



**SELECT ENTRY ACCELERATED LEARNING PROGRAM  
LEVEL 4**

**HANDBOOK**

**2018**

PRINCIPAL

WENDY POWSON

HEAD OF MIDDLE SCHOOL & HEAD OF YEAR 10

ELIZABETH NEVINS

SEALP COORDINATOR

JANINE SAYERS

YEAR 10 CO-ORDINATORS

DIANNA MOORE

JOHN BOX

TYLER PHILLIPS

## Table of Contents

<b>KEY LEARNING AREA – ENGLISH</b> .....	<b>4</b>
ENGLISH ALP (COMPULSORY).....	4
ELECTIVES .....	4
THE CRAFT OF WRITING .....	4
LITERATURE .....	4
DEBATE, DISCUSSION AND PUBLIC SPEAKING.....	5
<b>KEY LEARNING AREA: HUMANITIES</b> .....	<b>6</b>
GEOGRAPHY – ARE OUR ENVIRONMENTS UNDER THREAT? .....	6
GEOGRAPHY – WHAT MAKES A GOOD LIFE? .....	6
HISTORY – FROM PEACE TO WAR AGAIN! – CIVIL RIGHTS .....	6
HISTORY – THE GLOBALISING WORLD.....	6
ECONOMICS – ON YOUR WAY TO BECOMING FINANCIALLY INDEPENDANT.....	7
ECONOMICS – MONEY MAKES THE WORLD GO ROUND!.....	7
LAUNCH INTO LEADERSHIP .....	7
PHILOSOPHY .....	8
<b>KEY LEARNING AREA: LANGUAGES</b> .....	<b>8</b>
FRENCH – SEMESTER 1 (ELECTIVE) .....	8
FRENCH – SEMESTER 2 (ELECTIVE).....	8
<b>KEY LEARNING AREA: VCE MATHEMATICS</b> .....	<b>9</b>
VCE GENERAL MATHEMATICS UNITS 1 & 2.....	9
VCE MATHEMATICAL METHODS UNITS 1 & 2 .....	10
YEAR 10 SPECIALIST MATHEMATICS .....	10
<b>KEY LEARNING AREA: PHYSICAL &amp; SPORT EDUCATION</b> .....	<b>11</b>
PHYSICAL EDUCATION .....	11
Physical Education – My Body Systems.....	11
Physical Education – Fitness For Me .....	11
SPORTS SCIENCE (Semester One or Two).....	12
YEAR 10 SPORTS COACHING.....	13
SCIENCE IN SPORT .....	13
<b>EXCELLENCE IN SPORT PROGRAM</b> .....	<b>14</b>
EXCELLENCE IN SPORT PROGRAM – AUSTRALIAN RULES FOOTBALL.....	14
EXCELLENCE IN SPORT PROGRAM – BASKETBALL.....	14
EXCELLENCE IN SPORT PROGRAM – NETBALL.....	14
EXCELLENCE IN SPORT PROGRAM – TENNIS .....	14
<b>KEY LEARNING AREA: SCIENCE</b> .....	<b>15</b>
BIG BANG (CHEMISTRY & PHYSICS).....	15
BIOCHEMISTRY (BIOLOGY AND CHEMISTRY) .....	15
SCIENCE IS EVERYTHING AND EVERYWHERE.....	15
INDUSTRIAL FOOD SCIENCE .....	16
BLUE PLANET (ENVIRONMENTAL WATER SCIENCE).....	16
PSYCHOLOGY .....	16
REAL WORLD INVESTIGATIONS – REAL WORLD SKILLS .....	17
<b>KEY LEARNING AREA: TECHNOLOGY</b> .....	<b>18</b>
WOOD TECHNOLOGY .....	18
TEXTILES (SEMESTER 1) .....	18
TEXTILES (SEMESTER 2) .....	19
HOME ECONOMICS – FOOD AND CULTURE (SEMESTER 1).....	19
HOME ECONOMICS – CATERING AND FOOD TECHNOLOGY (SEMESTER 2).....	19

WEB DESIGN .....	20
PROJECT BASED DESIGN .....	20
COMPUTER ANIMATION .....	20
AUTOMOTIVE SYSTEMS.....	21
<b>KEY LEARNING AREA: ART .....</b>	<b>22</b>
PAINTING AND DRAWING .....	22
COMPUTER ART.....	22
CERAMICS.....	22
VISUAL COMMUNICATION DESIGN.....	23
PHOTOGRAPHY.....	23
DRAMA .....	23
THEATRE STUDIES.....	23
MUSICAL PERFORMANCE.....	24
<b>VCE FOR LEVEL 4 IN 2018.....</b>	<b>25</b>
<b>KEY LEARNING AREA – VCE ENGLISH.....</b>	<b>26</b>
ENGLISH LANGUAGE (Unit Code: EEL011).....	26
LITERATURE (Unit Code: ELI011) .....	27
<b>KEY LEARNING AREA – VCE HUMANITIES .....</b>	<b>29</b>
VCE ACCOUNTING (Unit Code: HAC011) .....	29
VCE BUSINESS MANAGEMENT (Unit Code: HBM011).....	30
VCE LEGAL STUDIES (Unit Code: HLS011).....	31
<b>KEY LEARNING AREA – VCE PHYSICAL AND SPORT EDUCATION.....</b>	<b>32</b>
VCE PHYSICAL EDUCATION (Unit Code: PPE011) .....	32
VCE HEALTH AND HUMAN DEVELOPMENT (Unit Code: PHH011) .....	33
VCE OUTDOOR AND ENVIRONMENTAL STUDIES (Unit Code: POS011) .....	34
<b>LEARNING AREA – VCE SCIENCE .....</b>	<b>37</b>
VCE BIOLOGY (Unit Code: SBI011).....	37
VCE CHEMISTRY (SCH011).....	38
VCE PHYSICS (Unit Code: SPH011).....	39
VCE PSYCHOLOGY (Unit Code: SPY011).....	41
VCE ENVIRONMENTAL SCIENCE (Unit Code: SEV011).....	42
<b>KEY LEARNING AREA – VCE TECHNOLOGY .....</b>	<b>43</b>
VCE INFORMATION TECHNOLOGY (Unit Code: TIT011) .....	43
<b>KEY LEARNING AREA – VCE THE ARTS .....</b>	<b>44</b>
VCE ART (Unit Code: AAR011) .....	44
VCE THEATRE STUDIES (Unit Code: ATS011) .....	45
VCE DRAMA (Unit Code: ADR011).....	46
VCE DANCE – UNIT 1 and 2 (Unit Code: ADA011) .....	47
<b>VET .....</b>	<b>49</b>

## KEY LEARNING AREA – ENGLISH

### ENGLISH ALP (COMPULSORY)

UNIT CODE: 10EEALP

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.

### ELECTIVES

#### THE CRAFT OF WRITING

UNIT CODE: 10ECW

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 and analytical writing for academic purpose. 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.

#### ADDITIONAL INFORMATION

##### **Competitions and Publication**

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

### LITERATURE

UNIT CODE: 10ELIT

Literature at Year Ten is an opportunity for students to experience what is involved in a focused literature class, similar to those which are offered at VCE. This course is designed for students who enjoy the reading of texts and the analysis of authors and the contexts in which texts are written. Students will look over different styles and forms of writing, focusing on how novels and other forms of literature are crafted. The study of context, with a focus on author's views and values will also be a focus on the unit.

## DEBATE, DISCUSSION AND PUBLIC SPEAKING

Unit Code: 10EDDPS

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.

### **ADDITIONAL INFORMATION**

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

## KEY LEARNING AREA: HUMANITIES

### GEOGRAPHY – ARE OUR ENVIRONMENTS UNDER THREAT?

Unit Code: *10HGET*

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.

### GEOGRAPHY – WHAT MAKES A GOOD LIFE?

Unit Code: *10HGGL*

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?

### HISTORY – FROM PEACE TO WAR AGAIN! – CIVIL RIGHTS

Unit Code: *10HHPTW*

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.

### HISTORY – THE GLOBALISING WORLD

Unit Code: *10HHGW*

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.

## ECONOMICS – ON YOUR WAY TO BECOMING FINANCIALLY INDEPENDANT

Unit Code: *10HEFI*

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.

## ECONOMICS – MONEY MAKES THE WORLD GO ROUND!

Unit Code: *10HEM*

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?

## LAUNCH INTO LEADERSHIP

Unit Code: *10HLL*

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.

## PHILOSOPHY

Unit Code: *10HP*

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 Philosophy we seek answers concerning:  
Logic and Reasoning: How to construct an argument that works.  
Ethics: 'How do we determine whether what we are doing is right, wrong, good or bad?'

Epistemology: What is knowledge?  
Artificial Intelligence and the dilemmas it initiates. The Rights of Animals and 'Is there really a difference between humans and animals that makes humans superior?'

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.

## KEY LEARNING AREA: LANGUAGES

Students are not required to continue their study of French 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.

### FRENCH – SEMESTER 1 (ELECTIVE)

Unit Code: 10LF1

### FRENCH – SEMESTER 2 (ELECTIVE)

Unit Code: 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.



## KEY LEARNING AREA: VCE MATHEMATICS

VCE Mathematics provides a variety of courses of study to cater for a broad range of student abilities and interests. Some students will not study mathematics beyond Units 1 and 2, while others will intend on completing any number of Unit 3 and 4 combinations including Further Mathematics, Mathematical Methods or Specialist Mathematics Units 3 and 4.

### VCE GENERAL MATHEMATICS UNITS 1 & 2

UNIT CODE: MMA071

#### UNIT DESCRIPTION

The areas of study are: Algebra and structure, Arithmetic and number, Discrete Mathematics, Geometry, measurement and trigonometry, Graphs of linear and non-linear relations, and Statistics.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of Computer Algebra Systems (CAS). It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

1. Define and explain key concepts and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

These three types of mathematical activity underpin the outcomes for each unit of Mathematics. They are intended to both guide the work of teachers and students throughout Mathematics and to promote and develop key aspects of working mathematically.

## VCE MATHEMATICAL METHODS UNITS 1 & 2

UNIT CODE: MMA111

The areas of study are: Functions and graphs, Algebra, Calculus, and Probability and statistics.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of computer algebra systems (CAS). It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

1. Define and explain key concepts and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modeling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

These three types of mathematical activity underpin the outcomes for each unit of Mathematics. They are intended to both guide the work of teachers and students throughout Mathematics and to promote and develop key aspects of working mathematically.

## YEAR 10 SPECIALIST MATHEMATICS

Unit Code: 10MS

The areas of study are: Linear Algebra, Index Laws, Linear Graphs, Quadratic Expressions, Quadratic Graphs, Exponential Graphs, Irrational Numbers, Pythagoras' Theorem and Trigonometric Functions, and Probability and Statistics. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of Computer Algebra Systems (CAS). It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

1. Apply knowledge and skills: the study of aspects of the existing body of mathematical knowledge through learning and mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.
2. Model, investigate and solve problems: the application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modelling or problem solving approaches.
3. Use technology: the effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

These three types of mathematical activity underpin the learning and assessment for each unit studied across Year 10 Specialist Mathematics. They are intended to both guide the work of teachers and students throughout Mathematics and to promote and develop key aspects of working mathematically.

## KEY LEARNING AREA: PHYSICAL & SPORT EDUCATION

### PHYSICAL EDUCATION

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

#### Physical Education – My Body Systems

Unit Code: 10PBS

#### Physical Education – Fitness For Me

Unit Code: 10PF

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.

### 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.

## SPORTS SCIENCE (Semester One or Two)

Unit Code: *10PSS*

Sport Science is a one-semester courses that can be completed either Semester 1 or Semester 2.

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

### 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.**

## YEAR 10 SPORTS COACHING

Unit Code: *10PSC*

Sports Coaching is a one-semester courses that can be completed either Semester 1 or Semester 2.

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.

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.

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 is an Australian Government initiative providing primary school children with access to free sport and other structured physical activity programs.

### 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.

## SCIENCE IN SPORT

Unit Code: *10PSIS*

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.

## EXCELLENCE IN SPORT PROGRAM

### EXCELLENCE IN SPORT PROGRAM – AUSTRALIAN RULES FOOTBALL

Unit Code: *1OPEF*

### EXCELLENCE IN SPORT PROGRAM – BASKETBALL

Unit Code: *1OPEB*

### EXCELLENCE IN SPORT PROGRAM – NETBALL

Unit Code: *1OPEN*

### EXCELLENCE IN SPORT PROGRAM – TENNIS

Unit Code: *1OPET*

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 cost for each individual EIS subject                      \$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 2017 school year to confirm enrolment in the program.

## KEY LEARNING AREA: SCIENCE

### BIG BANG (CHEMISTRY & PHYSICS)

Unit Code: *10SBB*

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.

### BIOCHEMISTRY (BIOLOGY AND CHEMISTRY)

Unit Code: *10SBC*

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.

### SCIENCE IS EVERYTHING AND EVERYWHERE

Complete in either Semester one or Two

Unit Code: *10SEE*

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.

## INDUSTRIAL FOOD SCIENCE

Unit Code: *10SIFS*

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.

## BLUE PLANET (ENVIRONMENTAL WATER SCIENCE)

Unit Code: *10SBP*

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.

## PSYCHOLOGY

Unit Code: *10SPSY*

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.



## REAL WORLD INVESTIGATIONS – REAL WORLD SKILLS

Unit Code: *1OSRWI*

Real world investigations 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 choice is theirs. This semester elective 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. It also will build their skills and confidence in public speaking as presenting their findings is a key focus of the course. 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 skills. Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. They will complete the semester with a TED talk style presentation in the auditorium with students, teachers and parents/caregivers in attendance. The VCE subject 'Extended Investigations' is a pathway for further learning beyond this course

## KEY LEARNING AREA: TECHNOLOGY

### WOOD TECHNOLOGY

Unit Code: *10TW*

Students gain skills related to designing and producing complex objects 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.

#### ADDITIONAL INFORMATION

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

### TEXTILES (SEMESTER 1)

Unit Code: *10TT1*

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 and machine sewing. 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 development 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 products; analysis/research Task and a design folio.

#### 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.**

## TEXTILES (SEMESTER 2)

Unit Code: *10TT2*

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 development 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 using a variety of suitable textile media and techniques; analysis/research task and design folio.

### 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.**

## HOME ECONOMICS – FOOD AND CULTURE (SEMESTER 1)

Unit Code: *10THE1*

This unit comprises of international cuisines and culture; bread making and includes a nutritional component. 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 will also investigate nutrients, including their function in the body and food sources.

### 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.**

## HOME ECONOMICS – CATERING AND FOOD TECHNOLOGY (SEMESTER 2)

Unit Code: *10THE2*

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.

## 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.**

## WEB DESIGN

Unit Code: *10TWD*

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.

## PROJECT BASED DESIGN

Unit Code: *10TPBD*

Project Based Design will expose students to 21st Century design skills with both hardware and software. The students will build skills in creativity, collaboration, critical thinking and communication during this semester elective. They will be able to investigate issues that exist from classroom to societal scale; design, build and test prototypes with multiple iterations to meet a market need; learn how to use CAD software and 3D printing software and maintain a developer diary that will show progression throughout the iterations from initial prototype to final product. Students are also given the opportunity to present the final product in a Shark Tank style scenario where they will 'sell' the product to school leadership staff and/or industry experts (Box Hill TAFE Discovery centre).

## COMPUTER ANIMATION

Unit Code: *10TCA*

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.

## AUTOMOTIVE SYSTEMS

Unit Code: *10TAS*

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.

### ADDITIONAL INFORMATION

**A \$20 material fee is required.**

## KEY LEARNING AREA: ART

### PAINTING AND DRAWING

*Unit Code: 10APD*

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.

### COMPUTER ART

*Unit Code: 10ACA*

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 analytical essay will also be required.

**NOTE:** This course is available to students who did not take the Computers in Art (9ACA) course in Year 9.

### CERAMICS

*Unit Code: 10AC*

This unit gives students the opportunity to explore clay techniques including wheel throwing, moulds, slip pouring, glazing and hand building, building on each student's personal strengths and areas of individual interest.

In the first few weeks students are guided through a variety of short skill building tasks to explore ideas, construction and decoration techniques before developing their own individual style, ideas and theme for the major piece. Students can choose to specialise in their choice of construction and decorative methods suitable to their unique design. Students will record and reflect on their projects in their sketchbook.

The Ceramics course at Year 10 provides a flexible learning environment where students develop creative thinking and problem solving skills and the ability to communicate and work as a member of a team in the specialist studio space. The course encourages self-directed learning and self-management by allowing choice and providing support to students to develop ideas and manage their own learning projects.

### ADDITIONAL INFORMATION

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

## VISUAL COMMUNICATION DESIGN

*Unit Code: 10AVCD*

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

Tasks may include: Cover designs; Product designs; Poster designs; House plan designs; Rendering exercises and Instrumental drawing.

## PHOTOGRAPHY

*Unit Code: 10AP*

This unit introduces students to digital photography. Students will be taking photographs and experimenting with 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.

Units of work include: Movement; Depth of field; Portraits; Surrealism.

## DRAMA

*Unit Code: 10AD*

This course introduces students to a range of performance styles, along with their associated conventions, from a variety of historical contexts. Students will participate in workshops and practical activities that explore and interpret texts from classical theatre to 20th century non-naturalism.

Units of study will include:

Classical Drama: Greek theatre; Elizabethan theatre and Commedia dell 'Arte

Australian Drama

20<sup>th</sup> Century Non-naturalism: Absurdist Theatre and Poor Theatre

## THEATRE STUDIES

*Unit Code: 10ATS*

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.

Activities may include: Script interpretation; Direction and Dramaturgy; Sound and Lighting; Costume and Make Up and Stage Management and Publicity-

## MUSICAL PERFORMANCE

*Unit Code: 10AMP*

**Theory:** Students continue to explore aspects of musical theory including the grand staff, intervals and rhythm. Students study these concepts in both written and aural forms.

**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 and rhythmic dictation.

## ADDITIONAL INFORMATION

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



## VCE FOR LEVEL 4 IN 2018

Level 4 SEALP students at Lilydale High School will begin their VCE studies by including two VCE units in their 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.

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 WILL NOMINATE FOUR UNITS FROM THE FOLLOWING VCE/VET SUBJECTS OFFERED BY GIVING A PREFERENCE ORDER

# KEY LEARNING AREA – VCE ENGLISH

## ENGLISH LANGUAGE (Unit Code: EEL011)

### RATIONALE

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to, and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.

In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

### Unit 1: Language and Communication

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

### Unit 2: Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### ENTRY

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

### ASSESSMENT

Satisfactory completion of all coursework.

Demonstrated achievement of the set 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

## LITERATURE (Unit Code: ELI011)

### RATIONALE

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

### Unit 1: Approaches to Literature

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

### Unit 2: Context and connections

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

### ENTRY

It is highly recommended that students complete Literature Units 1 & 2 prior to undertaking Literature Units 3 & 4. Any student wishing to study Literature Units 3 & 4 must obtain their Year 11 English teacher's recommendation.

## **ASSESSMENT**

Satisfactory completion of all coursework.

Demonstrated achievement of the set 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

## KEY LEARNING AREA – VCE HUMANITIES

### VCE ACCOUNTING (Unit Code: HAC011)

#### 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 (Unit Code: HBM011)

### 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 LEGAL STUDIES (Unit Code: HLS011)

### 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 – Guilt and Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

#### Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

### 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

# KEY LEARNING AREA – VCE PHYSICAL AND SPORT EDUCATION

## VCE PHYSICAL EDUCATION (Unit Code: PPE011)

### RATIONALE

Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

### STRUCTURE

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

#### Unit 1

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

#### Unit 2

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

### 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

Unit 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N



## VCE HEALTH AND HUMAN DEVELOPMENT (Unit Code: PHH011)

### RATIONALE

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

The study is made up of four units.

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

#### Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health..

#### Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

### ENTRY

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

### ASSESSMENT

Satisfactory completion of all coursework.

Demonstrated achievement of Outcomes specified for the unit.

### LEVELS OF ACHIEVEMENT

Unit 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

## VCE OUTDOOR AND ENVIRONMENTAL STUDIES (Unit Code: POS011)

STUDENTS MUST COMPLETE UNITS 1 AND 2 IN YEAR 10 IN ORDER TO COMPLETE UNITS THREE AND FOUR IN YEAR 11. THIS SUBJECT IS NOT AVAILABLE FOR SELECTION IN YEAR 12.

### **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, 2017)

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.

STUDENTS MUST COMPLETE UNITS 1 AND 2 IN YEAR 10 IN ORDER TO COMPLETE UNITS THREE AND FOUR IN YEAR 11. THIS SUBJECT IS NOT AVAILABLE FOR SELECTION IN YEAR 12.

FULL PAYMENT of \$350 for Unit 1 is required by 1<sup>st</sup> December, 2017 (to ensure enrolment in the program).

A letter will be forwarded to all parents/guardians of students enrolled in the course with payment details.

FULL PAYMENT of \$350 for Unit 2 is due by 27<sup>th</sup> April, 2018.

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.

# LEARNING AREA – VCE SCIENCE

VCE BIOLOGY (Unit Code: SBI011)

## RATIONALE

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

## VCE CHEMISTRY (SCH011)

### RATIONALE

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

#### Unit 1 – How can the diversity of materials be explained?

##### *Area of Study 1 – How can knowledge of elements explain the properties of matter?*

- Students will be able to relate the position of elements in the periodic table to their properties.
- Students investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.

##### *Area of Study 2 – How can the versatility of non-metals be explained?*

- Students investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding.
- Students use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

##### *Area of Study 3 – Research investigation*

- Students should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

#### Unit 2 – What makes water such a unique chemical?

##### *Area of Study 1 – How do substances interact with water?*

- Students will be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

##### *Area of Study 2 – How are substances in water measured and analysed?*

- Students should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

##### *Area of Study 3 – Practical investigation*

- The student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

## ENTRY

No prerequisites for entry in Units 1 and 2.

## 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

VCE PHYSICS (Unit Code: SPH011)

## RATIONALE

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

### Unit 1 – What ideas explain the physical world?

#### *Area of Study 1 – How can thermal effects be explained?*

- Students will be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts.
- Students describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

#### *Area of Study 2 – How do electric circuits work?*

- Students will be able to investigate and apply a basic DC Circuit model to simple battery-operated devices and household electrical systems and apply mathematical models to analyse circuits.
- Students describe the safe and effective use of electricity by individuals and the community.

#### *Area of Study 3 – What is matter and how is it formed?*

- Students will be able to explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

### Unit 2: What do experiments reveal about the physical world?

### ***Area of Study 1 - How can motion be described and explained?***

- On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

### ***Area of Study 2 - Options\****

- Twelve options are available for selection in Area of Study 2.
  - Each option is based on a different observation of the physical world.
- \*The options available will be dependent on the resources available and teacher discretion.*

### ***Area of Study 3 Practical investigation***

- Students will be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data

### **ENTRY**

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 PSYCHOLOGY (Unit Code: SPY011)

### RATIONALE

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

#### Unit 1: How are behaviour and mental processes shaped?

##### *Area of Study 1 - How does the brain function?*

Students will be able to describe how the understanding of brain structure and function has changed over time and explain how different areas of the brain coordinate different functions.

Students will explain how brain plasticity and brain damage can change psychological functioning.

##### *Area of Study 2 - What influences psychological development?*

Students will be able to identify the varying influences of nature and nurture on a person's psychological development.

Students can explain different factors that may lead to typical or atypical psychological development.

##### *Area of Study 3 - Student-directed research investigation\**

Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Students analyse the scientific evidence that underpins the research in response to a question of interest.

*\*The options available will be dependent on the resources available and teacher discretion*

#### Unit 2: How do external factors influence behaviour and mental processes?

##### *Area of Study 1 - What influences a person's perception of the world?*

Students will be able to compare the sensations and perceptions of vision and taste.

Students analyse factors that may lead to the occurrence of perceptual distortions.

##### *Area of Study 2 - How are people influenced to behave in particular ways?*

Students will be able to identify factors that influence individuals to behave in specific ways.

Students analyse ways in which others can influence individuals to behave differently.

##### *Area of Study 3 - Student-directed practical investigation*

Students will be able to design and undertake a practical investigation related to external influences on behaviour and draw conclusions based on evidence from collected data.

### ENTRY

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 ENVIRONMENTAL SCIENCE (Unit Code: SEV011)

### RATIONALE

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

#### Unit 1: How are Earth's systems connected?

##### *Area of Study 1 - How is life sustained on Earth?*

The student will be able to compare the processes and timeframes for obtaining the key inputs required for life on Earth. Students will describe strategies for the minimisation of waste product outputs, and explain how Earth's four systems interact to sustain life.

##### *Area of Study 2 - How is Earth a dynamic system?*

Students will be able to describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth's four systems over different time scales.

##### *Area of Study 3 - Practical investigation*

Students will be able to design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

#### Unit 2: How can pollution be managed?

##### *Area of Study 1 - When does pollution become a hazard?*

Students will compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal.

Students explain how they can be measured and monitored, and describe treatment options.

##### *Area of Study 2 - What makes pollution management so complex?*

Students will be able to compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.

##### *Area of Study 3 - Case study*

Students will be able to investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

### ENTRY

No prerequisites or 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 – VCE TECHNOLOGY

### VCE INFORMATION TECHNOLOGY (Unit Code: TIT011)

#### 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, 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 or entry to Units 1 and 2.

#### ASSESSMENT

Satisfactory completion of all coursework

Demonstrated achievement of the Outcomes specified for the unit

#### LEVELS OF ACHIEVEMENT

Unit 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

## KEY LEARNING AREA – VCE THE ARTS

VCE ART (Unit Code: AAR011)

### 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. The course 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 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 (Unit Code: ATSO11)

### 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 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 DRAMA (Unit Code: ADR011)

### **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 individually 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 into 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.

End-of-year written examination: 25 percent

## VCE DANCE – UNIT 1 and 2 (Unit Code: ADA011)

### RATIONALE

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches.

VCE Dance is designed to develop students' understanding and appreciation of dance as an art form that is based on innovation, creativity and spontaneity, as well as the investigation and communication of ideas, themes and concepts. In the study students use sources of inspiration to generate, choreograph and present performances of complete dance works.

VCE Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism.

### Unit 1: The Dancer's Body

In this unit students will study the physical structure of the body, learn to apply safe dance practice and examine health and nutrition and how it affects the dancer's body. You will examine your own dance works and the works of others, learn a group routine and choreograph your own routine whilst implementing practiced dance skills and improvisation.

### Unit 2: Time, Space and Energy

In this unit students will study the use of time, space and energy in your own work and the work of other choreographers, be able to expressively perform a learnt solo and group dance work and analyse the processes used, whilst also implementing practiced dance skills and improvisation.

### ASSESSMENT

Satisfactory completion of all written coursework and practical assessments.

Demonstrated achievement of the set of outcomes specified for the unit.

### LEVELS OF ACHIEVEMENT

Units 1 and 2 – School assessed coursework – awarded grade A+ to UG

Learning outcomes: S or N

### ENTRY

There are no prerequisites for entry to Units 1 and 2, however a background in some form of dance and/or movement experience prior to the commencement of VCE Dance is recommended.

## **SEALP LEVEL 4 SUBJECT FEE SCHEDULE**

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



## VET

### VET COURSES OFFERED WITHIN THE YVVC CLUSTER FOR 2018

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.**

## CERTIFICATE III IN ACTING (Unit Code: VACT1)

**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 – 1<sup>st</sup> Year \$695 – 2<sup>nd</sup> Year

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

Location - Lilydale High School, Melba Avenue, Lilydale

Class Time - 1<sup>st</sup> year - Wednesday 1 pm – 4 pm  
2<sup>nd</sup> 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 (Unit Code: VAS1)

**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 – 1<sup>st</sup> Year    \$695 – 2<sup>nd</sup> Year

**Provider** – Lilydale High School (Box Hill Institute)

**Location** – Lilydale High School, Melba Avenue Lilydale

**Class Time** - Wednesday 1:30 pm – 3:30 pm (1<sup>st</sup> year)  
Wednesday 3.30 pm - 6.30 pm (2<sup>nd</sup> 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 AUTOMOTIVE TECHNOLOGY (Code: VAT1)**

**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 – 1<sup>st</sup> Year \$400 – 2<sup>nd</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> 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)**

### **(Unit Code: VBC1)**

**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.**

**(Partial completion of Pre-apprenticeship – full completion with extra time at the end of the course)**

**Materials cost - : \$309 – 1<sup>st</sup> Year \$309 – 2<sup>nd</sup> 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.**

## **CERTIFICATE III in Early Childhood Education & Care (Partial Completion) (Unit Code: VECEC1)**

### **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.

### **Structured Workplace Learning**

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

### **Materials cost -**

Units 1&2 \$200.00

Units 3&4 \$200.00

**Provider – Box Hill Institute – Lilydale Campus**

**Location – Box Hill Lilydale Lakeside Campus: 34 John Street, Lilydale**

**Class Time – Wednesday 1.30 pm – 4.30 pm**

**Employment Opportunities - 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.**

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

**Complementary VCE subjects –**

**P.E.**

**Health and Human Development**

**Biology**

**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) 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.**

## **CERTIFICATE IV CISCO (partial completion only)**

**(Unit Code: VCIS1)**

### **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 III in Design Fundamentals (Unit Code: VDF1)

### 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.

Materials cost - Year 1 \$175.00                      Year 2 \$175.00

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

Provider – Box Hill Institute

Location – Box Hill

Class Time – Wednesday 1.30 pm – 4.30 pm

**Employment Opportunities** - 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.

**Further 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

**Complementary VCE subjects –**

System Technology  
Art

**Contribution to 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.



<p><b>CERTIFICATE II Salon Assistant (ONE YEAR ONLY)</b>  <b>(Unit Code: VSA1)</b></p>
<p><b>Course outline –</b>  <b>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.</b></p>
<p><b>Materials cost - \$350</b></p>
<p><b>Provider – ITS Academy</b></p>
<p><b>Location – 32 Station Street, Bayswater</b></p>
<p><b>Class Time – Wednesday 1.00 – 5.00 pm</b></p>
<p><b>Employment Opportunities -</b>  <b>Hairdresser</b>  <b>Retail Sales</b>  <b>Salon Assistant</b>  <b>Salon Manager</b></p>
<p><b>Further Study Pathways -</b>  <b>Certificate III in Hairdressing</b>  <b>Certificate IV in Hairdressing</b>  <b>Advanced Diploma in Hairdressing</b>  <b>Apprenticeship in Hairdressing</b></p>
<p><b>Complementary VCE subjects – Art, Business Management, Psychology, Studio Arts</b></p>
<p><b>Subject credits - Block credit recognition is available for this program. Only credit at Units 1 and 2 level is available for this program</b></p>

## CERTIFICATE II IN HORTICULTURE (Unit Code: VHORT1)

**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)**

**(Unit Code: VHOS1)**

**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)** **(Unit Code: VMAKE1)**

### **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 MUSIC (Unit Code: VMUS1)**

### **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 – 1<sup>st</sup> Year    \$140 – 2<sup>nd</sup> 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 (Unit Code: VPLU1)**

**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 – 1<sup>st</sup> Year \$270 – 2<sup>nd</sup> 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.**

## CERTIFICATE III Sport and Recreation (Unit Code: VSR1)

**Course outline** - 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.

**Materials cost** - \$350 – 1<sup>st</sup> Year    \$350 – 2<sup>nd</sup> Year

**Provider** – Lilydale High School (Box Hill Institute)

**Location** – Upper Yarra Secondary College

**Class Time** - Wednesday 1:30 am – 5:30 pm (1<sup>st</sup> year)  
Wednesday 1.30 pm - 5.30 pm (2<sup>nd</sup> 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 Sport and Recreation, students may be eligible to continue on to study:

Diploma of Sport and Recreation

Diploma of Sport and Recreation Management

Complementary VCE Subjects: Physical Education

**Subject credits - Contribution to VCE**

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes 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 Sport and Recreation, no contribution to the ATAR will be available.

<b>CERTIFICATE III Sport and Recreation (Cricket Specific)</b> <b>(Unit Code: VSRC1)</b>
<p><b>Course outline -</b>  This VETis program will be delivered primarily as a hands on, practical and physical program, however, will also include sport &amp; recreation and cricket specific theory classes. Students will be assessed and coached in a broad amount of cricket aspects - Batting, bowling (all forms), all areas and positions of fielding including Wicket keeping, and all in a broad amount of varied cricket scenarios and situations. Other areas also covered are training &amp; match preparation, running between wickets, cricket communication, tactics and strategies, cricket psychology, leadership, Captaincy, endurance, technique error detection and correction, video analysis, laws of cricket, sportsmanship, coaching. Students will be required to develop, structure, lead, coach and summarise &amp; assess programs &amp; clinics they will be delivering to younger and/or other foundation or low skilled level participants. Students will receive a Level 0 and Level 1 coaching accreditation from Cricket Victoria.</p> <p>Students applying for this course <u>must</u> be a registered and participating player with any registered and incorporated Victorian Cricket Club.</p>
<p><b>Materials cost - \$450</b></p> <p>In addition, students must have or purchase a cricket bat, cricket runners and all required protective equipment necessary for participation in the program. EG – ‘Cricket Kit’ – Helmet (with visor), batting gloves, box, thigh pad/s, leg pads (all compulsory to wear), arm guard (optional), chest guard (optional).  Any wicket keepers in the program <u>must</u> also wear <u>all</u> protective equipment when wicket keeping – WK pads, Box, WK Inners, WK gloves, Helmet (all compulsory), Mouthguard (recommended).</p>
<p><b>Provider – Lilydale High School (Box Hill Institute)</b></p>
<p><b>Location – Lilydale High School, Melba Avenue, Lilydale  Saxon Sports Centre, 64 Cavehill Road, Lilydale</b></p>
<p><b>Class Time – Wednesday 1.30pm – 4.00pm</b></p>
<p><b>Employment Opportunities –</b>  The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. For example:  Coach  Sportsperson  Exercise Physiology  Personal Trainer  Recreation Officer  Community Sports Manager</p>
<p><b>Further Study Pathways -</b>  This program aims to provide specific skills and knowledge required for an assistant level employee at a fitness centre.  -Certificate III and IV in Community Recreation  -Certificate III and IV in Sport (Officiating, Coaching, Trainer)  -Diploma of Community Recreation or Sport and Recreation or Sport Coaching</p>
<p><b>Complementary Subjects;</b>  - Physical Education  - Health and Human Development</p>
<p><b>Subject credits; Students will be eligible for up to 4 units, 2 units at the 1&amp;2 level and 2 units at the 3&amp;4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3&amp;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.</b></p>