



LILYDALE
HIGH SCHOOL

YEAR 10 HANDBOOK

2017

PRINCIPAL

WENDY POWSON

MIDDLE SCHOOL MANAGEMENT TEAM

**HEAD OF MIDDLE SCHOOL &
HEAD OF YEAR 10**

JONATHAN REEDYK

YEAR 10 CO-ORDINATORS

**ELIZABETH RUNDELL
DIANNA MOORE
TYLER PHILLIPS**

CONTENTS

Administration of Year 10	1
---------------------------	---

KEY LEARNING AREAS

ENGLISH		6
10EENG	English Core Study	6
10ED	Debate, Discussion and Public Speaking (Elective)	6
10EW	The Craft of Writing	7
HUMANITIES		8
10HGTA	Geography – Are our Environments Under Threat?	8
10 HGYW	Geography – What Makes a Good Life?	8
10HHPTW	History – From Peace to War Again! The World a War	9
10HHGW	History - The Globalising World	9
10HEFI	Economics – On your way to becoming financially independent	10
10HEMW	Economics – Money makes the world go round!	10
10HL	Launch into Leadership	11
10HPS	Philosophy	11
LANGUAGES		12
10LF1	French - Unit 1 (Semester 1)	12
10LF2	French - Unit 2 (Semester 2)	12
10LI1	Indonesian - Unit 1 (Semester 1)	13
10LI2	Indonesian - Unit 2 (Semester 2)	13
MATHEMATICS		14
10MS	Specialist Mathematics	14
10MM	Mathematical Methods	14
10MG	General Mathematics	14
10MP	Pathway Mathematics	14
PHYSICAL AND SPORT EDUCATION		16
10PPEBS	Physical Education – My Body Systems	16
10PPEF	Physical Education – Fitness for Me	16
10PGBG	Girls' Physical Education – My Body Systems	16
10PPEF	Girls' Physical Education – Fitness for Me	16
10PBBS	Boys' Physical Education – My Body Systems	16
10PBF	Boys' Physical Education – Fitness for Me	16
10PSS	Sports Science	17
10PC	Sports Coaching	18
10	Athlete Development	19
Excellence in Sport Program		20
10PEF	Football	20
10PEB	Basketball	20
10PEN	Netball	20
10PET	Tennis	20
SCIENCE		21
10SBB	Big Bang (Chemistry and Physics)	21
10SBC	Biochemistry (Biology and Chemistry)	21
10SEE	Science is Everything and Everywhere	22

10SSIF	Industrial Food Science	22
10SBP	Blue Planet (Environmental Water Science)	23
10SPSY	Psychology @ 10	23
10S+	Extended Investigation	24
TECHNOLOGY		25
10TM	Materials and Design	25
10TW	Wood Technology	25
10TT1	Textiles – Semester 1	26
10TT2	Textiles – Semester 2	26
10TH1	Home Economics - Food and Culture	27
10TH2	Home Economics - Catering and Food Technology	27
10TWEB	Web Design	28
10TID	Industrial Design	28
10TA	Computer Animation	29
10TAS	Automotive Systems	29
THE ARTS		30
Visual Arts		
10APD	Painting and Drawing	30
10ACA	Computer Art	30
10AC	Ceramics	31
10AG	Graphic Communication Design	31
10AP	Photography	32
Performing Arts		
10AD	Drama	33
10ATSS	Theatre Studies	33
10AM	Musical Performance	34
VCE for Year 10 in 2017		35
Humanities		36
10HGO	VCE Geography	36
10HHIS	VCE History	37
10HAGP	VCE Australian and Global Politics	38
10HACC	VCE Accounting	38
10HBM	VCE Business Management	39
10HECO	VCE Economics	40
10HLS	VCE Legal Studies	41
10HPHI	VCE Philosophy	42
Physical and Sport Education		43
10PHHD	VCE Health and Human Development	43
10POES	VCE Outdoor and Environmental Studies	42
Science		46
10SBI0	VCE Biology	46
Technology		47
10TICT	Information Technology	47
10TFT	VCE Food and Technology	48
10TPDT1	VCE Product Design and Technology (Wood or Textiles)	49
10TSE	VCE Systems Engineering	50

	The Arts	51
10AART	VCE Art	51
	VCE Studio Arts	52
10AMED	VCE Media	53
10ATS	VCE Theatre Studies	54
10ADRA	VCE Drama	55
10AMUS	VCE Music Performance	56
	Fee Schedule	57
	VET for Year 10 in 2017	58

ADMINISTRATION OF YEAR 10

HEAD OF MIDDLE SCHOOL, HEAD OF YEAR 10, YEAR 10 CO-ORDINATORS

School contacts for

- any parent/teacher liaison
- discipline
- general organisation of year level
- interim reports
- counselling, student/teacher contact, student/pupil wellbeing co-ordinator contact, etc.
- School contact for new enrolments, course selection and course changes.

HOME GROUP TEACHER

- meets with home group on a daily basis
- records attendance
- receives and records notes to cover absences
- brings to the attention of the Co-ordinator any persistent absences, late arrivals or students out of uniform
- ensures students read Compass News Events
- issues uniform passes

CAREERS AND WORK EXPERIENCE

The Careers programme aims to assist students to make informed decisions about career choices and choices for study. This programme assumes that our aim is met by students evaluating their personal strengths/weaknesses/interests/skills and then being aware of the range of options available to them.

Resources are available to enhance the curriculum offerings in any of the areas of study, with emphasis on career investigation, work education and study options. These resources include video tapes, folders, pamphlets and handbooks. Every effort is made to keep this information up to date.

Community Liaison

Feedback is provided from tertiary institutions, Centrelink, community and employer groups through careers bulletins, assemblies, course information days, the Newsletter, noticeboards, daily bulletin and through interviews with the Careers Advisor. Guest speakers and excursions are organised to present information directly to students and the wider school community.

Counselling

Parents and students are seen individually or in groups regarding career information subject choices and study skills.

Work Experience can be organised at negotiated times throughout the school year for students in Year 10. Students wishing to undertake Work Experience must speak to the Careers Practitioners to organise the necessary Work Experience Arrangements form and complete their Safe@Work Certificate.

STUDENT WELLBEING CO-ORDINATORS

The Student Wellbeing Co-ordinators are available to see students on an individual basis concerning any problem or difficulties that may interfere with their progress at school. A student may seek a referral themselves or this can be done by the coordinator or school administration, parents or staff.

YEAR 10 COURSE OF STUDY AS RECOMMENDED BY THE LILYDALE HIGH SCHOOL COUNCIL AND THE CURRICULUM COMMITTEE

Year 10 students are required to select at least one subject from each Key Learning Area over the year, with the exception of Languages. The Key Learning Areas are: English, Mathematics, Science, Humanities, The Arts, Technology, PASE and Languages.

- The Year 10 course structure comprises 6 x 5 period subjects per week.
- English and Mathematics are compulsory and one of each must be selected each semester.
- 4 x 5 periods a week are elective subjects.
- Students will choose eight elective subjects per year.
- Students may choose up to two subjects from one Key Learning Area per semester.
- Students can only choose three subjects per year in any one Key Learning Area except for a VCE/VET elective, where they may choose four.
- The VCE selection will be considered as part of the relevant Key Learning Area allocation.

Examples of how a student's timetable might look:

SEMESTER 1	English	Maths Methods	VCE Biology	Science Biochemistry	PASE Boys' PE	The Arts Painting & Drawing
SEMESTER 2	English	Maths Methods	VCE Biology	Technology Materials	PASE Boys' PE	Humanities Economics 1

or

SEMESTER 1	English	General Maths	Science is everywhere	The Arts Drama	Humanities Geography 1	Languages French
SEMESTER 2	English	General Maths	Technology Textiles	PASE Sports Coaching	English Speaking & Debating	Languages French

ENGLISH

Subjects offered:

English - (compulsory, must be selected each semester).

English also offers the following one-semester electives:

- 10EW The Craft of Writing
 10ED Debate, Discussion and Public Speaking

MATHEMATICS

Subjects offered– students must be enrolled in one of the following each semester.

Students will invited to enrol in:

- 10MS Specialist Mathematics
 10MP Pathway Mathematics

or they can choose from

- 10MG General Mathematics
 10MM Mathematical Methods

SCIENCE

Subjects offered:

10SEE1	Science is Everything and Everywhere
10SEE2	
10SBB	Big Bang
10SBC	Biochemistry
10SSIF	Industrial Food Science
10SBP	Blue Planet
10SPSY	Psychology
10SBIO	VCE Units 1 & 2 Biology

TECHNOLOGY

Subjects offered:

10TW	Wood Technology*
10TM	Materials and Design*
10TT1	Textiles*
10TT2	Textiles*
10TH1	Food and Culture*
10TH2	Catering and Food*
10TWEB	Web Design
10TID	Industrial design
10TA	Computer Animation
10TAS	Automotive Systems
10TDT	VCE Units 1 & 2 Product Design and Technology (Wood or Textiles)*
10TSE	VCE Units 1 & 2 Systems Engineering*
10TFT	VCE Units 1 & 2 Food and Technology*
10TICT	VCE Units 1 & 2 Information Technology

Please note: * Units have a course fee payable (additional to the standard school fees) at the start of the semester. Parents/students have four weeks to pay the associated fee. After this time, students will be withdrawn from practical work unless special considerations have been negotiated with the Technology Coordinator.

THE ARTS

Subjects offered:

10APD	Painting and Drawing
10ACA	Computer Art
10AC	Ceramics
10AG	Graphic Communication
10AP	Photography
10AD	Drama
10ATSS	Theatre Studies
10AM1	Musical Performance
10AART	VCE Units 1 & 2 Art
10AMED	VCE Units 1 & 2 Media
10ADRA	VCE Units 1 & 2 Drama
10AMUS	VCE Units 1 & 2 Music
	VCE Units 1 & 2 Studio Arts
10ATS	VCE Units 1 & 2 Theatre Studies

HUMANITIES

Subjects offered:

10HGTA	Geography	Are Our Environments Under Threat?
10HGYW	Geography	What Makes a Good Life?
10HHPTW	History	From Peace to War Again! – The World at War
10HL		Launch into Leadership
10HPS	Philosophy	
10HEFI	Economics	On Your Way to Becoming Financially Independent
10MW	Economics	Money Makes the World Go Round!
10HBM	VCE Unit 1 & 2	Business Management
10HECO	VCE Unit 1 & 2	Economics
10HPHI	VCE Unit 1 & 2	Philosophy
10HHIS	VCE Unit 1 & 2	History 20 th Century
10HAGP	VCE Unit 1 & 2	Australian and Global Politics
10HLS	VCE Unit 1 & 2	Legal Studies
10HGEO	VCE Unit 1 & 2	Geography
10HACC	VCE Unit 1 & 2	Accounting

LANGUAGES

Subjects offered:

10LF1	French
10LF2	French
10LI1	Indonesian
10LI2	Indonesian

These courses are for students continuing their French or Indonesian studies from Year 9.

PHYSICAL AND SPORT EDUCATION (PASE) (can be selected in Semester 1 or 2 or both)

Subjects offered:

10PPEBS	Physical Education – My Body Systems
10PPEF	Physical Education – Fitness For Me
10PGPS	Girls' Physical Education – My Body Systems
10PGF	Girls' Physical Education – Fitness For Me
10PBBS	Boys' Physical Education – My Body Systems
10PBF	Boys' Physical Education – Fitness For Me
10PSS	Sports Science
10PC	Sports Coaching
10POES	VCE Unit 1 & 2 Health and Human Development
10PHHD	VCE Unit 1 & 2 Outdoor and Environmental Studies

Students wanting to take VCE Outdoor and Environmental Studies must pay a deposit and hand it in with the course selection form.

EXCELLENCE IN SPORT

Please note costs. Refer to the final pages of the handbook for more information.

Subjects offered:

10PEF Australian Rules Football	\$250
10PEB Basketball	\$250
10PEN Netball	\$250
10PET Tennis	\$250

VCE/VET SUBJECT

Year 10 students may take one VCE/VET subject. See the last pages of this booklet for information about these course offerings.

YEAR 10 EXAMS

In VCE emphasis is placed on exam results. Therefore, Year 10 students will benefit from gaining experience taking exams under exam conditions. Students will take a series of exams at the end of Semester 1 and Semester 2. Students will receive detailed information regarding the exam program prior to the exams.

PEER SUPPORT TRAINING CAMP

Organised by the Student Wellbeing Coordinators, this camp is for students who wish to volunteer their services to assist with the Peer Support Program when they are in Year 11. The camp takes place in late November.

YEAR 10 FORMAL

It is possible to have a Year 10 Formal if there is sufficient student interest and there are students prepared to take on the responsibility of organizing it. Possible venues include Lilydale International, York on Lilydale, Karralyka Theatre or the Chirnside Park Country Club.

HOME GROUPS

Home groups will be determined by course selections and teacher recommendations. Anticipate changes.

KEY LEARNING AREA - ENGLISH**UNIT TITLE: ENGLISH****UNIT CODE: 10EENG****COMPULSORY FOR SEMESTER 1 AND SEMESTER 2****UNIT DESCRIPTION**

The course offers a balanced and integrated approach to language development, combining the three strands of writing, reading and viewing; speaking and listening. Students study and respond to increasingly complex texts including classic, contemporary and popular texts, exploring different perspectives on social and psychological issues. They develop more critical ways of reading and viewing mass media, learning to identify, evaluate and use various persuasive techniques. Through class and small-group discussion, students learn to express and justify their point of view and speak effectively in various contexts. In their writing, students extend their range of styles to include argumentative, creative and expository writing, so they can write effectively for an even wider range of purposes and audiences. Students learn to be critical, independent users of language, appropriate in any given context. Particular attention is paid to the development of Career and Study Skills.

ASSESSMENT:

- Common Assessment Tasks
- Writing
- Reading and Viewing
- Speaking and Listening
- Examination

An examination each semester will contribute towards assessment for Year 10 English.

ENGLISH - ELECTIVES**UNIT TITLE: DEBATE, DISCUSSION AND
PUBLIC SPEAKING****UNIT CODE: 10ED****UNIT DESCRIPTION**

Students will build on their skills in speaking and listening by participating in class discussion and debates, both impromptu and prepared. They will study the structure and techniques for making effective speeches and will write their own speeches to be delivered to a variety of audiences and for different purposes. They will work both in teams and independently and will have the opportunity to participate in activities and competitions.

ASSESSMENT:

- Common Assessment Tasks
- Writing
- Reading and Viewing
- Speaking and Listening
- Examination

ADDITIONAL INFORMATION

Where possible, guest speakers will be invited to the class to enrich students' learning.

UNIT TITLE: THE CRAFT OF WRITING**UNIT CODE: 10EW****UNIT DESCRIPTION**

The course is designed for students who want to extend their writing skills in the craft of writing. It aims to boost students' skills and knowledge of professional writing and offer an in-depth look at all the writing industry has to offer. Components of writing to be studied include:

- Creative writing
- Marketing and public relations writing
- Analytical writing for academic purposes

Where possible, speakers will be invited into the classroom. Students will produce a major assessment task of their choice, as well as the student newspaper.

ASSESSMENT:

- Common Assessment Tasks
- Writing
- Reading and Viewing
- Speaking and Listening
- Examination

ADDITIONAL INFORMATION**Competitions and Publication**

Students will be encouraged to submit work for publication, for instance to local newspapers, Salamander and to competitions.

KEY LEARNING AREA - HUMANITIES

Subjects offered:

10HGTA	Geography	Are Our Environments Under Threat?
10 HGYW	Geography	What Makes a Good Life?
10HHPTW	History	From Peace to War Again! – The World at War
10HL	Launch into Leadership	
10HPS	Philosophy	
10HEFI	Economics	On Your Way to Becoming Financially Independent
10MW	Economics	Money Makes the World Go Round!

UNIT TITLE: GEOGRAPHY

Are Our Environments Under Threat?

UNIT CODE: 10HGTA

UNIT DESCRIPTION

In this unit, students will investigate environmental change and management. Across the world there are many environmental changes that have been caused by humans, such as pollution, land degradation and impacts on aquatic environments. Understanding how people and their environments interconnect is vital for explaining environmental changes and helping to plan effective management for a sustainable future.

ASSESSMENT:

- Common Assessment Tasks
- Data Analysis
- Workbook activities and tasks
- Field Trip Report
- Examination

UNIT TITLE: GEOGRAPHY

UNIT CODE: 10HGYW

What Makes a Good Life?

UNIT DESCRIPTION

This unit of work will investigate two key topics.

Topic One will relate to human wellbeing and ask questions such as: What is wellbeing? How does the environment influence our wellbeing? Does wealth bring wellbeing? How can we improve wellbeing? What is the link between population and wellbeing? What do geographers still debate?

Topic Two will investigate how conflict influences wellbeing and ask questions such as: How does conflict change places and impact on people? How does terrorism affect communities? Will there be water wars as a consequence of population and environmental change?

ASSESSMENT:

- Common Assessment Tasks
- Data analysis
- Workbook activities and tasks
- Field Trip Report
- Examination

UNIT TITLE: HISTORY**UNIT CODE: 10HHPTW****From Peace to War Again! - The World at War****UNIT DESCRIPTION**

This unit will focus on the Second World War, with an emphasis on Australia's involvement in the conflict, and investigate struggles for human rights in Australia. Students will examine the key causes of the war and the events that drew Australia into participation. An in-depth study will be made of the Second World War, covering the European and Pacific theatres. A second in-depth study will discuss how rights and freedoms have been ignored, demanded or achieved in Australia and the world. Students will develop their knowledge of Australia's role in world affairs.

ASSESSMENT:

- Common Assessment Tasks
- Examination
- Written and oral work
- Homework

UNIT TITLE: HISTORY**UNIT CODE: 10HHGW****The Globalising World****UNIT DESCRIPTION**

In this semester-long course, students will investigate global influences that have helped to shape Australian society. Students will study a unit on Popular Culture (1945 – present) and look at how television, rock 'n' roll, the film industry and sport have contributed to the development of Australian culture. In the second unit, students will investigate how migration has transformed Australia from a colonial outpost of Great Britain to a modern nation. Included in this unit are topics such as the White Australia Policy, the Vietnam War and multiculturalism.

ASSESSMENT:

- Common Assessment Tasks
- Examination
- Written and oral work
- Homework

UNIT TITLE: ECONOMICS**UNIT CODE: 10HEFI****On your way to becoming financially independent!****UNIT DESCRIPTION**

In order to be financially independent, most individuals will need to find employment and ensure that they maximise the value of their earnings. This course will help students to recognise their employment opportunities, taking into account their likes and dislikes. It will look at goal setting, skills and qualifications and resumé writing. Aspects of money management, such as budgeting, bill paying and compound interest, will also be considered. Starting a small business and superannuation will also be studied.

ASSESSMENT:

- Common Assessment Tasks
- Tests
- Written work
- Research tasks
- Examination

UNIT TITLE: ECONOMICS**UNIT CODE: 10HEMW****Money makes the world go round!****UNIT DESCRIPTION**

What is economics? Is it important? Economics has a crucial role to play in the well-being of an individual and of a society. Students will investigate why living standards vary around the world. This course will examine Australia's economic system and compare it to other systems in order to understand why we have such high living standards. Students will select a country and complete a case study, comparing that country's living standards with Australia's. We are increasingly living in a globalised world. What does this mean and is it improving Australian and world living standards? What role does, and should, the Federal Government play in managing the economy and our lives? We will also investigate some specific government policies such as: Analysing the Great Depression and the Global Financial Crisis (GFC) and the role the government played. What did governments and economists learn? How do governments try and stabilise the economy by managing gross domestic product (GDP), unemployment and inflation through government spending and the Reserve Bank of Australia's monetary policy?

ASSESSMENT:

- Common Assessment Tasks
- Examination
- Written and oral work
- Homework

UNIT TITLE: LAUNCH INTO LEADERSHIP**UNIT CODE: 10HL****UNIT DESCRIPTION**

The Launch into Leadership course aims to develop students' leadership, communication and teamwork skills through personal discovery and evaluation. Students will explore leadership styles and leaders throughout history.

Students will learn about various leadership skills including: finding your passion, living with purpose, teamwork and making a difference. Theory tasks will also be completed. Students will connect with, and assist, a community organisation of their choice.

ASSESSMENT:

- Leadership Investigation
- Work book / Folio
- End of semester presentation
- Examination

ADDITIONAL INFORMATION

Note: Selection for Launch into Leadership incorporates several stages. Students must have displayed exemplary behaviour and be highly motivated. Initially, students are asked for an expression of interest in the program. Once it is determined where it will be placed on the timetable, students will be contacted and asked to write a small piece about why they want to undertake this program and how it will benefit them.

UNIT TITLE: PHILOSOPHY**UNIT CODE: 10HPS****UNIT DESCRIPTION**

Philosophy encourages deeper thinking and seeks answers regarding areas of life that are not commonly discussed. Traditionally, Philosophy is an inquiry-based subject; this has not changed since the Greeks formally taught it over 2500 years ago. It remains, however, relevant and intriguing today. In the Year 10 curriculum we seek answers concerning:

- Epistemology and 'To what extent do we identify ourselves with our memories?'
- Metaphysics and 'Should we be allowed to access someone else's thoughts?'
- The Rights of Animals and 'Is there really a difference between humans and animals that makes humans superior?'
- Ethics and 'How do we determine whether what we are doing is right, wrong, good or bad?'

Throughout the course, students will learn how to conduct strong arguments using well-grounded logic, applying it to how they position themselves in the world.

ASSESSMENT:

- Common Assessment Tasks
- Examination
- Written and oral work
- Homework

KEY LEARNING AREA - LANGUAGES**ELECTIVE SUBJECT**

Students are not required to continue their study of French or Indonesian in Year 10 but are encouraged to do so. Continuing the study of Languages at VCE level can lead to bonus points on ATAR scores. Students wanting to continue the study of Languages need to indicate that when they fill in the course selection form.

UNIT TITLE: FRENCH – SEMESTER 1 (ELECTIVE)**UNIT CODE: 10LF1****FRENCH – SEMESTER 2 (ELECTIVE)****10LF2****UNIT DESCRIPTION**

Building on prior knowledge, students undertake a range of listening, speaking, reading and writing tasks, thereby gaining language and intercultural understanding. They use a range of tools and information and communications technology in their own research and development of French language.

Students interact to exchange information and opinions on topics related to their experience, including leisure, relationships, study, careers and the media, and issues of general interest to young people. They compare and contrast aspects of life in French-speaking countries with those in Australia and other countries, and identify similarities and differences.

ASSESSMENT:

- Common Assessment Tasks
- Classwork, including tests, oral participation and writing tasks
- Examination

**UNIT TITLE: INDONESIAN: MODERN CINEMA v TRADITIONAL WAYANG
(ELECTIVE) SEMESTER 1 UNIT CODE: 10L11**

UNIT DESCRIPTION

You will explore images of modern daily life as depicted in Indonesian cinema. You will look at a variety of entertainment forms, both modern and traditional, in towns and villages of Indonesia.

Building on prior knowledge, students undertake a range of listening, speaking, reading and writing tasks, thereby gaining language and intercultural understanding. They use a range of tools and information and communications technology in their own research and development of Indonesian language.

ASSESSMENT:

- Common Assessment Tasks
- Classwork, including tests, oral participation and writing tasks
- Examination

**INDONESIAN – THE IMPACT OF ECOTOURISM
(ELECTIVE) SEMESTER 2 UNIT CODE: 10L12**

UNIT DESCRIPTION

What influence have the weather and seasons had on daily life in Indonesia? You will investigate tourism in various parts of Indonesia. You will participate in a zoo visit to study the effect of industry on the environment and wildlife of Indonesia.

Building on prior knowledge, students undertake a range of listening, speaking, reading and writing tasks, thereby gaining language and intercultural understanding. They use a range of tools and information and communications technology in their own research and development of Indonesian language.

ASSESSMENT:

- Common Assessment Tasks
- Classwork, including tests, oral participation and writing tasks
- Examination

KEY LEARNING AREA - MATHEMATICS

UNIT TITLE:**YEAR 10 SPECIALIST MATHEMATICS****YEAR 10 MATHEMATICAL METHODS****YEAR 10 GENERAL MATHEMATICS****YEAR 10 PATHWAY MATHEMATICS****UNIT CODE: 10MS****UNIT CODE: 10MM****UNIT CODE: 10MG****UNIT CODE: 10MP****UNIT DESCRIPTION**

The content of Year 10 Mathematics reflects the Australian Curriculum. The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Year 10 Mathematics

Compulsory Semester 1 and 2 of Year 10

The Proficiency strands will be delivered to all Middle School students through a variety of required work. These will include:

- **Skills Practice and Standard Applications (SP & SA)**
Students will be required to learn content specific techniques and complete assigned tasks. This will involve class work, tests, homework and other assignments.
- **Common Assessment Tasks and Application Tasks**
These activities will involve both major and minor reports. Both will involve an ability to design a task demonstration of comprehension of the problem, evaluation of the results, an ability to choose an appropriate problem solving and modelling strategy to work towards solution of the problem, evaluation of results and an ability to communicate the results succinctly and effectively.
- **Examination**

Students will either be invited to enrol in Specialist Mathematics or Pathway Mathematics based on their Year 9 results or students will be offered a CHOICE of either General Mathematics or Mathematical Methods as they prepare for VCE.

The classes will continue to run at five periods per week and regular homework sheets and Common Assessment Tasks (CATs) will continue as normal. Each branch will sit separate examinations.

YEAR 10 HANDBOOK 2017

An outline of the Core topics for each branch is listed below.

Year 10 Mathematics

SEMESTER ONE			
<u>General Mathematics 10</u> <ul style="list-style-type: none"> • Matrices • Linear Algebra and Graphing • Data and Statistics • Pythagoras' Theorem 	<u>Mathematics Methods 10</u> <ul style="list-style-type: none"> • Linear Algebra • Coordinate Geometry • Quadratic Equations • Quadratic Functions 	<u>Specialist Mathematics 10</u> <ul style="list-style-type: none"> • Linear Algebra • Index Laws • Linear Graphs • Quadratic Expressions 	<u>Pathway Mathematics 10</u> <ul style="list-style-type: none"> • Number Skills • Measurement
SEMESTER TWO			
<u>General Mathematics 10</u> <ul style="list-style-type: none"> • Measurement • Trigonometry • Number Patterns • Business Maths 	<u>Mathematics Methods 10</u> <ul style="list-style-type: none"> • Indices and Exponential Functions • Real Numbers/Surds • Trigonometry • Probability 	<u>Specialist Mathematics 10</u> <ul style="list-style-type: none"> • Quadratic Graphs • Exponential Graphs • Irrational Numbers • Pythagoras' Theorem and Trigonometric Functions • Probability and Statistics 	<u>Pathway Mathematics 10</u> <ul style="list-style-type: none"> • Financial Mathematics • Statistics

**Please note: the above Year 10 Mathematics courses are currently under review for 2017 and are subject to change prior to their commencement next year.*

Some possible pathways

Pathway Mathematics 10 → Foundation Mathematics
General Mathematics 10 → Foundation Mathematics
General Mathematics 10 → General Mathematics (Year 11) → Further Mathematics (Year 12)
Mathematics Methods 10 → General Mathematics (Year 11) → Further Mathematics (Year 12)
Mathematics Methods 10 → Mathematics Methods (Year 11) → Mathematics Methods (Year 12)
Mathematics Methods 10 → Mathematics Methods (Year 11) and/or General Mathematics (Year 11) → Further Mathematics (Year 12)
Mathematics Methods 10 → Mathematics Methods (Year 11) and General Mathematics (Year 11) → Mathematics Methods (Year 12)
Mathematics Methods 10 → Mathematics Methods (Year 11) and General Mathematics (Year 11) → Mathematics Methods (Year 12) and/or Further Mathematics (Year 12)
Mathematics Methods 10 → Mathematics Methods (Year 11) and Specialist Mathematics (Year 11) → Mathematics Methods (Year 12) and Specialist Mathematics (Year 12)

Specialist Mathematics 10 → Mathematics Methods (Year 11)
and
Specialist Mathematics (Year 11)

→Mathematics Methods (Year 12)
and
Specialist Mathematics (Year 12)

KEY LEARNING AREA - PHYSICAL AND SPORT EDUCATION

The following PASE electives can be completed as a whole-year course or for one semester only.

- Physical Education
- Girls' Physical Education
- Boys' Physical Education

Sport Science and Sports Coaching are one-semester courses that can be completed either Semester 1 or Semester 2.

UNIT TITLE: PHYSICAL EDUCATION – My Body Systems	UNIT CODES: 10PPEBS
PHYSICAL EDUCATION – Fitness For Me	10PPEF
GIRLS' PHYSICAL EDUCATION – My Body Systems	10PGBG
GIRLS' PHYSICAL EDUCATION – Fitness For Me	10PPEF
BOYS' PHYSICAL EDUCATION – My Body Systems	10PBBS
BOYS' PHYSICAL EDUCATION – Fitness For Me	10PBF

(SEMESTER 1 OR 2 OR BOTH)

UNIT DESCRIPTION

Physical Education can be completed as a mixed gender class or as a single sex class. This allows girls and boys to decide the environment in which they experience Physical Education. Students will have the opportunity to increase their participation in physical activity, develop movement skills and health-related knowledge.

This subject will include both a practical and theoretical component.

Practical component:

Students will participate in a negotiated curriculum. The teacher will involve students in the decision-making process regarding the sports and physical activities that will be studied. The practical component will be used to reinforce the concepts studied during the theoretical component. Students will participate in weekly fitness sessions.

Theoretical component:

Semester 1: My Body Systems

Students will explore the structure and function of the skeletal, muscular, circulatory and respiratory systems. They will analyse the contribution and importance of each system during sport and physical activity.

Semester 2: Fitness for Me

Students will investigate the components of physical fitness, training methods and principles to improve physical fitness. They will design and evaluate a training program to achieve specific fitness goals.

ASSESSMENT:

- Common Assessment Tasks
- Participation in, and contribution to, practical activities and class investigations
- Practical laboratory reports

- Assignments and mini-tests
- Examination

ADDITIONAL INFORMATION

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase from Lowes. A hat must be worn during all PASE classes in Terms 1 & 4.

**UNIT TITLE: YEAR 10 SPORTS SCIENCE
(SEMESTER 1 OR 2)**

UNIT CODE: 10PSS

UNIT DESCRIPTION

The study of Sports Science develops a greater understanding of how the human body responds to exercise and how athletes can improve their sporting performance in order to reach their peak.

This subject will assist in the preparation of students who wish to study VCE Physical Education. It will also enhance their interest and knowledge in the subject and can be applied to their own personal health, well-being and sporting pursuits.

Practical component:

The practical component will be used to demonstrate and reinforce concepts discussed in the theoretical sessions. The practical component will also provide experiences for students to examine and analyse. Students will participate in weekly fitness sessions.

Theoretical component:

Students will investigate a variety of techniques used to enhance sports performance, including:

- Training the body's energy systems
- Role of nutrition in sport performance
- Games analysis
- Development of physical skills
- Sports psychology
- Drugs in sport
- Injury prevention and rehabilitation

ASSESSMENT:

- Common Assessment Tasks
- Participation in, and contribution to, practical activities and class investigations
- Practical laboratory reports
- Assignments and mini-tests
- Examination

ADDITIONAL INFORMATION

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase from Lowes. A hat must be worn during all PASE classes in Terms 1 & 4.

There is a \$15 course fee for this unit.

**UNIT TITLE: YEAR 10 SPORTS COACHING
(SEMESTER 1 OR 2)****UNIT CODE: 10PC****UNIT DESCRIPTION**

Following the successful completion of this unit, students will receive a Certificate in Coaching Principles. This is a National Coaching Accreditation Scheme from the Australian Sport Commission.

Students will complete training modules including:

- Role and responsibilities of a coach
- Qualities of an effective coach
- Teaching sports skills and games
- Planning coaching sessions
- Communication and group management skills
- Physical conditioning
- Sports safety
- Decision-making in sport

This course is an excellent first step to sport-specific coaching accreditation.

During practical classes, students will put into practice the coaching principles learned. They will do this by coaching and being coached by their peers. Students will be involved in coaching junior classes.

Students will participate in an introductory session on how to become a coach in their local community. Following this, they can enrol in a training program qualifying them to be an assistant coach involved in the Active After-school Communities program. This is an Australian Government initiative providing primary school children with access to free sport and other structured physical activity programs.

ASSESSMENT:

- Common Assessment Tasks
- Participation in, and contribution to, practical activities and class investigations
- Designing and conducting coaching sessions
- Assignments
- Examination

ADDITIONAL INFORMATION

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase from Lowes. A hat must be worn during all PASE classes in Terms 1 & 4.

**UNIT TITLE: ATHLETE DEVELOPMENT
SEMESTER 1 AND SEMESTER 2**

Students will once again be assigned to a form group together. Within this form, they will complete English together which will use sport as a context to engage the students in their work. Students will complete a specifically designed subject for Athlete Development in Humanities and Science. The Humanities elective is called 'The way sport has shaped Australia's culture and identity' and the Science elective is 'Science in Sport'. Students will also be required to complete a yearlong elective in PASE called Athlete Development. This will consist of a 3 periods of strength and conditioning along with 2 periods of theory. The theory component will cover the same theory covered in Fitness for Me during semester 1 and My Body Systems during semester 2.

Please note that due to timetable restrictions, there are limitations on the subjects that students can select in Year 10. **Students can select an Excellence in Sport (EIS) subject, however, if they do so, they are unable to select a VCE or VET subject at Year 10. If students wish to complete a VCE or VET subject, they are unable to select an EIS subject.**

UNIT TITLE: SCIENCE IN SPORT

UNIT CODE: 10SADP

This unit has been developed to explore how the many fields of science; Biology, Chemistry Psychology and Physics, are found in many aspects of sport and an athlete's life. Students will explore how genetics and evolution impact on how humans are able to continue to get bigger, faster and stronger, they will also examine how chemical substances are used to enhance sporting performance by investigating products like sports drinks and supplements as well as the effects of substances used for doping. They will learn about the laws of motion and how they apply to biomechanics and also delve into some aspects of sports psychology and its impacts on sporting performance.

Assessment

Practical investigations and reports
Class work, homework and topic tests
Common assessment tasks
End of semester exam

**UNIT TITLE: THE WAY SPORT HAS SHAPED AUSTRALIAN CULTURE AND IDENTITY
UNIT CODE: 10HADP**

This unit will not only explore the important events that helped to shape Australia in the 20th Century but also the influence of sport in creating an identity for Australia. Within the subject, students will explore through the subjects of History, Geography, Economics and Philosophy, the impact of sport on Australian Society. For example, the economics of different sporting associations, including how money is raised and divided to support the leagues and development of the sports. This subject will develop the skills required to complete a VCE Humanities subject.

ASSESSMENT:

- Common Assessment Tasks
- Examination
- Written and oral work
- Homework

EXCELLENCE IN SPORT PROGRAM –

**BASKETBALL, NETBALL, AUSTRALIAN RULES FOOTBALL
AND TENNIS**

The Excellence in Sport Program allows students to combine their studies and intensive training in basketball, netball, Australian Rules Football or tennis. Students integrate their training commitment into the normal school program, enabling them to excel in their studies and chosen sport.

The Excellence in Sport Program is appropriate for students who wish to develop their skills to the best of their ability, or for athletes who are already training at an elite level. Students will participate in intensive training sessions designed to develop their skill and fitness levels, including resistance training specific to their sport. These sessions will be conducted by experienced teachers with specialist knowledge in the student's preferred sport.

Students will have the opportunity to participate in sporting competitions exclusive to the Excellence in Sport Program.

Expectations: Students must be committed and have a strong desire to improve. Each of the Excellence in Sport Programs comes with high expectations and workload. Students must be passionate about striving to achieve to the best of their ability in their chosen sport.

Places in these programs are limited. If demand exceeds places available, experience/ tryouts may be used to determine successful applicants.

Approximate costs	10PEF Australian Rules Football	\$250
	10PEB Basketball	\$250
	10PEN Netball	\$250
	10PET Tennis	\$250

**PLEASE NOTE THESE FEES ARE IN ADDITION
TO THE NORMAL SCHOOL FEES.**

The full payment for these programs is required BEFORE the end of the 2016 school year to confirm enrolment in the program.

KEY LEARNING AREA - SCIENCE**UNIT TITLE: SCIENCE****UNIT CODE: 10SBB****Big Bang (Chemistry & Physics)****UNIT DESCRIPTION**

This unit has been devised to link the two strands of Chemistry and Physics. Students will be shown how the structure of an atom affects the behaviour of many manufactured materials and the atom's use in industry. The course will study the chemical bonding of specific molecules, as well as the physical topics of radioactivity, uses of energy and how Newton's three laws of movement affect everyday actions such as driving a car. Students will show their understanding of this unit by conducting practical investigations (qualitatively and quantitatively) in the laboratory and by making models to test specific theories presented to them. Excursions to the Melbourne Grand Prix and/or Luna Park will show how physical concepts are present in today's society.

ASSESSMENT:

- Common Assessment Tasks
- Experimental practical investigations
- Fieldwork report
- Bookwork/class notes/tests and homework
- Examination

UNIT TITLE: SCIENCE**UNIT CODE: 10SBC****Biochemistry (Biology and Chemistry)****UNIT DESCRIPTION**

The chemical interactions of the many biological systems such as the digestive, circulatory and nervous systems are complex and dynamic. This biochemistry unit will show how the major individual strands of biology and chemistry intertwine. Students will study the biological systems from the atomic to the cellular level and develop understanding of the function of tissues, the organs and finally the organism itself. The genetic component of the course will show how the transmission of characteristics from one generation to another will reinforce how chemistry is at the forefront of understanding the universal structure of DNA. Students will make models and conduct practical investigations in the laboratory to gain a clearer understanding of what is required to study life sciences at a higher level. An incursion from CSIRO and/or an excursion to GTAC will enable the students to work with PhD students studying biomedical science and the life sciences.

ASSESSMENT:

- Common Assessment Tasks
- Experimental practical investigations
- Fieldwork report
- Bookwork/class notes/tests and homework
- Examination

UNIT TITLE: SCIENCE**UNIT CODE: 10SEE****Science is Everything and Everywhere
(Can be taken in Semester 1 or 2)****UNIT DESCRIPTION**

This unit will focus on key points of the five major strands of Science offered at Lilydale High School. This course is a 'taster' of what to expect at VCE. The semester-based unit can be seen as an introduction to the more specialised VCE units of Biology, Chemistry, Physics, Psychology and Environmental Science. Students who have an interest in science but are undecided on their preferences are advised to select this unit. They will be eligible to apply for VCE Science subjects of their choice in Year 11. Students will be given a choice of practical investigations to study throughout the semester and these will count as a major part of their assessment. Students will keep an annotated reflective journal and they will make models to show how everything can be linked to science.

ASSESSMENT:

- Common Assessment Tasks
- Experimental practical investigations
- Fieldwork report
- Bookwork/class notes/tests and homework
- Examination

UNIT TITLE: SCIENCE**UNIT CODE: 10SSIF****Industrial Food Science****UNIT DESCRIPTION**

This unit will look at the structure and function of microbes involved in the production of food and foodstuff abundant in the western world. Through the study of this unit, students will gain an understanding of how specific chemical processes, such as anaerobic respiration, make the dairy products of cheese and yoghurt. The multimillion dollar business of alcohol production and the psychological impact that it has on society will be a major component of the course. Independent investigations will allow students to study the fermentation process. An understanding of how the preservatives found in food have real world applications will be developed, thus allowing students to understand how science is utilised in these major manufacturing processes. The pro-biotic culture has increased exponentially due to the link it has with immunity; students will also look into this phenomenon by looking at the structure and function of good bacteria; they will visit the Yakult factory. This course will be beneficial for those students who are interested in following pathways in Nutrition and/or Dietetics.

ASSESSMENT:

- Common Assessment Tasks
- Experimental practical investigations
- Fieldwork report
- Bookwork/class notes/tests and homework
- Examination

UNIT TITLE: SCIENCE**UNIT CODE: 10SBP****Blue Planet (Environmental Water Science)****UNIT DESCRIPTION**

This unit will be offered as a taste of what to expect in VCE Environmental Science. The semester-based unit will demonstrate core concepts and principles in a practical manner, using water as a common theme. Through applied investigations of how the creek in Olinda is sourced from the Yarra River, students will conduct field work and water sampling at specific points along the waterway. This will give first-hand data showing how human activities influence the habitats of the natural environment and bring about change in an ecosystem. Links between the school and Monash University Invertebrate Unit will enable students to develop connections to the tertiary sector. Environmental agencies such as WaterWatch will possibly be a pathway for those interested in a career in environmental studies.

ASSESSMENT:

- Common Assessment Tasks
- Experimental practical investigations
- Fieldwork report
- Bookwork/class notes/tests and homework
- Examination

UNIT TITLE: SCIENCE**UNIT CODE: 10SPSY****Psychology @ 10****UNIT DESCRIPTION**

This unit will look at the nature of Psychology, the systematic study of thoughts, feelings and behaviour. This course has been devised as a direct link into VCE Psychology and is a foundation unit furnishing students with the skills needed to complete Units 1 and 2 Psychology. Students will select their own Empirical Research Task (ERA); topics range from cyber-psychology, emotions, friendships and cliques to mental health disorders and peer pressure. The research task will be the major component of the course. Students will also apply the specific research skills needed for a higher order of thinking. Through their understanding of the specific language and questioning technique, students will have the basis needed to meet VCE Psychology outcomes.

ASSESSMENT:

- Common Assessment Tasks
- Experimental practical investigations music
- Fieldwork report
- Bookwork/class notes/tests and homework
- Examination

UNIT TITLE: SCIENCE

Extended investigation

UNIT DESCRIPTION

The 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 program.

The Extended Investigation develops students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer such questions.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions.

ASSESSMENT:

- Individual Research Proposal
- Written
- Oral
- Final Project Submission

KEY LEARNING AREA - TECHNOLOGY**UNIT TITLE: MATERIALS AND DESIGN****UNIT CODE: 10TM****UNIT DESCRIPTION**

Materials and Design allows students to explore a range of resistant and sustainable materials. Prior to production, students undertake research into possible design options. Students compile a folio containing design brief, material list (including costing) and a set of production plans. The products are assessed for design input and practical skills demonstrated.

ASSESSMENT:

- Common Assessment Tasks – Safety report & Practical skills
- Folio
- Practical skills
- Product evaluation
- Examination

ADDITIONAL INFORMATION

Students will need to cover the cost of materials used in the production of their task/s.

UNIT TITLE: WOOD TECHNOLOGY**UNIT CODE: 10TW****UNIT DESCRIPTION**

Students gain skills related to making complex objects from simple shapes and gain understanding of domestic carpentry. They also receive further training in the use of hand-held power tools. Students are expected to work through individual projects negotiated with the teacher. They need to design, plan, cost and construct each project using more developed skills and techniques. These tasks provide the opportunity for students to work on finely detailed components, follow set procedures for construction, and provide inspiration for future projects at higher year levels.

ASSESSMENT:

- Common Assessment Tasks – Safety report and Practical skills
- Research
- Product and Process evaluation
- Examination

ADDITIONAL INFORMATION

Students will need to cover the cost of materials used in the production of their project.

UNIT TITLE: TEXTILES (SEMESTER 1)**UNIT CODE: 10TT1****UNIT DESCRIPTION**

This unit aims to develop the student's range of technical and creative abilities associated with textiles. Students will complete various tasks, which include embroidery, embellishing, garment construction, machining and stitching. Students are required to complete a research task, based on the practical tasks completed in class, with a focus on sustainability. They will engage in the production of a design brief from the design stage to the final production. Students will be required to keep a design folio for the development of ideas and design options. They will develop an awareness of the design process as used in industry.

Tasks may include the following:

- Garment construction project
- Seam sampler
- Embellishing/embroidery tasks and sustainable accessories
- Analysis/research Task
- Design folio

ASSESSMENT:

- Common Assessment Task – Safety report & Practical skills
- Production
- Product evaluation
- Textiles Tool Recognition & Risk Assessment task
- Examination

ADDITIONAL INFORMATION

Students undertaking this course must be prepared to purchase the necessary material, sewing kits and an A4 display book.

There is a \$20 course fee for this unit.

UNIT TITLE: TEXTILES (SEMESTER 2)**UNIT CODE: 10TT2****UNIT DESCRIPTION**

This unit aims to enhance the practical skills of students and further develop their understanding of the fashion industry and the design process. Students are required to complete a research task, based on the practical tasks completed in class with a focus on sustainability. They will engage in the production of a design brief from the design stage to the final production. Students will be required to keep a design folio for the development of ideas and design options. They will develop an awareness of the design process as used in the fashion and textiles industries.

Tasks may include the following:

- Garment construction project
- Machine sampler
- Embellishments applied to garment and accessories eg. brooches, collars, fascinator using a variety of suitable textile media and techniques
- Analysis/research task
- Design folio

ASSESSMENT:

- Common Assessment Task – Safety report & Practical skills
- Production
- Product evaluation
- Examination

ADDITIONAL INFORMATION

Students undertaking this course must be prepared to purchase the necessary material, sewing kits and an A4 display book.

There is a \$20 course fee for this unit.

**UNIT TITLE: HOME ECONOMICS
FOOD AND CULTURE (SEMESTER 1)**

UNIT CODE: 10TH1

UNIT DESCRIPTION

This unit combines both international cuisines and cultures and cake decorating components. Students will investigate the use of specialised ingredients, complex processes and the correct and safe use of equipment. Students complete design briefs on a country of choice and a high fibre loaf of bread. Students compile a series of designs for cupcakes, which will be undertaken as a series of production activities.

ASSESSMENT:

- Common Assessment Tasks – Safety report & Practical skills
- Organisational skills
- Research
- Safe work practices
- Evaluation
- Production
- Design briefs
- Examination

ADDITIONAL INFORMATION

Every effort will be made to accommodate special dietary needs, however, it is possible that students may be required to prepare foods they will not eat.

A food storage container is required.

The food fee of \$70.00 is required.

**UNIT TITLE: HOME ECONOMICS
CATERING AND FOOD TECHNOLOGY (SEMESTER 2)**

UNIT CODE: 10TH2

UNIT DESCRIPTION

This unit incorporates the principles of cookery methods, safe food handling and the use of technology in producing a series of production activities, which cover all aspects of the menu. Students investigate herbs and spices and utilise this information to complete a design brief and production of soup.

ASSESSMENT

- Common Assessment Tasks – Safety report & Practical skills
- Organisational skills
- Research
- Safe work practices
- Evaluation
- Production
- Design briefs
- Examination

ADDITIONAL INFORMATION

Every effort will be made to accommodate special dietary needs, however, it is possible that students may be required to prepare foods they will not eat.

A food storage container is required.

A food fee of \$70.00 is required.

UNIT TITLE: WEB DESIGN**UNIT CODE: 10TWEB****UNIT DESCRIPTION**

Students will be introduced to Adobe Dreamweaver and will produce a variety of websites with links to the Internet. Students will use the design process to design, create and evaluate the websites they produce. Investigations of data presentation methods such as online forms, dynamic web pages and databases will be undertaken. Students will investigate the impact that social media has on 21st century society. They will also undertake a major collaborative research project, examining social media and Web 2.0. All work will be submitted online.

ASSESSMENT:

- Common Assessment Task – Safety report & Practical skills
- Design
- Practical applications
- Product evaluation
- Examination

UNIT TITLE: INDUSTRIAL DESIGN**UNIT CODE: 10TID****UNIT DESCRIPTION**

Students explore the many processes of industrial design. They work collaboratively to conceptualise a product idea to a particular target market. Students explore various techniques to create a logo, a design (using CAD), prototype (3D printing), promotional film clip and finally, promote their product to an audience.

ASSESSMENT:

- Common Assessment Tasks – Safety report & Practical skills
- Electronic folio
- Presentation
- Collaborative work
- Examination

UNIT TITLE: COMPUTER ANIMATION**UNIT CODE: 10TA****UNIT DESCRIPTION**

Students learn to use modelling animation and movie editing software. This software is used in industry to produce advertising, animated movies and special effects. Students will gain knowledge of modelling techniques used to create virtual objects and characters in a 3D environment and movie editing techniques to produce their own video. Students will also learn methods of capturing and disseminating movie files to DVD, video or onto the Web.

ASSESSMENT:

- Common Assessment Tasks – Safety report & Practical skills
- Electronic folio
- Presentations
- Collaborative work
- Examination

UNIT TITLE: AUTOMOTIVE SYSTEMS**UNIT CODE: 10TAS****UNIT DESCRIPTION**

Students gain and develop a range of knowledge and skills relating to mechanical systems. They learn how combustion engines operate and transfer their knowledge to skills by rebuilding a small engine. They are guided to safely use and care for tools and equipment. The skills students develop in this course assist with progression to VCE Systems Engineering and VET Automotive.

ASSESSMENT:

- Common Assessment Tasks – Safety report & Practical skills
- Research/investigation
- Product evaluation
- Examination

ADDITIONAL INFORMATION

A \$20 material fee is required.

KEY LEARNING AREA - THE ARTS

UNIT TITLE: PAINTING AND DRAWING

UNIT CODE: 10APD

UNIT DESCRIPTION

Students will do one unit of each method per term. The units will complement each other and are designed so that students gain the benefit of drawing as a foundation for painting. The course will explore both drawing and painting methods and techniques by working with objects and subjects from life.

Using observation skills, students will produce exercises as well as finished artworks. They will explore a variety of media and drawing styles. Students will learn specific painting techniques, which are aimed at the completion of a final artwork.

Students will study art theory, gain an introduction to art terminology and study artists who are strongly related to the specific styles and techniques covered in the course.

ASSESSMENT:

- Common Assessment Tasks
- Examination

Tasks may include:

- Drawing and sketches
- Painting exercises
- Finished artworks
- Written reports
- Research assignment

UNIT TITLE: COMPUTER ART

UNIT CODE: 10ACA

UNIT DESCRIPTION

This course will develop student awareness of Computer Art as it is produced for use in Multimedia. Students will study and produce various images on the computer for artistic purposes. The course gives students a broad range of skills in this rapidly growing area.

Successful completion of the course will entail the production of several artworks, working within the constraints of electronic media. A research assignment into an aspect of the multimedia industry, and an analysis essay, will also be required.

ASSESSMENT:

- Common Assessment Tasks
- Examination

Tasks may include:

- An online folio
- Four images
- Theory tasks

NOTE: This course is available to students who did not take the Computer Art/A7 course in Year 9.

UNIT TITLE: CERAMICS

UNIT CODE: 10AC

UNIT DESCRIPTION

This unit enables students to specialise in, and become competent in, hand-building skills. They will also have the opportunity to further develop wheel-working skills.

Students will research contemporary and historical ceramicists and analyse their use of art elements, skills, techniques and processes. Students will apply this knowledge to designing their own ceramic pieces and developing their own individual style.

Through the practical activities students gain an understanding of the uses and limitations of the clay medium.

Students will complete approximately five pieces of work suitable for individual or group display.

ASSESSMENT:

- Common Assessment Tasks
- Examination

Tasks may include:

- Large coiled piece/slab piece
- Slip casting
- Sketch book
- Wheel work

ADDITIONAL INFORMATION

Students who did not take Ceramics in Year 9 are still able to select this course.

UNIT TITLE: GRAPHIC COMMUNICATION DESIGN

UNIT CODE: 10AG

UNIT DESCRIPTION

Students will use a wide range of skills, techniques and processes to produce a folio of prescribed graphic tasks. Assignments will be produced for a targeted audience following the design process. Students will analyse and interpret graphic communications produced by others.

ASSESSMENT:

- Common Assessment Tasks
- Examination

Tasks may include:

- Cover designs
- Product designs
- Poster designs
- House plan designs
- Rendering exercises
- Instrumental drawing

UNIT TITLE: PHOTOGRAPHY**UNIT CODE: 10AP****UNIT DESCRIPTION**

This unit introduces students to digital photography. Students will be taking photographs and experimenting with collage and Photoshop techniques. They will be applying their experience with the camera to look at composition and the art elements and principles. Students will learn technical and creative ways to produce digital photographic displays.

ASSESSMENT:

- Common Assessment Tasks
- Examination

Units of work may include:

- Collage
- Digital prints
- Photoshop
- Theory tasks
- Camera functions
- Presentation

UNIT TITLE: DRAMA

UNIT CODE: 10AD

UNIT DESCRIPTION

Students will participate in workshops and practical activities while researching a variety of work from various historical and cultural aspects.

The units of study will be:

- Naturalism
- Poor Theatre
- Commedia dell'arte
- Greek Theatre
- Elizabethan Theatre

ASSESSMENT:

- Common Assessment Tasks
- Examination

UNIT TITLE: THEATRE STUDIES

UNIT CODE: 10ATSS

UNIT DESCRIPTION

This course aims to teach students about the various elements of stagecraft and stage production. They will interpret a text or excerpts from a text. Students will specialize in at least one stagecraft area such as lighting, set design, sound, makeup, costume or direction. They will research and apply this stagecraft area to a production.

The main focus of this course is different from that of Drama, as the focus is on acting and stage craft in production. Students will be introduced to all aspects of producing a play, from reading a script through to the final performance. This will be the final assessment.

ASSESSMENT:

- Common Assessment Tasks
- Examination

Activities may include:

- Script interpretation
- Direction and Dramaturgy
- Sound and Lighting
- Costume and Make Up
- Stage Management and Publicity

UNIT TITLE: MUSICAL PERFORMANCE**UNIT CODE: 10AM****UNIT DESCRIPTION**

The course covers the following topics:

- **Theory:** Students continue to explore aspects of musical theory, including major and minor scales, chords, intervals and key signatures. Students are introduced to further forms of music notation.
- **Solo and Group Performances:** Students develop their performance based skills both individually and working as part of an ensemble. Students continue to work on skills such as technique and musicianship, repertoire selection and rehearsal strategies. They will continue to develop improvisation and sight reading skills. Students are encouraged to have regular tuition with an instrumental music teacher and present a number of solo and group performances to the class during the semester.
- **Musical Analysis:** Students will study a range of musical elements and styles, analysing form, structure, instrumentation and arrangement.
- **Aural Training:** Students develop their aural skills in music through recognition of the following aspects: intervals, chord recognition and rhythmic dictation.

ASSESSMENT:

- Common Assessment Tasks
- Solo and group performances
- Composition/arrangement
- Written and aural analysis
- Examination

ADDITIONAL INFORMATION

Students are encouraged to learn an instrument either privately or through the school's Instrumental Music Program.

VCE FOR YEAR 10 IN 2017

Students at Lilydale High School may begin their VCE studies by including two VCE units **OR** VET units in their Year 10 program. These units will count towards fulfilling their VCE course requirements. A student is expected to complete Unit 1 in Semester 1. In Semester 2, a student is expected to take Unit 2 of the same course. Due to timetabling restrictions students cannot do both VCE units and VET units.

This innovative programming decision will have many advantages for all our students:

- All students will have gained an understanding of the processes and language of the VCE which should increase their confidence to tackle a full program in Year 11.
- Many students may wish to continue with an accelerated VCE and study Units 3 and 4 in the same subject in Year 11, giving them the potential for a sixth subject to count towards tertiary selection.
- Students are eligible to continue their VCE studies, satisfactorily completed as Units 1 and 2 in Year 10, as a Year 12 3 – 4 sequence in Year 11, **if they have achieved at least a B standard.** The subject teacher's signature will be required on the Year 11 Course Selection Sheet.
- A common grid will be created for all Year 11 and 12 VCE subjects allowing greater flexibility for both the advanced students and those who wish to take their VCE over three years.
- PLEASE NOTE: VCAA study designs are subject to change. Please see the relevant head of department with any concerns or questions.

EACH STUDENT MAY NOMINATE **FOUR** UNITS FROM THE FOLLLOWING VCE/VET SUBJECTS OFFERED BY GIVING A PREFERENCE ORDER.

KEY LEARNING AREA - HUMANITIES**VCE GEOGRAPHY (10HGO)****RATIONALE**

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

STRUCTURE**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.

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 and 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.

ENTRY

There are no prerequisites for entry to Units 1 and 2

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT**Units 1 and 2**

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE HISTORY 20th CENTURY (10HHIS)

RATIONALE

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

STRUCTURE AND UNITS

Unit 1: Twentieth-Century History (1918 - 1939)

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The period after World War One was characterised by significant political, social and cultural change in the contrasting decades of the 1920s and 1930s.

Unit 2: Twentieth-Century History (1945 – 2000)

In this unit, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the back drop for the Cold War. The period also saw challenge and change to the established order in many countries.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE AUSTRALIAN AND GLOBAL POLITICS (10HAGP)

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study, students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Unit 1: The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship.

Unit 2: The global citizen

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'.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE ACCOUNTING (10HACC)

RATIONALE

This study focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communication technology (ICT) methods. Many students will go on to further study in business or finance, and others will go on to become small business owners.

STRUCTURE

Unit 1 Establishing and Operating a Service Business

Students investigate features of successful and unsuccessful businesses, sources of finance and how decisions are made. They are introduced to the processes of gathering and recording financial data, and the reporting and analysing of accounting information for a service business.

Unit 2 Accounting for a Trading Business

Students record and report on financial data for a single activity sole trader using manual and ICT methods and an accounting software package. Students evaluate business performance, suggesting strategies for improved performance.

ENTRY

There are no prerequisites for Units 1 and 2 and 3.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE BUSINESS MANAGEMENT (10HBM)

RATIONALE

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resources manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

STRUCTURE

Unit 1 – Planning a Business

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.

Unit 2 – Establishing a Business

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.

ENTRY

There are no prerequisites for entry to Units 1 and 2

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School assessed coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE ECONOMICS (10HECO)

RATIONALE

Studying Economics will help you to understand what is happening to the Australian and global economies. Learn to analyse government policy and be able to make informed decisions about its potential consequences! When is running a budget deficit a good idea? Why is inflation a problem? What can be done to reduce unemployment? How can we ensure that income and wealth are more fairly distributed? Is an Emission Trading Scheme a good idea? Is there a trade-off between economic growth and the sustainable use of resources? Learn to use cost benefit analysis to make informed decisions. This is a course to help you understand what is actually happening in the world, rather than what the media would like you to believe is happening! In developing your own opinions, you will also be able to make more informed choices in your life and improve your living standards.

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

STRUCTURE

Unit 1 – The behaviour of consumers and businesses

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Unit 2 – Contemporary economic issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE LEGAL STUDIES (10HLS)

RATIONALE

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

STRUCTURE

Unit 1 Criminal Law in Action

This unit introduces sources of law, the need for law, the nature of criminal law, and the role of law enforcement agencies. It provides a brief introduction to a study of the formal court hierarchy, court processes and procedures.

Unit 2 Issues in Civil Law

This unit explores legal issues relating to the law in society and focuses on the effective resolution of civil disputes. It investigates civil law processes. Students have the opportunity to explore a specific area of law.

ENTRY

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

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE PHILOSOPHY (10HPHI)

RATIONALE

This study focuses on key controversies that philosophers have been concerned with for over two thousand years: What is the self? What is reality? Am I free? What ought I to believe? What is right or wrong for me to do?

This study also involves a study of logic and critical thinking. The aim is for students to reason in the most rigorous and logical way possible. Students will learn how to use Rationale argument mapping software.

STRUCTURE

Unit 1 Existence, knowledge and reasoning

This unit deals with what it means to exist as a human being. Are our thoughts and actions determined by the world itself, or are we free to choose what we do and think? What does it mean to go from believing something to saying one knows it? We will also learn some basics of formal reasoning, including some training in logic.

Unit 2 Questions of Value

This unit engages students in philosophical discussion about what we consider to be more or less valuable, including what we believe to be a good or bad experience, or good or bad action. What role should reason, emotion, duty and self-interest have in ethical decision-making? Where do pleasure and pain fit into our decision making?

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

KEY LEARNING AREA PHYSICAL AND SPORT EDUCATION

VCE HEALTH AND HUMAN DEVELOPMENT (10PHHD)

RATIONALE

The VCE Health and Human Development study approaches the concept of 'development' as a continuum that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Unit 4. In Units 1 and 2 the study of human development is about individual change that is a continuous lifelong process beginning at conception and beginning at conception and continuing until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past.

The study is made up of four units.

Unit 1: The health and development of Australia's youth

Unit 2: Individual human development and health issues

Unit 1: The health and development of Australia's youth

In this unit students are introduced to the concepts of health and individual human development. Individual human development is a lifelong, continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. This unit focuses on the health and individual human development of Australia's youth.

Unit 2: Individual human development and health issues

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE OUTDOOR AND ENVIRONMENTAL STUDIES **(10POES)**

RATIONALE

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways, enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in, and contribute to, contemporary society.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

STRUCTURE

The study is made up of four units.

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

Unit 1: Exploring outdoor experiences

Program Cost \$350 (full payment due by December 1, 2016)

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments

Program Cost \$350 (full payment due by 27th April 2017)

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments.

Practical component

This course combines skills developed in the class room and those gained through practical experiences during outdoor field expeditions.

The expeditions will be approximately ½ - 5 days in duration (and could require carrying a FULL rucksack and lightweight camping equipment).

Outdoor field expeditions may include

- Bushwalking
- Snorkelling
- Canoeing
- Rafting
- Surfing
- Orienteering
- Skiing
- Sailing
- Kayaking
- Cycling
- Paddle Boarding
- Rock climbing

Please note

Students will need to supply some protective clothing and equipment including, long sleeve thermal top and bottom, waterproof bushwalking boots, sleeping bag.

Students must complete Unit 1 before undertaking Unit 2.

FULL PAYMENT of \$350 for Unit 1 is required by 1st December, 2016 (to ensure enrolment in the program).

FULL PAYMENT of \$350 for Unit 2 is due by 27th April, 2017.

PLEASE NOTE: There are NO REFUNDS of monies if students withdraw from the subject, are suspended from school, or do not attend one or more practical activities.

KEY LEARNING AREA– SCIENCE

VCE BIOLOGY (10SBIO)

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Unit 1 – How do living things stay alive?

Area of Study 1 – How do organisms function?

Students examine cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students determine that all life is faced with the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.

Area of Study 2 – How do living systems sustain life?

- Students examine adaptations of a range of organisms and consider the homeostatic mechanisms that maintain the internal environment.
- Students explore biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community.
- Students identify a keystone species, and factors affecting population size and growth are analysed.

Area of Study 3 – Practical investigation

- Students design and conduct a practical investigation into the survival of an individual or a species.
- The investigation is to be related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by the student through laboratory work, fieldwork and/or observational studies.

Unit 2 – How is continuity of life contained?

Area of Study 1 – How does reproduction maintain the continuity of life?

- Students compare asexual and sexual reproduction.
- Students explain the cell cycle and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.

Area of Study 2 – How is inheritance explained?

- Students apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts and predict outcomes of genetic crosses.
- Students identify the implications of the use of genetic screening and decision making related to inheritance.

Area of Study 3 – Investigation of an issue

- On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

ASSESSMENT

- Satisfactory completion of all coursework
- Demonstrated achievement of the set Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

KEY LEARNING AREA -TECHNOLOGY

INFORMATION TECHNOLOGY (10TICT)

RATIONALE

This study focuses on the processing of data and the management of information and information systems.

The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

VCE Information Technology equips students with appropriate knowledge and skills to use ICT responsibly and to make informed personal and workplace choices about developments in this exciting field. Students are encouraged to orient themselves towards the future, with an awareness of the technical and societal implications of ICT.

STRUCTURE

The study is made up of six units:

Unit 1 – IT In Action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images to create solutions that can be used to persuade, educate, inform and entertain. Students explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. When creating solutions, students need an understanding of the problem-solving methodology. In this unit the emphasis is on the problem-solving stages of design and development.

Unit 2 – IT Pathways

This unit focuses on how individuals and organisations use ICT to meet a variety 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. Students apply all stages of the problem-solving methodology when creating solutions. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Students work both individually and in teams during this unit.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE FOOD AND TECHNOLOGY (10TFT)

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units. Unit 1: Food origins Unit 2: Food makers

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

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

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.

In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. 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 use practical skills and knowledge to 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. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

ASSESSMENT

- Satisfactory completion of all coursework
- Demonstrated achievement of the set Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

COST

Units 1 & 2 \$140 per year. Due first 4 weeks of Term 1

VCE PRODUCT DESIGN AND TECHNOLOGY (WOOD OR TEXTILES) (10TPDT1)

RATIONALE

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

STRUCTURE

The study is made up of four units. Students have the choice to undertake either Wood or Textiles in the practical component of the subject.

Unit 1

This unit focuses on the analysis, modification and improvement of a product design and emphasises materials' sustainability. It provides a structured approach towards the design process and looks at examples of design practice used by a fashion designer, and analysis and evaluation of a design.

Unit 2

In this unit, each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where fashion designers often work within a multidisciplinary team to develop solutions to design problems.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

COST

Product cost

Students undertaking this course must be prepared to purchase the necessary materials, sewing kits and A3 display folder.

VCE SYSTEMS ENGINEERING (10TSE)

STRUCTURE

The study is made up of four units.

Unit 1

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.

Unit 2

In this unit, students study fundamental electro-technology principles, including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied in order to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the construction of a functional system.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

COST

Product Cost.

KEY LEARNING AREA - THE ARTS

VCE ART (10AART)

RATIONALE

This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through investigation and experimentation. Inter media and cross media investigations are an integral part of this exploratory process. This study also equips students to respond to art in an informed and articulate manner.

STRUCTURE

The study is made up of four units.

Unit 1

This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

Unit 2

This unit focuses on the development of art works demonstrating effective working methods and studying the roles of artists and their innovative and personal involvement in art.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE STUDIO ARTS

Studio Arts is offered in:

- **Ceramics and (10ASAC)**
- **Photography (10ASAP)**

RATIONALE

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

STRUCTURE

The study is made up of four units.

Unit 1: Artistic inspiration and techniques

Unit 2: Design exploration and concepts

Unit 1

The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations are also examined.

Unit 2

The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE MEDIA (10AMED)

RATIONALE

The media has a significant impact on people's lives. The media entertains, educates, informs and provides channels of communication. The media not only comments on culture, it also reflects the society which creates it. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

STRUCTURE

Unit 1

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2

The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE THEATRE STUDIES (10ATS)

RATIONALE

Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes. Theatrical practices have developed, and influenced culture more generally, over centuries and through the variety of productions in a range of spaces and venues.

VCE Theatre Studies develops, refines and enhances students' analytical, evaluative and critical thinking, and their expression, and problem-solving and design skills. Through study and practice in theatrical analysis, playscript interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge.

The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.

STRUCTURE

The study is made up of four units:

Unit 1: Pre-modern theatre

Unit 2: Modern theatre

Unit 3: Playscript interpretation

Unit 4: Performance interpretation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

ENTRY

There are no prerequisites for entry into Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework.
- Demonstrated achievement of Outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

VCE DRAMA (10ADRA)

RATIONALE

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

STRUCTURE

The study is made up of four units.

Unit 1: Dramatic storytelling

Unit 2: Non-naturalistic Australian drama

Unit 3: Devised non-naturalistic ensemble performance

Unit 4: Non-naturalistic solo performance

ENTRY

There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT

- Satisfactory completion of all coursework
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School assessed coursework – Graded A+ to UG.
- Learning Outcomes awarded: S or N

VCE MUSIC PERFORMANCE (10AMUS)

RATIONALE

This study develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of music works, and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

Units 1 and 2

These units focus on achieving flexibility in music performance. Students will demonstrate performance skills by presenting prepared works; develop performance technique on their selected instrument; and study written and aural musical transcriptions and notation. Students will also develop an understanding of the interpretive elements of music through composition, improvisation and analysis.

ENTRY

Students are required to have at least two years of experience on their selected instrument prior to Year 11. Students must undertake Unit 3 prior to undertaking Unit 4. Students may elect to do all four units in this study. They must undertake individual instrument or voice lessons with an instrumental teacher experienced in teaching to VCE standards. Students would benefit from having successfully completed Year 10 Music and gaining a basic ability to read and write music prior to entry to this subject.

ASSESSMENT

- Satisfactory completion of all coursework
- Demonstrated achievement of the Outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

- School Assessed Coursework – awarded grade A+ to UG.
- Learning Outcomes awarded: S or N

YEAR 10 SUBJECT FEE SCHEDULE

Physical and Sport Education

Sport Science	\$ 15
Excellence in Sport – Australian Rules Football	\$250
Excellence in Sport – Basketball	\$250
Excellence in Sport – Netball	\$250
Excellence in Sport – Tennis	\$250

Technology

Materials and Design	Cost of materials
Wood	Cost of materials
Textiles	\$20
Home Economics - Food and Culture	\$70
Home Economics - Catering and Food Technology	\$70
Automotive Systems	\$20

VCE SUBJECT FEE SCHEDULE

Physical and Sport Education

Outdoor Education Unit 1	\$350 to be paid by 1/12/16*
Outdoor Education Unit 2	\$350 to be paid by 27/4/17*

*PLEASE NOTE: There are NO REFUNDS of monies if students withdraw from the subject, are suspended from school, or do not attend one or more practical activities.

Technology

Design and Technology (Wood or Textiles) Units 1 & 2	Product cost
Food Technology Units 1 & 2	\$140
Systems Engineering	Product cost

VCE VET COURSES OFFERED WITHIN THE YVVC CLUSTER
FOR 2017

Following are the VET courses offered through the YVVC, which allows students to attend on Wednesday to locations in the Yarra Valley area and also keeps course cost to a minimum.

PLEASE NOTE:

The following information is based on 2016 information. At this time we are unable to give an accurate cost for each of the VET courses. We will require a \$100 initial payment from ALL VET students to be made to Lilydale High School by 2nd December to confirm your child's commitment to their chosen VET course. No guarantee can be given that every VET course will run or that every student will gain a place in their chosen VET course. VET courses will run based on student numbers across the cluster of participating schools.

Confirmation of VET courses will not be available until Term 4.

Please attend the Careers Office for further information.

CERTIFICATE II IN ACTING AND CERTIFICATE III IN ACTING

Certificate II: The first year course focuses on an overview of the film and TV industry, governing bodies, film and TV careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of camera. Practical filming lessons alternate with theory lessons.

Certificate III: This course focuses on an overview of the film and TV industry, governing bodies, film and TV careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of camera. Practical filming lessons alternate with theory lessons. The second year focuses on rehearsing and performing scripts, performance in front of camera, screen tests, rehearsing and filming scenes and styles, protocols and knowledge of the film and TV industry, camera techniques and filming styles. Students elect one extra unit of competency with each having a focus on a specific party of the industry; script writing, presenting to camera, teaching, hair & make-up and technical (camera operator, editor, lighting).

Materials cost - \$760 – 1st Year \$695 – 2nd Year

Provider – Lilydale High School (Australian College of Dramatic Arts)

Location - Lilydale High School, Melba Avenue, Lilydale

Class Time - 1st year - Wednesday 1 pm – 4 pm
2nd year - Wednesday 4 pm – 7 pm

Employment Opportunities - This course will provide pathways and options for further training and/or career opportunities in the arts: Acting—film, television, theatre technical—crew, lighting, sound, sets, stage manager, designer, makeup

Further Study Pathways - Successful completion will assist students to audition/apply for performing arts courses such as:
 Bachelor of Arts (Theatre) - Charles Sturt University (NSW)
 Diploma of Dramatic Art in Acting (NIDA)
 Diploma of Design (NIDA)
 Diploma of Technical Production (NIDA)
 Associate Diploma of Dramatic Arts in theatre Crafts (NIDA)
 Bachelor of Creative Arts (Drama) or (Dance) – Deakin University
 Graduate Diploma of Dramatic Art in Voice Studies (NIDA)
 Graduate Diploma of Dramatic Art in Movement (NIDA)
 Graduate Diploma in Production Management (NIDA)
 Bachelor of Fine Arts (Production) University of Melbourne
 Bachelor of Arts in Drama— Flinders University
 Bachelor of Arts—Performing Arts Federation University
 Associate Diploma of Arts (Theatre Technology and Small Companies) TAFE Victoria (Box Hill, Holmesglen, NMIT, Swinburne)

Complimentary VCE subjects: Drama, Theatre studies

Subject credits - This program can be included as 4 VCE units in a student's course as block credit for ATAR.

CERTIFICATE II IN ANIMAL STUDIES

Course outline - This course aims to provide training and skill development in areas of the animal care and management industry. This includes animal husbandry techniques, animal health requirements, maintenance of enclosures, presenting information to the public, animal first aid and medical treatment, record keeping, breeding of animals, animal legislation, animal behaviour and animal anatomy. It provides a general overview, training and skills for entry into the animal care and management industry.

Materials cost - \$760 – 1st Year \$695 – 2nd Year

Provider – Lilydale High School (Box Hill Institute)

Location – Lilydale High School, Melba Avenue Lilydale

Class Time - Wednesday 9 am - 1 pm (1st year)
Wednesday 1.30 pm - 5.30 pm (2nd year)

Employment Opportunities - A student who successfully completes the program will have attained the necessary theoretical and practical skills required for entry level to welfare organisations, animal rescue centres, pet retail shops, pet boarding facilities and pet grooming services.

Further Study Pathways - After completing the Certificate II in Animal Studies, students may be eligible to continue on to study:

- Diploma of Animal Technology
- Certificate III in Companion Animal Services
- Certificate III in Captive Animals
- Certificate III in Equine
- Certificate IV in Veterinary Nursing

Complementary VCE Subjects: Biology

Subject credits - Credit in the VCE: Students who complete ACM20110 *Certificate II in Animal Studies* will be eligible for up to four units credit towards their VCE. Students who successfully complete a Units 3 & 4 sequence will receive a 10% increment on their ATAR

CERTIFICATE II IN APPLIED FASHION

Course outline - The fashion industry employs a huge diversity of skilled people. If you have an interest in any aspect of the industry - designing, marketing, styling, costuming, buying, or setting up your own business, then this course will give you the qualifications and folio to apply for entry into a Diploma or Certificate IV course at other tertiary institutions. This course aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing related industries. It also aims to enable participants to gain a recognized credential and make a more informed choice of vocation and career paths.

Materials cost - \$450 – 1st Year \$450 – 2nd Year

Provider - Healesville Living and Learning Centre

Location - 1 Badger Creek Road, Healesville 3777.

Class Time - Wednesday 9.30 am - 12.30 pm (1st year)
Wednesday 1.00 pm – 4.30 pm (2nd year)

Employment Opportunities - Fashion Designer, Fashion Retail Buyer, Milliner, Textile designer, Fashion merchandiser

Further Study Pathways –
Bachelor of Fashion (Merchandise Management)
Advanced Diploma in Fashion and textile Merchandising (Fashion Buyer)
Bachelor of fashion design
Bachelor of Fashion Merchandising

Complementary VCE subjects: Product Design and Technology (Textiles), Visual Communications

Subject credits -
Students who complete the Applied Fashion Design and Technology program will be eligible for up to four units of credit towards their VCE: two units at Units 1 and 2, and a Units 3 and 4 sequence. Students who receive a Units 3 and 4 sequence will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled subjects).

**Automotive (Paint and Panel)
Certificate II in Automotive Studies (Paint & Panel)**

Course outline - The Certificate II in Automotive Studies (Paint & Panel) is a pathway to employment and is an opportunity to further the student's interest in the field. It provides students with the knowledge and skills to assist them in gaining employment in the automotive repair, service and retail sectors.

Materials cost - \$400 – 1st Year \$400 – 2nd Year

Provider - Healesville High School

Location - Healesville High School, Camerons Rd, Healesville

Class Time - Wednesday All day

Employment Opportunities - A student who successfully completes the Certificate II Automotive Studies (Vehicle Painting and Panel Beating) will find employment opportunities in apprenticeships in the fields of Panel Beater; Vehicle Painter/Spray Painter; Car Detailer; Window Tinter; Vehicle dismantler; Vehicle body builder; Mechanic

Further Study Pathways –
Certificate III in Automotive (Paint & Panel) (Apprenticeship course)

Complementary VCE Subjects – Systems Engineering, Product and Design Technology

Subject credits - On completion of the Certificate II in Automotive Technology Studies, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Units 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit for their ATAR.

CERTIFICATE II IN AUTOMOTIVE TECHNOLOGY

Course outline - This program will give you the hands on skills and basic mechanical knowledge which will help you to find an automotive apprenticeship. It will make you job ready and will give you the opportunity to pursue a career in automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.

Materials cost - \$400 – 1st Year \$400 – 2nd Year

Provider - Yarra Hills Secondary College

Location - Yarra Hills Secondary College, Reay Road, Mooroolbark

Class Time - Wednesday 8.30 am – 3.15 pm for both 1st and 2nd year

Employment Opportunities - A student who successfully completes the Certificate II in Automotive Technology Studies will find employment opportunities in apprenticeships in the fields of Auto Electrician, Mechanic, Spare Parts and Retail.

Further Study Pathways –
 Certificate IV in Automotive Studies
 Diploma of Automotive Studies
 Advanced Diploma in Automotive Studies

Complementary VCE subjects – Systems Engineering, Physics

Subject credits - On completion of the Certificate II in Auto-motive Technology Studies, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit for their ATAR.

CERTIFICATE II IN BUILDING AND CONSTRUCTION (Carpentry) (Partial completion of Pre-apprenticeship – full completion with extra time at the end of the course)

Course outline - This course is designed for people wanting to enter the building and construction industry to become apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building and construction industry and equip students with the ability to work safely in the industry. On successful completion of this program students doing the partial completion course will have completed two thirds of the Certificate II in Building and Construction (Carpentry) Pre-apprenticeship. Students will have the opportunity to complete the full Certificate II after successfully completing the VET course.

Materials cost - : \$309 – 1st Year \$309 – 2nd Year

Provider - Box Hill Institute – Lilydale Campus

Location – Box Hill Institute – Lilydale Campus

Class Time – Wednesday 1.30 pm – 5.00 pm

Employment Opportunities - A student who successfully completes the course in Building and Construction will find employment opportunities in apprenticeship in the field of building and construction, for example: Building site administration, Foremanship, Building administration, Estimation, Building inspection, Electronic, Building services, Drafting (architectural), Union administration, Contract administration

Further Study Pathways –

- Building
- Building Engineering
- Building Surveying and Quantity Surveying
- Architecture
- Interior Design
- Civil/Electrical/Electronics
- Mechanical Engineering

Complementary VCE Subjects – Product Design and Technology (Wood)

Subject credits - On completion of the course in Building and Construction, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at Unit 1-2 level and two VCE VET units are deemed to be at 3-4 level. Partial completion of the program entitles students to a pro rata number of VCE VET units. All completed VCE VET units will be recorded on the VCE Statement of Results. Students will receive block credit towards their ATAR.

CERT IV CISCO (partial completion only)

Course outline -

The Cisco CCNA v5 networking program is a highly respected worldwide industry qualification that aims to give students skills and knowledge in information technology, networking, wireless technologies, security and connectivity technologies, including mobile devices and general issues to do with how to connect, maintain and expand computer networks.

Materials cost - \$150

Provider -

Ringwood Trade Training Facility

Location – RTTF, Bedford Rd, Ringwood

Class Time – Wednesday 1 - 5.30 pm

Employment Opportunities –

Database Administrator
Data Entry Operator
Information Technology
Network Manager
Software Designer
Software Testing
Systems Administrator
Systems Administration Support

Further Study Pathways –

Certificate III in Information Technology
Certificate IV in Information Technology
Diploma in Information Technology

Complementary VCE subjects – Information Technology

Subject credits - On successful completion of Program A, students will gain recognition for a VCE Units 3&4 sequence. On successful completion of Program B, students will gain recognition for a Units 3 & 4 sequence. Students who receive two Units 3 & 4 sequences through Cisco CCNA v5 Routing & Switching, will be eligible for two increments towards their ATAR (10% of the average of the primary four scaled studies) subject to VTAC policy.

CERTIFICATE II IN EQUINE STUDIES

Course outline – The aim of the Certificate II in Equine Studies is to prepare students to work in equine related industries. The course covers: handling horses safely, providing daily care for horses, providing basic emergency life support, working effectively in the equine industry and for equine organisations. The second year covers: equine form and function, equine anatomy and physiology, monitoring horse health and welfare, determining the nutritional requirements for horses and responding to equine injury and disease

Materials cost - \$1525 – 1st Year \$1298 – 2nd Year

Provider – Box Hill Institute

Location – Box Hill Institute, Elgar Rd, Box Hill
(Part of this course is run at an off-site location)

Class Time – Wednesday 2 pm – 5.30 pm

Employment Opportunities – Farrier, Horse Trainer, Jockey, Racing Steward, Stable Hand, Veterinary Nurse

Further Study Pathways –
Bachelor of Equine Studies
Diploma of Equine Stud Management
Diploma of Sports Marketing
Diploma of Race (Thoroughbred) Training
Certificate IV in Horse Management
Certificate IV in Veterinary Nursing
Certificate III in Farrier
Certificate III in Racing Steward

Complementary VCE Subjects - Biology

Subject credits - Students will be eligible for up to 4 units of credit, 2 units at the Units 1&2 level and two units at Units 3 & 4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence of Program 2: Certificate II in Equine Industry must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

CERTIFICATE II IN HAIRDRESSING (ONE YEAR ONLY)

Course outline –

Certificate II in Hairdressing SIH20111 covers the necessary skills and knowledge needed prior to undertaking a full qualification within the hairdressing industry. Hairdressing is a very diverse, creative and rewarding career, with many opportunities that may present to the individual, such as: Gaining employment within your chosen area, opening your own business, running your own home-based business, working with hair in the fashion or film industry or working in the education sector.

Materials cost - \$350

Provider – ITS Academy

Location – 32 Station Street, Bayswater

Class Time – Wednesday 1.00 – 5.00 pm

Employment Opportunities -

Hairdresser
Retail Sales
Salon Assistant
Salon Manager

Further Study Pathways -

Certificate III in Hairdressing
Certificate IV in Hairdressing
Advanced Diploma in Hairdressing
Apprenticeship in Hairdressing

Complementary VCE subjects – Art, Business Management, Psychology, Studio Arts

Subject credits - Block credit recognition is available for this program. Only credit at Units 1 and 2 level is available for this program

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (HEALTH CARE AND NURSING)

Course outline - This course is designed for those who care for clients under the supervision of health professional staff in a hospital. The Patient Services Assistant (PSA) stream will teach you how to comply with infection control policies and procedures in health work, understand basic medical terminology, maintain a high standard of client service and provide support in areas such as patient/client transport, meal service and environmental services. Applicants may choose to enrol in additional units recommended for assisting in nursing work in acute care.

Materials cost – \$211.50 – 1st Year \$260 – 2nd Year

Provider
1st and 2nd Year – Box Hill Institute – Lilydale Campus

Location
1st and 2nd year – Box Hill Institute – Lilydale Campus

Class Time
Wednesday 1st year - 1.30 pm – 6.30 pm

Employment Opportunities – This course may provide you with employment opportunities as: support worker, orderly, patient service attendant, wards assistant and patient support or care assistant in a hospital.

Further Study Pathways -
Certificate IV in Aged Care Work
Certificate IV in Community Services (Lifestyle and Leisure)
Certificate IV in Disability Work
Certificate IV in Health (Enrolled/Division 2 Nursing)
Diploma of Nursing

Complementary VCE subjects – Biology, Health and Human Development, Physical Education, Psychology, Chemistry

Subject credits - On completion of the certificate students are eligible for a minimum of two Units 3&4 sequences.

CERTIFICATE II IN HORTICULTURE

Course outline - The program is designed to provide students with an understanding of the practices that occur in horticultural operation and allow them to experience and develop horticultural skills in real workplace situations.

Materials cost - \$614

Provider

1st and 2nd Year – Ranges Tech (Mt Evelyn Christian School) 11.30am – 5.00pm

Location

1st and 2nd year – York Rd, Mt Evelyn

Class Time

1st year 11.30 am – 5.00 pm

2nd year 11.30 am – 5.00 pm

Employment Opportunities - This qualification is nationally recognised with competency standards to provide a solid foundation for employment or further studies in the horticultural industry. Many horticultural enterprises within our region are mixed activities operations, and the industry needs employees who are multi skilled across the main areas of horticultural work. Due to the programs multi sector approach it enables students to develop skills suitable to a range of enterprises. It will also enable students to experience different fields of horticulture, which will help them to decide on future study or career paths.

Further Study Pathways -

Certificate III in Horticulture

Certificate III in Horticulture – Landscape

Certificate III in Irrigation

Certificate IV in Conservation and Land Management

Certificate IV in Horticulture

Diploma in Horticulture

Diploma in Conservation and Land Management

Advanced Diploma in Conservation and Land Management

Complementary VCE subjects – Biology, Visual Communications and Design

Subject credits - On completion of the certificate, students are eligible for four VCE VET units on their Statement of Results. Two VCE VET units are deemed to be at Units 1 & 2 level and two VCE VET units are deemed to be at Units 3 & 4 level. Students cannot be signed off as having achieved the units of competence comprising a VCE VET unit until workplace demonstration of competence has been observed and documented by the workplace supervisor and the assessor. Students will receive block credit towards their ATAR at the completion of the 2nd year course.

CERTIFICATE III IN HOSPITALITY (CATERING OPERATIONS)

Course outline - This training program aims to give students an overview of the hospitality industry and the potential career paths within it. The training program incorporates the following key competencies: collecting, analysing and organising information, communicating ideas and information, planning and organising, working with others, using mathematical ideas and techniques, solving problems, and using technology.

Materials cost - \$450 – 1st Year \$450 – 2nd Year

Provider –
 Mount Lilydale Mercy College 1.00 — 5.00 pm (1st Year)
 Upper Yarra Secondary College 1.00 – 5.00 pm (2nd Year)

Location -
 1st year - Mount Lilydale Mercy College, Anderson Street, Lilydale
 2nd year - Upper Yarra Secondary College, 81 Little Yarra Rd, Yarra Junction

Class Time -
 1st and 2nd year - Wednesday 1.00 — 5.00 pm (Units 1 & 2)

Employment Opportunities - The Certificate II in Hospitality is a course that provides pathways to further education and entry level employment opportunities in the hospitality industry. The Certificate II program is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the hospitality industry, e.g. chef, waiter etc. Students also wishing to pursue a career in hotel and resort management or tourism would benefit from completing the certificate.

Further Study Pathways –
 Certificate or Diploma in Hospitality.
 Certificate of Diploma in Tourism.
 Some TAFE courses have articulation arrangements into hospitality & business degree courses.
 PATHWAYS to HIGHER EDUCATION - Depending on subjects selected—
 hospitality degree and any number of general degrees in business, humanities etc.

Complementary VCE Subjects – Food Technology

Subject credits - Year One - Certificate II in Hospitality is completed over two years. On the successful completion of the first year of study, students are eligible for recognition for two VCE VET units at Unit 1-2 level.
 Year Two - On completion of the second year of the program students are eligible for a total (including year 11 units) of four VCE VET units on their VCE Statement of Results. Two of the VCE VET units are deemed to be at Unit 1-2 level and two are deemed to be Unit 3-4 level. Students interested in the scored assessment should complete the VCAA exam at the conclusion of the second year.

CERTIFICATE II MAKE UP AND SKIN CARE (ONE YEAR COURSE)

Course outline -

In the beauty industry, make-up is an art form and the human face is your canvas. If beauty is your passion, this course will teach you the vast range of skills required to become a make-up consultant. You will learn how to apply day, evening, photographic and camouflage make-up, false eyelash application and ear piercing. Along with these practical skills you will also learn the communication and retail skills vital for a career as a makeup consultant. On-the-job placement is a required part of this course, so you will get to put your skills into practice in a real working environment. This course is completed over one year.

Materials cost - \$550

Provider -
ITS Academy

Location -
ITS Academy, 32 Station Street, Bayswater

Class Time - Wednesday 9.30 am – 12.00 pm

Employment Opportunities –
Aromatherapy
Beauty Therapist
Make-Up Artist
Nail Technician
Retail Sales
Salon Manager

Further Study Pathways –
Certificate III in Beauty
Certificate IV in Beauty Therapy
Diploma of Beauty Therapy

Complementary VCE subjects – Art/Studio Art

Subject credits - Only credit at Units 1 and 2 level is available for this program.

CERTIFICATE III INFORMATION TECHNOLOGY (partial completion only)

Course outline - The competencies for completion of Certificate II and III in Information Technology are designed to equip students with the foundational skills and knowledge they need to function effectively in the IT environment in the workplace. This course is only a partial completion of Certificate III in Information Technology.

Materials cost - \$100

Provider – Lilydale Heights College

Location – Lilydale Heights College, 17 Nelson Rd, Lilydale

Class Time – Wednesday 1.30 pm - 5.00 pm

Employment Opportunities –
 Computer Programmer
 Database Administrator
 Data Entry Operator
 Information Technology
 Network Manager
 Software Designer
 Software Testing
 Systems Administrator

Further Study Pathways -
 Certificate III in Information Technology
 Certificate IV in Information Technology
 Diploma in Information Technology

Complementary VCE subjects – Information Technology

Subject credits - VCE: Students will be eligible for two units of credit at the 1&2 level and two units at the 3&4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Information Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

CERTIFICATE III MEDIA

Course outline -

Students will develop skills in designing for a range of specific audiences and working with audio, video, photography, complex graphics, web design, motion graphics and 2D animation. Successful completion of the Certificate will support students entering further studies and enhancing opportunities for other vocational and post-secondary educational pathways.

Materials cost - \$150

Provider – Mt Lilydale Mercy College

Location – Mt Lilydale Mercy College, Anderson Street, Lilydale

Class Time – Wednesday 1.00 pm – 5.00 pm

Employment Opportunities –

- Editor
- Games Developer
- Graphic Designer
- Media Producer
- Multimedia Developer
- Photographer
- Publisher
- Screen Printer
- Webpage Designer

Further Study Pathways - Advanced Diploma of Interactive Media

Related fields;

- Art/Studio Arts
- Information Technology
- Media Studies
- Visual Communication and Design

Subject credits; Students will be eligible for up to 4 units, 2 units at the 1&2 level and 2 units at the 3&4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

CERTIFICATE III MUSIC

Course outline -

The VCE VET Music program aims to:

- Provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

Materials cost - \$140 – 1st Year \$140 – 2nd Year

Provider - Billanook College

Location – Billanook College, 197-199 Cardigan Rd, Mooroolbark

Class Time - Wednesday 1.00 pm – 5.00 pm

Employment Opportunities –

Artist/venue manager
Instrumental music teacher
Live sound engineer
Musician
Performer
Recording engineer

Further Study Pathways - Certificate IV in Music Industry (Technical Production)

Complementary VCE Subjects - Music Performance

Subject credits - VCE: Students will be eligible for up to 4 units of credit, 2 units at the 1&2 level and 2 units at 3&4. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

CERTIFICATE II PLUMBING

Course outline - Seeking entry to the plumbing industry or want to prepare for a plumbing and gas fitting apprenticeship? This course is specifically designed to achieve those goals. It introduces students to the skills needed by plumbers who fabricate, install, test and maintain pipes and gas lines; sanitary fixtures and fittings; roofing and regulators; sanitary and drainage and mechanical services. Plumbers may also be required to install equipment such as boilers, pumps, heating and cooling systems, natural gas ovens, water tanks and solar heating systems.

Materials cost - \$275 – 1st Year \$270 – 2nd Year

Provider – Box Hill Institute – Lilydale Campus

Location – Box Hill Institute – Lilydale Campus

Class Time – Wednesday 1.30 pm – 4.30 pm

Employment Opportunities - Apprentice plumber

Further Study Pathways - Plumbing apprenticeship

Complementary VCE subjects –
Business Management
English
Further Mathematics

Subject credits - VCE: Block credit recognition is available for this program. Only credit at Units 1 and 2 level is available for this program not Units 3 or 4.

COMMUNITY SERVICES

CHC22015 Certificate II in Community Services and selected units of competency from CHC32015 Certificate III in Community Services

What qualification is issued on course completion?

On successful completion of Units 1 & 2, you will be eligible for a statement of attainment towards the completion of CHC22015 – Certificate II in Community Services.

On successful completion of Units 3 & 4, you will be eligible for a Certificate II in Community Services (CHC22015) and a statement of attainment towards the completion of CHC32015 – Certificate III in Community Services.

Course Summary

This course will provide you with an opportunity to learn about the community services sector and explore specific contexts of work. The course will develop your skills in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

Where are the classes held?

Box Hill Lilydale Lakeside Campus: 34 John Street, Lilydale

Course Length

Part Time 2 Years

Wednesdays 1:30pm to 4:30pm

Program Outline

UNITS 1&2 – YEAR 1

Unit Code Unit Title

BSBWOR202 Organise and complete daily work activities

CHCCOM001 Provide first point of contact

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

HLTWHS001 Participate in work health and safety

HLTAID003 Provide first aid

HCECE004 Promote and Provide healthy food and drinks

FSKDIG03 Use digital technology for routine workplace tasks

CHCVOL001 Be an effective volunteer

UNITS 3&4 – YEAR 2

CHCCCS016 Respond to client needs

CHCCDE003 Work within a community development framework

CHCCDE004 Implement participation and engagement strategies

Structured Workplace Learning

Students must undertake 120 hours of structured workplace learning in a registered community services setting. Students complete the hours across the program with 60 hours in the first year and 60 hours in the second year. It is the students' responsibility and the school to ensure that this requirement is organised and met in consultation with Box Hill Institute.

Material Costs

Units 1&2 \$90.00

Units 3&4 \$90.00

Special Requirement

Throughout the course students will undertake a range of projects and engage with relevant community services workplaces. This may require some supervised volunteer work during the course.

Study Pathways

After completion of this program, you may wish to apply for entry into the Certificate IV in Community Services.

Career Outcomes

After successful completion of this course you may apply for roles as a community services worker who provides a first point of contact and assists individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

Contribution to VCE, VCAL & ATAR

On successful completion of Units 1 & 2 of CHC22015 Certificate II in Community Services, you will be eligible for recognition of up to three VCE units at Units 1 & 2 level. On successful completion of Units 3 & 4, you will be eligible for a VCE Units 3 & 4 sequence.

From 2017, a study score will be available for this program.

To be eligible for a study score, you must:

- satisfactorily achieve all the units of competency designated as the scored units 3 & 4 sequence

- be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide
- undertake a written examination in the end-of-year examination period, based on the compulsory units of competency in the Units 3 & 4 sequence.

Box Hill Institute Contact

Phone: 1300 269 445

SPORT AND RECREATION

SIS30513 Certificate III Sport and Recreation

The course details outlined may change slightly in response to revisions within the SIS Training Package. In 2017 the course will be drawn from the SIS30115 – Certificate III in Sport and Recreation

What qualification is issued on course completion?

SIS30513 – Certificate III Sport and Recreation

Course Summary

This course is designed as an introduction to the areas of sport, recreation and fitness for delivery as part of a VCAL or VET in Schools Program. You will learn how to plan and conduct sport and recreation sessions, conduct basic warm-up and cool-down programs, maintain sport, fitness and recreation facilities, and provide customer service.

Where are the classes held?

Box Hill Lilydale Lakeside

Campus: Jarlo Drive, Lilydale

Course Length

Part Time 2 Years

Wednesdays 1:30pm to 5:00pm

Program Outline

UNITS 1&2 – YEAR 1

Unit Code Unit Title

BSBCRT301A Develop and extend critical and creative thinking skills

BSBWOR301B Organise personal work priorities and development

HLTAID003 Provide first aid

ICAWEB201A Use social media tools for collaboration and engagement

SISXCCS201A Provide customer service

SISXEMR201A Respond to emergency situations

SISXWHS101 Follow work health and safety policies

SISSSCO101 Develop and update knowledge of coaching practices

SISXFAC208 Maintain sport, fitness and recreation facilities

UNITS 3&4 – YEAR 2

SISXCAI303A Plan and conduct sport and recreation sessions

SITXCOM401 Manage conflict

SISXRSK301A Undertake risk analysis of activities

SISXCAI306A Facilitate groups

SISSSPT303A Conduct basic warm-up and cool-down programs

SISXRES301A Provide public education on the use of resources

SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines

Material Costs

Units 1&2 \$200.00

Units 3&4 \$200.00

Uniform Requirements

Although not always required it would be suggested that students attend prepared for participation in Sport and Fitness, wearing suitable shoes.

Study Pathways

After successful completion you may wish to apply for entry into a number of areas in sport, recreation and fitness. At Box Hill Institute you can apply for further study in the Certificate III & IV in Fitness or the Diploma of Sport Development or the Diploma of Sport and Recreation Management. You may also wish to consider a number of degree level courses in similar areas of study.

Career Outcomes

As this course is designed as a pathway to further study, employment opportunities following further study are likely to be in a number of areas across the sport, recreation and fitness sectors and will depend upon specialisations or choices of electives in future courses of study. Future opportunities for employment are likely to be in the areas of fitness, sport science, sport development, sport management, sport facility management or event management.

Contribution to VCE, VCAL & ATAR

Students who complete SIS30513 Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards their

VCE at Units 3 and 4 level including a Units 3 and 4 sequence. Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. **Where a student who opts out of scored assessment in the VCE VET sport and Recreation program will not be eligible for a contribution towards their ATAR.**

LABORATORY SKILLS

MSL30109 Certificate III in Laboratory Skills

The course details outlined may change slightly in response to revisions within the MSL Training Package. In 2017 the course will be drawn from the MSL30116 – Certificate III in Laboratory Skills.

Course Summary

The Certificate III in Laboratory Skills is a general course developed for inclusion as a school program (VCE or VCAL). This course is designed to provide you with entry level technical training in laboratory skills across a range of industries. It will also assist you in making an informed decision as to whether or not you would like to pursue a career within the science industry.

Units 1 and 2 of the program include occupational health and safety awareness, recording and presenting data, planning and conducting laboratory/field work, performing a range of basic laboratory tests and maintaining the laboratory fit for purpose.

Units 3 and 4 offer scored assessment that contributes to your ATAR. Units in the second year include perform aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and culture media and performing microscopic examinations. The Units 3 and 4 of the VCE VET Laboratory Skills are not designed as stand-alone units.

Where are the classes held?

Lilydale Lakeside

Campus: Jarlo Drive, Lilydale

Course Length

Part Time 2 Years

Wednesdays 1:30pm to 5:00pm

Program Outline

UNITS 1&2 – YEAR 1

Unit Code Unit Title

MSAENV272B Participate in environmentally sustainable work practices

MSL913001A Communicate with other people

MSL913002A Plan and conduct laboratory/field work

MSL922001A Record and present data

MSL943002A Participate in laboratory/field workplace safety

MSL933001A Maintain the laboratory/field workplace fit for purpose

MSL973001A Perform basic tests

MSL953001A Receive and prepare samples for testing

UNITS 3&4 – YEAR 2

MSL933002A Contribute to the achievement of quality objectives

MSL973004A Perform aseptic techniques

MSL973002A Prepare working solutions

MSL973007A Perform microscopic examination

MSL973003A Prepare culture media

Material Costs

First Year \$440.50

Second Year \$300.00

Uniform Requirements

Closed toe shoes are required at all times. Laboratory coats and personal protective equipment will be provided.

Special Requirement

All prospective students must attend an information session in December. Details about the information session will be sent to prospective students once an application form has been submitted.

Study Pathways

You may be eligible to progress to a Certificate IV in Laboratory Techniques, Diploma of Laboratory Technology or Higher Education qualifications (Degree or Associate Degree qualifications).

Career Outcomes

The Certificate III in Laboratory Skills may lead you to apply for entry level employment as a sampler or tester, or laboratory/field assistant.

Contribution to VCE, VCAL & ATAR

Credit in the VCE. Students who complete MSL30109 Certificate III in Laboratory Skills will be eligible for up to six units of credit towards their VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence.

Note: The Units 3 and 4 sequence of VCE VET Laboratory Skills is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Laboratory Skills, no contribution to the ATAR will be available.

GRAPHIC DESIGN – DESIGN FUNDAMENTALS

CUA30715 Certificate III in Design Fundamentals

Note: This course will be replaced by the new training package CUA30715. There will be minor changes to the course information listed on this page.

What qualification is issued on course completion?

CUA30715 – Certificate III in Design Fundamentals

Course Summary

This entry level design course will help you build a strong foundation of graphic design skills. The training program covers the basics of design which can be applied to any design area including graphic design, fashion and interior design.

Where are the classes held?

Box Hill Lilydale Lakeside, Campus Jarlo Drive, Lilydale

Course Length

Part Time 2 Years Wednesdays 1:30pm to 5pm

Program Outline

YEAR 1

Unit Code Unit Title

BSBDES301A Explore the use of colour

BSBDES304A Source and apply design industry knowledge

BSBWHS201A Contribute to health and safety of self and others

BSBDES302A Explore and apply the creative design process to 2D forms

BSBDES201A Follow a design process

CUVACD301A Produce drawings to communicate ideas

YEAR 2

BSBDES303A Explore and apply the creative design process to 3D forms

CUFDIG303A Produce and prepare photo images

ICPPRP221 Select and apply type

ICPPRP325 Create graphics using a graphics application

CUVPRP301A Produce creative work

CUVPHI302A Capture photographic images

Structured Workplace Learning

Nil

Material Costs

Year 1 \$175.00 Year 2 \$175.00

Students will be required to purchase additional materials if they wish to retain their projects.

Study Pathways

After successful completion of this program you may wish to apply for entry into one of the following:

>>Certificate IV in Design

>>Diploma of Applied Fashion Design and Technology

>>Diploma of Interior Design and Decoration

Career Outcomes

This qualification provides a pathway into a career in design. This may be in a junior role working with a designer. Additionally, this is a foundation for further study in wide range of design areas including fashion and graphic design.

Contribution to the VCE, VCAL & ATAR

Block credit recognition. Under block credit recognition, credit toward the VCE is determined by the AQF level at which the units of competency/modules (UoC/Ms) are recognised and the nominal hours of training completed.

The following guidelines apply:

>>Attainment of UoC/Ms at AQF level II provides credit at Units 1 and 2 level.

>>Attainment of UoC/Ms at AQF level III or above provides credit at Units 3 and 4 level.

>>90 nominal hours of training is required for each VCE Unit. The award of credit will take into account issues of duplication with other VCE studies or VCE VET programs and other VET undertaken by the student. Where available, a Units 3 and 4 sequence will be awarded on satisfactory completion of 180 nominal hours at AQF level III, according to the guidelines above. VTAC may award VCE students who receive a Units 3 and 4 sequence through block credit recognition a fifth or sixth study increment (10% of the average of the primary four scaled studies) towards their ATAR.

Box Hill Institute Contact Phone: 1300 269 445

CHILDHOOD EDUCATION AND CARE

CHC30113 Certificate III in Early Childhood Education & Care (Partial Completion)

What qualification is issued on course completion?

On successful completion of this program, you will be eligible for a statement of attainment towards the completion of CHC30113 – Certificate III in Early Childhood Education & Care.

Course Summary

Do you enjoy being around children and want to begin your career in early childhood? This course covers the fundamentals of childhood development and caring for children. Through experienced trainers and extensive industry work placement you will gain comprehensive knowledge in social, emotional, physical and educational needs for infants and young children. You will learn how to implement play and leisure programs, manage and guide children's behaviour, maintain a safe, clean and appealing environment and assist to implement policies and procedures within education and care services.

Where are the classes held?

Lilydale Lakeside

Campus: Jarlo Drive, Lilydale

Course Length

Part Time 2 Years

Wednesdays 1:30pm to 4:30pm

Program Outline

UNITS 1&2 – YEAR 1

Unit Code Unit Title

CHCDIV001 Work with diverse people

HLTWHS001 Participate in work health and safety

CHCORG303B Participate effectively in the work environment

CHCECE004 Promote and provide healthy food and drinks

CHCECE001 Develop cultural competence

CHCECE012 Support children to connect with their world

HLTAID004 Provide an emergency first aid response in an education and care setting

UNITS 3&4 – YEAR 2

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCECE007 Develop positive and respectful relationships with children

CHCECE010 Support the holistic development of children in early childhood

CHCECE011 Provide experiences to support children's play and learning

CHCLEG001 Work legally and ethically

BSBSUS301 Implement and monitor environmentally sustainable work practices

Structured Workplace Learning

This program requires the completion of 120 hours of work placement.

Material Costs

Units 1&2 \$200.00

Units 3&4 \$200.00

Study Pathways

After completion of this program, you may wish to apply for entry into the Diploma of Early Childhood Education & Care.

Career Outcomes

You will need to achieve the full qualification to obtain employment opportunities as a Certificate III Level Educator in long day care, occasional care and family day care settings. Work settings may include preschools, out of hours school care, recreation and mobile care services.

Please note to be employed in the early childhood industry you must be a minimum of 18 years of age.

Contribution to the VCE, VCAL & ATAR

ATAR Contribution

Students who receive a Units 3 and 4 sequence for Program 2 of VCE VET Children's Services (partial completion of CHC30113) in 2017 will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

On completion of this program, you will be eligible for up to two units at VCE Units 1 & 2 level and two VCE Unit 3 & 4 sequences.

Box Hill Institute Contact

Phone: 1300 269 445