3 & 4) at another venue. Please note that you cannot commence Units 3 & 4 without completing Units 1 & 2.

Students learn about all aspects of back of house operations. This includes; working in a safe manner (OH & S), food hygiene standards, practices related to food preparation and food service, food presentation techniques. In addition, students learn that hospitality is about serving others and the importance of communication skills with both colleagues and customers.

LEARNING ACTIVITIES

Students gain knowledge and develop skills through practical activities, quizzes, excursions to restaurants, food suppliers and various hospitality sector establishments. They also participate in simulated food service experiences through running “pop up restaurants” for staff, students and parents at the college, and special events such as the Wine Tasting Evening.

KEY SKILLS REQUIRED

Employability skills including; communication, team work, problem solving, initiative and enterprise, planning and organising and self management. Students should also possess or develop a passion for trying new foods and further developing their culinary skills.

ASSESSED TASKS

Direct observation, written and oral questioning, inspection of food items prepared by the student, role plays, demonstration of practical skills, excursion activity booklets, evidence folio and participation in practical classes and “pop up restaurants”.

UNITS 1 & 2

MODULES COVERED:

Work effectively with others; Prepare simple dishes
Source and use information on the hospitality industry
Use hygienic practices for food safety
Maintain the quality of perishable supplies
Participate in safe work practices; Use food preparation equipment
Produce dishes using basic methods of cookery; Clean kitchen premises and equipment
Estimate, measure and calculate routine metric measurements for work
Participate in environmentally sustainable work practices; Receive and store stock
Communicate in the workplace; Source and present information

UNIT 3 AND 4 will need to be completed at another provider.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1 & 2 for the first year and two VCE units at 3&4 for the second year. Primary 4 ATAR contribution with an exam completion. VCAL-You will be eligible for up to four credits towards your VCAL for unit 1 and 2, 3 and 4, one credit for each unit undertaken.

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

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VET CERTIFICATE III INTERACTIVE DIGITAL MEDIA
CUF30107

In this course lay the foundations for a career in web design and/or animation. They study the creative design process, and learn to develop solutions to design problems. Design work involves the clarification of a brief, drawing in a variety of on-paper mediums, photography, basic interactive dynamic HTML and CSS coding, and extensive folio reflection, annotation and evaluation.

UNIT 1 AND 2

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

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

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

UNIT 3 AND 4

This is available once the student has completed unit 1 and 2. Students continue to develop their digital design skills with a focus on working in a team environment to collaboratively complete major design tasks. The tasks are more complex in nature and required organisation, speed in combination with creativity and design aesthetics.

LEARNING ACTIVITIES

Students will be given tutorials to develop their HTML and CSS knowledge and a re-design task, where students are given a website and are asked to re-design the site to update and improve it. They major tasks will include developing an iPad concept, a Logo, user interface design and a Character design for a computer game.

KEY SKILLS REQUIRED

Basic HTML and CSS coding, advanced photoshop and Illustrator. Digital illustration and photographic digital manipulation. Working through the creative design process.

ASSESSED TASKS

In this course student’s build on their skills acquired in Units 1 & 2 in producing interactive digital media products, such as animations and websites. They study the creative design process, and learn to develop solutions to design problems. Design work involves the clarification of a brief, drawing in a variety of on-paper mediums, photography, sound and video recording and editing, motion graphics, interactive dynamic HTML and CSS coding, and extensive folio reflection, annotation and evaluation. VCAA examination.

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

VCE- two VCE units at 1 and 2 and two at units 3 and 4; VCAL-You will be eligible for a total of four credits towards your VCAL, one for each unit undertaken.

RTO for the course will be MLMC RTO No. 6769

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VET CERTIFICATE III IN MUSIC PERFORMANCE
CUS30109

This Nationally accredited Certificate provides students with the knowledge and skills that will enhance their employment prospects in the music industry. The course covers a broad range of skills used in the music industry including music rehearsal and performance techniques; occupational health and safety; copyright and industry structure.

UNITS 1-2

KEY SKILLS REQUIRED

The ability to play an instrument (includes voice) at a reasonable standard is essential.

UNITS OF COMPETENCY UNIT 1 & 2

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

ASSESSMENT

The assessment involves a variety of methods including oral and written presentation, performances, worksheets, practical demonstrations and discussion. The assessment of the overall competence at this Certificate level will be undertaken by an internal assessor.

UNITS 3-4

KEY SKILLS REQUIRED

Plan Outdoor Recreation Activities
Plan and conduct Sport and Recreation Sessions
Manage conflict
Undertake Risk Analysis of activities
Conduct basic warm up and cool down programs
Facilitate Groups
Provide Public Education on the use of Resources
Plan for minimal environmental impact
Guide outdoor recreation sessions

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

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

VCAL- You will be eligible for up to two credits towards your VCAL for unit 1 and 2.
RTO for the course will be MLMC RTO No. 5769

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VET CERTIFICATE III IN SPORT AND RECREATION

THIS SUBJECT CAN BE SELECTED BY ANY YEAR 11 VCE STUDENTS. THIS PROGRAM IS IMBEDDED IN THE WEEKLY TIMETABLE, WHICH IS NOT SUITABLE FOR VCAL.

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

This is a nationally recognised and accredited course designed to reflect the role of entry level employees working in the Sport and Outdoor Recreation Industry under supervision. Likely functions within this industry include working under supervision as an assistant with the conduct of activities on programs and other associated tasks. This qualification facilitates the development of the following knowledge and skills: applying basic logistics to planning outdoor recreation activities, assisting in the conduct of outdoor recreation sessions under supervision and implementing minimal impact practices.

Activity specializations include planning food, water and clothing requirements, selecting and using equipment and demonstrating safe participation in outdoor recreation activities under supervision, interpreting weather patterns in the field, analysing participation patterns, facilitating groups, operating software packages, providing customer service and public education, planning warm ups and cool downs for a group and undertaking risk analysis activities for various outdoor activities.

This course involves a practical component where students are expected to undertake weekend and/or overnight camps in order to meet the competencies and assessment criteria.

UNITS 3 & 4 (AT YEAR 11 – VCE STUDENTS ONLY)

LEARNING ACTIVITIES

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

KEY SKILLS REQUIRED

Plan Outdoor Recreation Activities
Plan and conduct Sport and Recreation Sessions
Manage conflict
Undertake Risk Analysis of activities
Conduct basic warm up and cool down programs
Facilitate Groups
Provide Public Education on the use of Resources
Plan for minimal environmental impact
Guide outdoor recreation sessions

ASSESSMENT

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

WHAT CREDIT WILL I RECEIVE TOWARDS MY VCE or VCAL?

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

RTO for the course will be iVET RTO No. 40548

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AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (SBA / PART-TIME APPRENTICESHIP) FOR VCAL

School based part-time apprenticeships allow VCAL students to:

- Take time off their chosen Apprenticeship in the future.
- 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 and get paid whilst they are at school.
- Complete a compulsory part of the VCAL course.

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

Parents are required to cover the following costs:

- Transport to and from classes - students are responsible for making their own way to and from venues.
- Materials, uniforms and excursions - these will be invoiced directly to students from the relevant institution/College.
- Tuition costs not covered by government funding or employer payments.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS INCLUDE

| Agriculture      | Furniture Cabinet Making |
| Automotive       | Hairdressing             |
| Beauty           | Horticulture             |
| Business         | Electrotechnology        |
| Engineering      | Hospitality              |
| Refrigeration    | Plumbing                 |

REQUIREMENTS

The student must already have an employer organised that will commit to the student starting an apprenticeship, including weekly payment of wages. Some employers will receive some monetary rewards from the Government, however this varies greatly depending on the type of SBA. The school utilises the services of a reputable Apprenticeship Network Provider, who can explain the various details for a particular apprenticeship field. SBA is suitable for VCAL students. It is difficult for a VCE student to engage in a SBA because it requires a one to two day commitment away from the college. VCE students who are interested in pursuing an apprenticeship post-secondary school are advised to perhaps undertake a VET course or VCE subject that relates to their field of interest (e.g., Building and Construction or Electrotechnology). Please contact Toni Sanfilippo, the VET and RTO Leader, for further information.
How to get a USI

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

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

Steps to create your USI

The following steps show how you can create a USI:

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

More Information

For more information please visit: usi.gov.au
Or contact us at Email: usi@education.gov.au
Phone: Skilling Australia Information line—13 38 73
To view this document online please visit: usi.gov.au
STUDENT CONTRACT

FULL NAME: ___________________________

accept enrolment in: ___________________

COURSE NAME: _______________________ The VET program

At: _________________________________

INTERESTED TRAINING ORGANISATION / SCHOOL:

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

1. ☐ I will attend the scheduled orientation session at the host school.
2. ☐ I am committed to attending this course on the designated day from start until finish on each day the course is delivered.
3. ☐ I will notify my home and host school of any absenteeism on the day.
4. ☐ I understand and accept that it is my responsibility to catch up on any work missed in scheduled classes due to my participation in this program.
5. ☐ I agree that travel arrangements between schools and between school and home are my responsibility. Please give a brief description of your proposed means of transport (including bus and train times).

PUBLIC TRANSPORT

PRIVATE ARRANGEMENT WITH PARENTS

☐ Other — Please list:

☐ Other

☐ Other

6. ☐ I will abide by the rules of the school I attend as part of the VET program
7. ☐ I agree to participate in any work placement (structured workplace learning) that I may be required to undertake in order to maximise the benefits associated with studying a vocational certificate. Work placement may occur during school holidays.
8. ☐ I agree to the release of my personal details and assessments between educational institutes related to the VET program I am enrolled in

Parent/Guardian Signature: ___________________________ Date: __________

Student Signature: ___________________________ Date: __________

PARENT / GUARDIAN CONTRACT

FULL NAME: ___________________________

Parent Guardian of: _______________________

STUDENT FULL NAME: ____________________

COURSE NAME: _________________________

conditions of enrolment in the VET program: _________________________

By signing below, I agree to the following:

1. ☐ I agree to pay any additional fees and charges associated with enrolment in the VET program. I will be responsible for the costs of books, equipment and special uniforms. (For additional information regarding costs, please refer to the course brochure)
2. ☐ I understand and agree to meet any financial responsibilities should the child withdraw from, or no longer continue to attend, their VET program after the last day of February.
3. ☐ I understand that materials fees are usually due within the first two weeks of commencement in a course. Failure to pay materials fees may jeopardise my child’s ongoing enrolment in the course and also the issue of any Certificates.
4. ☐ I am aware and accept that it is the student’s responsibility to arrange their own transport to and from the Campus at which the VET Course is held.
5. ☐ That Mount Lilydale will partially fund the course tuition fee for its own students.
6. ☐ The necessity for prompt and regular attendance at his / her VET Course.

I AM / AM NOT willing to allow my contact details to be released to other parents with children attending these programs to discuss transport sharing.

Parent / Guardian Signature: ___________________________ Date: __________

Student Signature: ___________________________ Date: __________
TRIAL GRID FOR SUBJECT SELECTIONS

It is helpful if you write down your thoughts. Complete the following to the best of your ability to help determine your subjects for 2017. If in doubt please seek the services of the Careers Department – bring along this table to assist with your discussions.

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<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>
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