



LIYDALE HIGH SCHOOL

VCE HANDBOOK

2016

PRINCIPAL

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HEAD OF YEAR 12**

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CONTENTS

VCE in 2016	1
Selection of Courses and Procedures for 2016	1
Monitoring of Student Progress	4
Authentication of Work in VCE	5
VCE Redemption Policy	7
Careers and Work Experience	9
Subject Fee Schedule	10

KEY LEARNING AREAS

ENGLISH

EENG	English/English as a Second Language	11
ELIT	Literature	12

HUMANITIES

HGEO	Geography	14
HHIS	History	15
HAGP	Global Politics	17
HACC	Accounting	18
HBM	Business Management	19
HECO	Economics	20
HLS	Legal Studies	22
HPHI	Philosophy	23
HCS	Classical Studies	24

LANGUAGES

LFRE	French	26
LIND	Indonesian	27
	Distance Education	28

MATHEMATICS	29-31
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PHYSICAL AND SPORT EDUCATION

PHHD	Health and Human Development	32
POES	Outdoor and Environmental Studies	34
PPE	Physical Education	36

SCIENCE

SBIO	Biology	38
SCHE	Chemistry	40
SPH	Physics	42
SPSY	Psychology	44
SES	Environmental Science	46

TECHNOLOGY

TICT	Information Technology	48
TSD	Software Development	50
TFT	Food and Technology	51
TPDT	Product Design and Technology (Textiles or Wood)	52
TSE	Systems Engineering	54

THE ARTS

AART	Art	55
ASAC	Studio Arts	56
AVC	Visual Communication and Design	57
AMS	Media Studies	59
ATS	Theatre Studies	60
ADRA	Drama	61
AMUS	Music Performance	62

VCE/VET Courses 63

Certificate III Acting (over 2 years)	64
Certificate II Animal Studies	65
Certificate II Applied Fashion	66
Certificate II Automotive Studies (Paint and Panel)	67
Certificate II Automotive Technology	68
Certificate II Building and Construction	69
Certificate IV CISCO	70
Certificate III Children's Services	71
Certificate II Electrotechnology Studies	72
Certificate II Engineering	73
Certificate II Equine Studies	74
Certificate II Hairdressing	75
Certificate III Health Services Assistance	76
Certificate II Horticulture	77
Certificate II Hospitality (Catering Operations)	78
Certificate II Makeup and Skin Care	79
Certificate III Information Technology	80
Certificate III Media	81
Certificate III Music	82
Certificate II Plumbing	83

VCE IN 2016

The Victorian Certificate of Education (VCE) operates in all Victorian Secondary Schools. All Year 11 and 12 subjects or studies are prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

SELECTION OF COURSES AND PROCEDURES IN YEAR 11 AND YEAR 12

At Year 11 and 12 subjects or studies are studied as units usually over two years.

- 1. At Year 11 subjects are studied as Units 1 and 2; at Year 12, subjects are studied as sequenced Units 3 and 4. Students cannot study Unit 4 before studying Unit 3. Some Year 11 students may take a Unit 3-4 sequence whilst in Year 11.**
2. At both levels, students must acquire their current Mathematics teacher's recommendation for their chosen Mathematics study.
3. Students must acquire at least a B standard in Unit 1 – 2 in Year 10 to take the 3 - 4 study in Year 11.
4. Students have five private-study periods per week undertaken in the VCE Study Hall, Silent Study Centre or Library

Attendance Requirements

Students' attendance should be 100%.

Students and parents will be notified in writing or by phone if students' attendance is below 100% and unapproved.

Contact will be:

- Year Level Co-ordinators will notify when unapproved absences exceed three days.
- Extreme attendance problems will necessitate the establishment of an attendance support group (ASG) consisting of Year Level Co-ordinator, Assistant Principal and Student Wellbeing Co-ordinators who will meet with the student, parent(s) and guardian(s) to develop strategies for overcoming the problem. Students will be invited to engage in a contract of commitment to regular attendance.

In order to avoid unnecessarily inflated absence recording, students are required to **attend** morning form assembly and attend scheduled classes. They should bring a note on return to school.

Class Attendance Policy at Years 11 and 12

In accordance with VCAA rules, the Lilydale High School policy on attendance of Year 11 and 12 students states that if students have more than three (3) unapproved absences or ten (10) approved absences, in any study, they may receive an 'N' for that unit. This may affect the completion of their VCE. Extenuating circumstances will be considered.

Students may go home at the end of Period 4 if they have studies Periods 5 and 6 or after Period 5 if they have a study Period 6. Students **MUST** sign out at the VCE Office.

Students may not leave the school grounds without permission. Permission to leave the grounds is available from the Principals or VCE Coordinators if a note is provided, otherwise parents will be phoned. Early Leavers Passes are obtainable from the VCE Office.

Compulsory Requirements

- (a) All students entering Year 11 in 2016 are to take 10 Units of Study in the course of the year; 5 in each semester.
- (b) All students must take Units 1 and 2 of VCE English.
- (c) Each student will have a timetable allotment of 25 periods. **Any student wishing to drop a subject must select another to replace it by consulting the VCE Coordinators.**
- (d) All students entering Year 12 in 2016 must take 5 sequences of Units 3 and 4. Selection will be made in Term 3 of 2015 for the whole year in 2016. **It is not possible to change courses at mid-year in Year 12.**

All students entering Year 12 must take Units 3 and 4 of English or Literature 3 - 4 and ensure that they have met the VCAA minimum requirements for satisfactory completion of the VCE. Students may take Units 3 - 4 Literature instead of English 3 - 4 OR take Literature 3 - 4 and English 3 - 4 to meet the English requirement.

VCAA REGULATIONS FOR THE SATISFACTORY COMPLETION OF VCE

The VCE is a single certificate normally completed over two years. Students are required to satisfactorily complete **sixteen** units of study, including:

- three units of English including English 3-4 or Literature 3-4 plus
- three sequences of Units 3 and 4 studies other than English

Up to eight units of study may be VCE VET units obtained across two VET programs.

The three units of English may be selected from VCE English/ESL Units 1 to 4 and Literature Units 3 and 4.

VCE VET programs contribute a Unit 1-4 sequence in their own right for completion of the VCE. Some VCE VET programs now have a scored assessment.

For **satisfactory completion of a unit**, students must demonstrate achievement of the Learning Outcomes for each study attempted. S or N is based on the teacher's judgement of students' overall performances on coursework and assessment tasks designated for their units and based on the key knowledge and key skills referred to in the Study Designs.

Achievement of an outcome means:

- The work meets the required standard as described in the outcomes.
- The work was submitted on time.
- The work is clearly the student's own.
- There has been no substantive breach of rules including school attendance rules.

Assessment of Units 3 and 4 will use school based assessment of the learning outcomes plus external examination: School Assessed Coursework (SACs) or School Assessed Tasks (SATs).

PROBATIONARY ENROLMENT PROGRAM

Promotion to the next level 10 to 11, and 11 to 12 **is not automatic**. On a student's entry into Year 11 or Year 12, their progress in the previous year of less than satisfactory completion of the units studied, will be placed 'on probation' and monitored for eight (8) weeks to determine their commitment to schooling. Weekly teacher reports will be submitted to the VCE Coordination team. Students will receive counselling. Failure to make progress will lead to the opportunity **to repeat a year** or to seek further counselling from the VCE and Careers Coordination team for a **more suitable education and training alternative**.

Progress is very closely monitored and counselling is provided in order to help students achieve.

Year 10's and 11's are expected to compile a portfolio of their progress at school for submission at course selection time.

VCE AND ATAR CONTRIBUTION:

- A student's Australian Tertiary Admissions Ranking (ATAR) is calculated from the scaled Study Scores from Learning Outcome Assessment Tasks in subjects where students have successfully completed the 3 – 4 sequence. The grades for the English study are combined with the best three other sequences, with an additional 10% contribution from other completed sequences after a scaling process has been applied. ATAR enables a student's performance to be compared with all students in their group and across the States.

NOTE: As the English 3-4 or Literature 3-4 study score is a compulsory component of the ATAR score, it is **vital** students gain an S for both English Units 3 and 4 or both Literature Units 3 and 4.

- VCE VET Units 3 and 4 sequence with a study score may be counted in the primary four for ATAR.
- Units 3 and 4 VCE VET sequences which do not have study scores available may be used for fifth and/or sixth study increments for the ATAR. The increments will continue to be 10% of the average of the primary four scaled scores.

CHOOSING UNITS

There are a number of issues which students must take into account before they select their Year 11 or 12 Course for 2016.

English Units 1 and 2 is designed to be sequential - 1 followed by 2.

All other Unit 1 and 2 studies are single units, but a few of these **recommend** that Unit 1 is completed before Unit 2 and/or that Unit 2 is done before Units 3/4.

- Languages other than English, Music, Chemistry and Information Technology recommend that Units 1, 2, 3 and 4 are sequential (1 followed by 2, then 3/4).
- Accounting, Biology and Physics recommend that Unit 2 be done before attempting Unit 3/4 but of course attempting Unit 1 is desirable to maximise prerequisite skills.

AVAILABILITY OF UNITS

All units offered have been developed by the respective Key Learning Areas and endorsed by the Curriculum Committee. Units to be timetabled will be based on:

- Student choice
- Staffing availability
- Student numbers

Timetable groupings will be compiled from student subject choices. Therefore, it is most important that students indicate their preferred choice of units for 2016. **If there are insufficient students offering to take a unit, it will not be considered for timetabling.**

Students should make wise and informed decisions when selecting units.

Students should choose subjects:

- they are good at
- they are interested in
- they require as prerequisites for tertiary study
- they have a vocational interest in

VCE VET PROGRAMS

VCE VET (Vocational Education and Training) Programs are offered as part of the VCE:

- VCE VET can contribute a Unit 1 - 4 sequence in their own right for completion of the VCE.
- Up to eight VCE VET units across two programs can contribute to VCE satisfactory completion.
- One VCE VET Unit 3-4 sequence will be able to contribute a score to a student's ATAR (optional student choice).
- Where Unit 3-4 sequences are identified in VET programs, these may contribute one increment to an ATAR as a fifth or sixth VCE study.
- Students who complete recognised VET qualifications within the VCE receive a nationally recognised training credential issued under the Australian Recognition Framework (ARF).
- The selection of a VCE VET subject constitutes one of students' five VCE subjects.

In 2016 Year 11 students will have the opportunity to study a VCE VET certificate, delivered at Lilydale High School on Wednesdays between the hours of 1 pm and 5 pm. The certificates on offer include Certificate II Animal Studies and Certificate III Acting (Screen).

Because of a clustering of school resources, schools in our region also offer VET Certificates to be accessed on the Yarra Valley VET Cluster website (www.yvvc.org.au). Please refer to the section headed: 'Vocational Education and Training' for further information.

MONITORING OF STUDENT PROGRESS

Student progress is monitored regularly. The monitoring process includes:

- (a) **Interim Reports** Towards the half way mark of each term
Teacher/student/parent requested
Indicates current progress
Can be issued at any time
- (b) **VCE Reporting**
Studies are assessed according to VCAA regulations. Students will receive internal school reports once in each semester. They will also receive an official VCE Statement of Results at the end of Year 11 and Year 12 in December.
- (c) Parent/Teacher – Three Way Conferences.
- (d) **Student Contracts** - Voluntary agreements between students, parents and teachers where students who are having work difficulties/attendance problems can be monitored.
- (e) Catch-up sessions are conducted at lunchtime for students at risk.
- (f) The Coordinators send letters home to students and parents at the end of each semester indicating if there are any problems in meeting the VCE requirements.
- (g) Telephone contact - parents are welcome to ring with any queries/concerns.

STUDY SKILLS

We encourage the use of the Student Planner to help in student's organisation. Study involves not only the completion of set work, but also revision of past material by maintaining summaries of information and notes made in class and improvement of skills e.g. practising essay writing techniques. Students are expected to average 15 hours homework per week. Assistance with study timetables is available from the Year Level Co-ordinators and the Careers Teachers. **A Comprehensive Study Skills Program** is made available to both Years 11 and 12. Teachers also provide an **After-class Tutorial Program** to assist students in their learning, which is conducted throughout the year and by means of staff and student mutual arrangement.

YEAR 11/12 PRIVATE STUDY

All students in Year 11 and 12 have 5 private study periods per week conducted in the VCE Study Hall and Library. There are no timetabled classes for these periods, which are staggered throughout the week and students should organise their study to ensure that they use these periods productively.

Year 11 and 12 students may consult with their teachers if available at these times.

Year 11 and 12 students may leave the school to go home if they have a private study period at the end of the day. All students must attend form assembly even if they have private study periods during Period 1 or 2.

MANAGED INDIVIDUAL PATHWAYS PROGRAM (MIPS)

Lilydale High School is committed to ensure all Year 10, 11 and 12 students have a 'Managed Individual Pathway'. A Managed Individual Pathway is a student's plan to achieve his/her educational and employment goals.

The development of a Managed Individual Pathway will help Lilydale High School students to:

- Develop skills to manage their pathways throughout their working lives.
- Develop their knowledge, understanding and experience of opportunities in education, training and employment.
- Move through the transition phase from compulsory schooling to further education, training and employment.

All Lilydale High School students will be provided support and assistance through a range of activities, including course advice interviews, study skills programs, vocational testing, and the provision of a range of vocational options. Students with additional needs who may lack a career or education focus will have the opportunity to receive regular individual counselling and advice.

AUTHENTICATION OF WORK IN VCE

To enable the production and submission of Learning Outcomes, School Assessed Coursework SACs and School Assessed Tasks (SATs), which teachers can confidently attest are genuinely those of students, **the following guidelines should be followed:**

Students must ensure that:

1. All unacknowledged work submitted for Learning Outcomes and School Assessed Coursework SACs is genuinely their own work. For revised VCE studies a great deal of coursework will be conducted in class under teacher supervision.
2. All resources, including print texts, electronic texts (CD Rom/Encarta/Internet), human resources providing assistance, should be acknowledged in accordance with acceptable referencing procedures.

Note: School assessed assessment tasks should not contain acknowledgment which identifies the student, school or teacher.
3. Students should periodically produce evidence of the development of their learning outcome assessment tasks, including draft developments generated on computer in which case evidence may be hard copy or separate computer files.
4. Teachers should monitor the process and development of the work whereby they can attest that the work is the student's own.
5. Students should not submit the same piece of work for completion of more than one Learning Outcome or School Assessed Task.

6. Students should not accept undue assistance from any other person in the preparation and submission of work. Undue assistance could include providing actual adjustments or improvements to the student's work or dictating, directing a student to insert particular text. Students **may**, however, be given advice about the general nature of adjustments or improvements to their work.
7. Learning Outcome Assessment tasks may be called in for auditing purposes.
8. The VCAA will also undertake statistical analysis comparing students school assessed results with their GAT results and where available, their June examination results in the same study, to identify students with unexpectedly high results in their school assessed Learning Outcome Assessment Tasks. The authenticity and student understanding of the work will then be tested by the school and reports made to the VCAA.
9. When students use computers to produce Learning Outcome Assessment Tasks, it is the student's responsibility to ensure that:
 - An alternative system is available in case of computer malfunction or unavailability.
 - Hard copies are produced regularly to meet authentication and drafting requirements.
 - Back-up disks should be made.

BREACH OF AUTHENTICATION RULES

10. For any breach of rules the Principal and VCE Co-ordinators will be notified and appropriate action taken.

The action could be one or more of the following:

Teachers are not required to accept Learning Outcome Assessment Tasks if there is doubt concerning their **authenticity**.

Students must prove authenticity by:

- (a) providing evidence of the development of the work e.g. drafts which may not have been sighted by the teacher;
or
- (b) discussing the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work;
or
- (c) provide samples of other work;
or
- (d) complete under supervision a supplementary task or test related to the original task;
or
- (e) attend an interview or complete a test to demonstrate understanding.

Students will be notified in writing of the purpose and nature of the interview, assessment task or test and given 24 hours notice.

Interview panels consisting of the teacher, students and VCE or Key Learning Area Coordinator will be established if necessary.

If any part of the work cannot be authenticated the matter will be dealt with as a Breach of Authentication.

Consequences of a Breach of Authentication:

Learning Outcomes/School Assessed Coursework SACs or School Assessed Tasks SATs

The Principal has the power to:

- reprimand a student;
or
- give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA;
or
- refuse to accept that part of the work which infringes the rules and base a decision whether to award the work requirement an N or an S upon the remainder of the work;
or
- refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the work requirement.

Where work was initially accepted for assessment and a breach of authentication has been discovered after the initial assessment has been made, then the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure.

If an N is awarded for Learning Outcomes then as a consequence an N will be awarded for the unit concerned.

Schools may seek advice from the VCAA Secretary about imposing an appropriate penalty. Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication.

Notification to the student

If a decision is made to impose a penalty the principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- the nature of the Breach of Rules by the student;
- the reasons for a decision being made that a Breach of Rules had occurred and the evidence supporting this;
- the penalty to be imposed;
- advice about the student's right to appeal to the VCAA; and
- advice that this appeal must be lodged within 14 days of receipt of notification from the principal.

Notification to the VCAA

Principals are required to report to the VCAA all occurrences of breaches of authentication.

Student appeal

Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication in relation to work requirements and school assessed SACs or SATs.

NOTE: Regular attendance and academic success are closely related. We expect 100% attendance unless special circumstances apply.

VCE REDEMPTION POLICY

The policy is designed to set the rules, obligations and consequences where a student does not meet the requirements of either Learning Outcomes or Assessment Tasks at the VCE level.

Learning Outcomes

In order to satisfactorily complete a unit, students must satisfactorily complete **all** the Learning Outcomes for the unit in accordance with the specifications set out in the VCAA study design.

If a student does not satisfactorily complete one or more of the Learning Outcomes for a unit or the work is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that unit. This will be reported as an N.

SPECIAL PROVISION / DELAY OF DECISION

Delay of Decision of Satisfactory Unit Completion

The Principal/VCE Co-ordinator shall determine eligibility for provision of an extension of time – Special Provision.

Special Provision

The exceptional circumstances which will allow an extension or delay of decision for unit completion or completion of School Assessed Coursework (SACs) and School Assessed Tasks (SATs) to be granted by the Head of Senior School will include:

- (i) That after a serious illness, covered by a doctor's certificate, work missed could be completed, given time is available within the VCAA submission dates.
- (ii) Extreme family dislocations, bereavements or upheavals supported by a professional's certificate.

NB Work missed because of extended holidays or prolonged illness will not be eligible for time extensions and the unit will normally have to be repeated for successful completion.

School Assessment Coursework/School Assessed Tasks

Students will be expected to complete and submit assessment tasks in Units 1 and 2 which are to be reported upon, on time and in full. Where this is not done, without for example, an adequate medical certificate, no assessment will be awarded.

At Year 12, when students are absent from School Assessed Coursework (SACs)/School Assessed Tasks (SATs) they are required to provide a medical certificate. Another SAC may be made available and where the possibility of completing the SAC or SAT may be achieved within VCAA's deadline dates.

DERIVED EXAM SCORE (D.E.S.)

Students may apply for D.E.S. if they have suffered illness, or hardship two weeks prior to a scheduled VCAA examination, and one week after a scheduled exam for unexpected hardship or accident. Students make this application through the VCE Coordinators. Evidence must be provided.

CAREER CHOICES

In making decisions for the future it is important that students consider their options very carefully and discuss these with the Careers teacher, Year Level Coordinators and personnel from tertiary institutions.

References that should be consulted before making a course selection (available in the Careers Room):

- (a) Handbook
- (b) **For Year 11** VICTER 2017 and for **Year 10** VICTER 2018 is the source for Tertiary Entrance Requirements
- (c) Job Guide

It is important to ensure that subjects are chosen which will enable entry to tertiary courses. **Students must check the entrance requirements and prerequisite requirements.**

Year 12 students should consult the VTAC Guide to check that their proposed course of study includes all the necessary pre-requisite subjects and other requirements as stated in **The Victorian Tertiary Entrance Requirements (VICTER) booklet** available online at www.vtac.edu.au.

VTAC - VICTORIAN TERTIARY ADMISSIONS CENTRE - YEAR 12

Victorian Tertiary Admissions Centre acts as a clearing house for most tertiary entrances. Some institutions do not belong to VTAC and, therefore, you will need to see the Careers Teacher for entry requirements and dates.

TAFE IN VTAC

TAFE courses are included in the VTAC system. Students should note that some TAFE courses are also part of a PATHWAYS or articulation arrangement with a university or school. This arrangement could allow the student to advance to further study at university level after completion of their TAFE course. Students should investigate these arrangements before selecting courses.

CAREERS AND WORK EXPERIENCE

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

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

Community Liaison - Feedback is provided from tertiary institutions, Centrelink, community and employer groups through careers bulletins, assemblies, course information days, the Newsletter, noticeboards, daily bulletin and through interviews with the Careers Teacher. Guest speakers and excursions are organised to present information directly to students and the wider school community. **Senior students must pay careful attention to the Newsletter and Compass to ensure that they receive information updates.**

Counselling - Parents and students are seen individually or in groups regarding career information subject choices and study skills. All students will be required to attend compulsory interviews regarding course/career choices.

Work Experience may occur at Year 11 and 12 to meet student needs. This will result from a recommendation by the Student Wellbeing Co-ordinator, Level Co-ordinator or by student/parent request and is available as a means of supporting classroom activity. Students must complete an Occupational Health and Safety Course and Work Safe test before undertaking work experience.

Working - Students planning to leave school are encouraged to see the Careers/MIPS Coordinators (T Kogelman or C Harris) to make an appointment for information and advice on looking for jobs, making applications and preparing for interviews.

C Cogan
Head of Senior School
And Head of Year 12

C Drury
Head of Year 11

Year 12 Coordinators
L Higgins
E Stewart

Year 11 Coordinators
A Mortley
A Rossetto
R Webb

SUBJECT FEE SCHEDULE

English

Humanities

Languages

Mathematics

Physical and Sport Education

Outdoor Education Unit 1 \$350

Outdoor Education Unit 2 \$350

Outdoor Education Unit 3 \$350

Outdoor Education Unit 4 \$350

Science

Technology

Product Design and Technology (Textiles or Wood) Units 1 & 2 Product cost

Product Design and Technology (Textiles or Wood) Units 3 & 4 Product cost

Food Technology Units 1 & 2 \$140

Food Technology Units 3 & 4 \$140

Systems Engineering Units 1 & 2 Product cost

Systems Engineering Units 3 & 4 Product cost

The Arts

KEY LEARNING AREA - ENGLISH

ENGLISH/ENGLISH AS AN ADDITIONAL LANGUAGE (EENG)

RATIONALE

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

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1 - Compulsory

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

Unit 2 - Compulsory

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

Unit 3 - Compulsory if not undertaking Literature Unit 3

The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and texts bound by a context. The use of oral language to interact positively, critically and confidently with audiences in formal and informal settings is also studied.

Unit 4 - Compulsory if not undertaking Literature Unit 4

The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

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 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

Unit 3 and 4

School Assessed Coursework and End of Year Examinations.
Unit 3 School Assessed Coursework: 25 percent
Unit 4 School Assessed Coursework: 25 percent
End of year Examination: 50 percent.
Learning Outcomes awarded: S or N

LITERATURE (ELIT)

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.

Unit 3

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

Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

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

Units 3 and 4

School Assessed Coursework and an End of Year Examination

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

End of Year Examination 50 percent.

Learning Outcomes awarded: S or N

KEY LEARNING AREA - HUMANITIES

GEOGRAPHY (HGEO)

RATIONALE

Geography is the study of where geographical features are located and why they are there, what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

STRUCTURE

Unit 1 – Natural Environments

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Unit 2 – Human Environments

This unit investigates the spatial variations in living conditions, both in Australia and overseas. Access to food, water, shelter, health, employment, education and recreation all contribute to people's living conditions and consequently, the quality of their lives. Spatial variations in living conditions may be investigated at a range of scales: from one neighbourhood to another, from one region to another, from one country to another. It also considers different organizations attempts to address these differences.

Unit 3 – Regional Resources

This unit investigates the nature and distribution of resources and the variations in their use over time and place. Resource development and use can be explained by the distribution and spatial interaction of social, historical, environmental, economic and political factors. Students will predict and plan for future policies associated with current resource use.

Unit 4 – Global Perspectives

This unit investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that affect significant parts of the globe like El Nino and international Tourism. This unit also focuses on the ways in which people and organisations respond to the impact of global phenomena and students evaluate these responses.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

HISTORY (HHIS)

RATIONALE

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

STRUCTURE AND UNITS

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

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

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

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

Units 3 and 4:

Australian History

Unit 3 – Transformations: Colonial society to nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Unit 4 – Transformations: Old certainties and new visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation.

Units 3 and 4: Revolutions

French Revolution (1774 – 1795) and Russian Revolution (1896 – 1927)

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take.

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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

GLOBAL POLITICS (HAGP)

RATIONALE

The subject looks at how politics exists in the world, and critically evaluates contemporary global issues. Students will become knowledgeable of power dynamics in global political arenas; including the role of state and non-state actors. Students critique the concept of state sovereignty and the effectiveness of institutions of global governance; in order to develop comprehensive knowledge of global politics.

STRUCTURE

Unit 1 – The National Citizen

This unit involves studying the role of the national citizen through historical and contemporary examples. Students examine how individuals exist in a democracy, and also how they seek and use power. Students also explore the notion of Power, including how to exercise, challenge and resist it.

Unit 2 – The Global Citizen

Through this unit students evaluate the idea of the global community. This will be done by exploring how the global community has developed, and what this means to the interconnectedness of citizens, in relation to each other. Furthermore, students will determine how the global community reacts to situations of global co-operation, conflict and instability.

Unit 3 – Global Actors

In this unit students investigate the key global actors in 21st century global politics. They use contemporary evidence to analyse the key global actors (Nations, Organisations (including terrorism), non-government organisations and transnational corporations) and their aims, roles and power. Students develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4 – Global Challenges

In this unit students investigate key global challenges facing the international community in the 21st century. Students examine and analyse two ethical issues, which are hotly debated by individuals and groups concerned with global citizenship. Students then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination
Unit 3 School Assessed Coursework: 25 percent
Unit 4 School Assessed Coursework: 25 percent
End of Year Examination: 50 percent
Learning Outcomes awarded: S or N

ACCOUNTING (HACC)

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; others may 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 learn how to record and report on financial data for single entry recording system using both manual and ICT methods and then evaluate the business.

Unit 2 – Accounting for a Trading Business

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

Unit 3 – Recording and Reporting for a Trading Business

Students learn to record financial data into appropriate records using a double entry accrual based system. They learn to make adjustments to the records at balance day and prepare financial reports.

Unit 4 – Control and Analysis of Business Performance

Students learn how to record more complex accounting transactions and prepare and analyse budgets, evaluate a business and suggest strategies to improve liquidity and profitability.

ENTRY

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4. It is recommended students take Units 1 and 2 prior to tackling Units 3 and 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

BUSINESS MANAGEMENT (HBM)

RATIONALE

Business Management examines the ways in which people at various levels within a business organisation, manage resources to achieve organisation objectives. Underpinning the four units of study is the assumption that there are a range of management theories, rather than a single theory of management. Students develop an understanding of the challenges, complexity and rewards that come from Business Management. They also develop the knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community and as informed consumers and investors.

STRUCTURE

Unit 1 – Small Business Management

This unit studies business concepts which apply to the management of organisations of varying size, complexity or industry setting. It also involves a range of activities related to planning and operation of a small business.

Unit 2 – Communication and Management

This unit explores three areas of Business Management: communication, marketing and public relations. The importance of communication to business is investigated and the methods and forms of communication identified. The marketing function is considered in light of how planning is used to position products and services in the market place. Finally, the role management plays in creating and maintaining the image of the business through public relations is examined.

Unit 3 – Corporate Management

In Unit 3, students begin to examine large scale organisations. The role of large scale organisations to the Australian economy is discussed. Students will also identify and apply a range of performance indicators to evaluate large scale organisations' success. The organisation's impact on stakeholder's interests and ethical and social responsibilities will be considered. Key elements of the internal environment such as management structure, corporate culture, management roles, policy, management styles and skills will be investigated. Finally, the operations management function will be examined.

Unit 4 – Managing People and Change

This unit begins with Human Resource Management in large scale organisations. A general introduction is followed by detailed investigation of the employment cycle and employee relations. The final area of study examines the importance of change management to large scale organisations and the ways in which it can be managed effectively in both theoretical and practical contexts.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination
Unit 3 School Assessed Coursework: 25 percent
Unit 4 School Assessed Coursework: 25 percent
End of Year Examination: 50 percent
Learning Outcomes awarded: S or N

ECONOMICS (HECO)

RATIONALE

Studying Economics will help students to understand what is happening to the Australian and global economy. Economics is the study of how to improve living standards. They will learn to analyse government policy and be able to make informed decisions about its potential consequences, for example: When is running a budget deficit a good idea? Why is inflation a problem? What can be done to reduce unemployment? How can we ensure that income and wealth is fairly distributed? Is an Emission Trading Scheme a good idea? Is there a trade off between economic growth and sustainable use of resources? They will learn to use cost benefit analysis to make informed decisions. This course develops understanding regarding what is actually happening in the world, rather than what the media would like you to believe is happening. What makes a market? Who are the key participants in a market and how are prices set? Whilst developing their own opinions students will also be able to make more informed choices in their lives with a view to improving living standards.

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

STRUCTURE

Unit 1 – Economics: Choices and Consequences

Students will be able to explain the important role of markets to allocating resources to best meet our economic needs and wants. This will involve applying economic decision making to solve current economic issues. Students will investigate the relationship between economic growth and sustainable development as well as one further economic issue such as the creation and distribution of wealth or inflation. Students will explain how these issues will be affected by the actions of economic decision makers and they will evaluate the impacts of these issues on living standards.

Unit 2 – Economic Change: Issues and Challenges

Students should be able to describe the factors that influence Australia's population and labour markets and analyse how changes in these areas may impact upon living standards now and in the future. How will demographic changes associated with retirement impact on government decisions? What is the impact of unemployment? How do external factors influence our economy and our living standards.

Unit 3 – Economic Activity and Objectives

What are macro and micro economics? Students will be able to explain how markets operate to allocate scarce resources and be able to discuss the extent to which markets operate freely in Australia. Students will also develop an understanding of the economic goals in Australia and factors that have influenced these goals over the last four years. Students will also analyse the impact of these goals on our living standards.

Unit 4 - Economic Management

Students will be able to explain how the government seeks to achieve its key economic goals. It does this by trying to influence Aggregate Demand and Aggregate Supply within the Australian economy with its use of budgetary policy and monetary policy. How does the Federal Government use macro and micro economics policy to help manage the economy and its key objectives? Students will look specifically at how the Federal Government has used policies to manage aggregate supply over the last four years. They will also examine the role of aggregate demand and supply policies in the current government policy mix.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

LEGAL STUDIES (HLS)

RATIONALE

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

STRUCTURE

Unit 1 – Criminal Law and Justice

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

Unit 2 - Civil Law and the Law in Focus

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

Unit 3 – Law Making

This unit focuses on the institutions that determine laws, and the processes by which laws are made. It considers why laws are made, the main types of laws and how individuals or groups can influence change to the law.

Unit 4 – Dispute Resolution

This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures which operate within the legal system. It includes a review of the operation of the legal system, its strengths and weaknesses and possible areas for change and reform.

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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

PHILOSOPHY (HPHI)

RATIONALE

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

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

STRUCTURE

Unit 1: Existence, knowledge and reasoning

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

Unit 2: Questions of value

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

Unit 3: Mind, bodies and persons

This unit deals with the difference between having a body and having what we call a mind, and the ramifications that follow from how we look at that question. It also deals with what it means to be a person. What is the basis of my identity? What makes me me? Do I really know? Do I have a proper and realistic idea of who and what I am?

Unit 4: The Good Life

This unit considers the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people? Are we obliged to treat other people, or even animals, in a particular way? This section of the course deals with thinkers from our current era as well as thinkers from ancient times.

See the Philosophy Study Design at
www.vcaa.vic.edu.au/vce/studies/philosophy/philosophysd.pdf

ENTRY

There are no prerequisites for entry to Units 1 and 2, or Units 3 and 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

Units 3 and 4

School Assessed Coursework and End of Year Examination
Unit 3 School Assessed Coursework: 25 percent
Unit 4 School Assessed Coursework: 25 percent
End of Year Examination: 50 percent
Learning Outcomes awarded: S or N

CLASSICAL STUDIES UNITS 3 AND 4 (HCS)

RATIONALE

What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greece and ancient Rome confronted many of the questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what it means to be human.

Classical societies have exerted a powerful influence on Western civilisation. These ancient worlds are both familiar and strange. Reflections of ourselves can be seen in the myth of Troy, the Olympic Games, the drama festivals of ancient Greece and the struggles in the Roman senate.

Classical Studies also reveals other ways of being. Many of the values reflected in classical works differ from our own. Their spirit of inquiry creates rich opportunities to learn about the past and provide a window on the present. VCE Classical Studies is a multidisciplinary study. Students develop skills in textual and art analysis, constructing arguments, challenging assumptions and thinking creatively. These skills are valuable for further study and work as they are readily transferable across a range of disciplines.

STRUCTURE

Units 3 and 4 have two identical areas of study and outcomes. The unit begins with a four week course in the socio-historical background to the classical period. We cover the history of Greece up to 399 BCE with the main focus on Athens in the period from 508 BCE to 399 BCE. You will study selected works from this period that have been translated into English from the Ancient Greek. You will look at the ways in which different writers and artists dealt with the same concept.

There are two SACs; one is an analysis of a passage from a selected classical work or artwork and the other is a comparative essay.

ENTRY

Students must undertake Unit 3 prior to undertaking Unit 4.

To succeed in this subject you must be a capable and keen reader. Your thinking and writing skills must be well developed and you will be expected to be able communicate clearly and precisely, using the vocabulary of the subject.

Important skills include the ability to :

- research the sociohistorical context of classical works
- analyse ideas and techniques
- compare ideas and techniques
- draw on evidence to support a point of view

ASSESSMENT

Satisfactory completion of all coursework

Demonstrated achievement of the Outcomes specified for the unit

LEVELS OF ACHIEVEMENT

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

KEY LEARNING AREA - LANGUAGES

FRENCH (LFRE)

RATIONALE

This study develops students' ability to understand and use a language which is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

STRUCTURE

This study is made up of four units.

Unit 1

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

Unit 2

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

Units 3 and 4

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language and Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

ENTRY

French is designed for students who will, typically, have studied French for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also 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

Units 3 and 4

School Assessed Coursework and End of Year Examination
Unit 3 School Assessed Coursework: 25 percent
Unit 4 School Assessed Coursework: 25 percent
End of Year Examination: 50 percent
Learning Outcomes awarded: S or N

Learning Outcomes awarded:

S or N

INDONESIAN (SECOND LANGUAGE) (LIND)

RATIONALE

This study develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world. The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

STRUCTURE

The study is made up of four units.

Unit 1

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

Unit 2

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

Units 3 and 4

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language and Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.

ENTRY

Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete application forms giving details of their background in Indonesian, if they wish to enrol in this study. Students must also 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent
Learning Outcomes awarded: S or N

DISTANCE EDUCATION - UNITS 1, 2, 3, 4 (FOR LANGUAGES NOT OFFERED AT LILYDALE HIGH SCHOOL)

UNIT DESCRIPTION

Some Language studies not offered within the school are available through the Victorian School of Languages and the Distance Education Centre. However, these places are severely restricted and stringent guidelines for eligibility apply. There is also some cost involved as fees are charged for these courses by VSL. **The fee for 2016 will be approximately \$160. This fee covers both semesters.** Students who wish to enrol in Distance Education must see the Languages Coordinator by **November 27** in order to finalise arrangements.

KEY LEARNING AREA - MATHEMATICS

RATIONALE

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous. It is a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

STRUCTURE

The study is made up of the following units:

1. Foundation Mathematics Units 1 & 2
2. General Mathematics Units 1 & 2
3. Mathematical Methods Units 1 & 2
4. Specialist Mathematics Units 1 & 2
5. Further Mathematics Units 3 & 4
6. Mathematical Methods Units 3 & 4
7. Specialist Mathematics Units 3 & 4

Units 1 and 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

Units 1 and 2: General Mathematics

General Mathematics covers units that cater for a diverse group of students who are looking to continue their mathematics studies and complete Units 3 and 4 in Further Mathematics. The areas of study are Statistics, Algebra, Functions and Graphs, Business Mathematics, Financial Recursion, Matrices, Geometry and Trigonometry.

Units 1 and 2: Mathematical Methods

These units are designed in particular as preparation for Mathematical Methods Units 3 & 4. The areas of study for Unit 1 are: Functions and graphs, Algebra, Rates of Change and Probability and statistics. The areas of study for Unit 2 are: Circular Functions, Exponential Functions, Algebra, Calculus and Combinatorics.

Units 1 and 2: Specialist Mathematics

Specialist Mathematics covers units that cater for a diverse group of students who are looking to continue their mathematics studies and complete Units 3 and 4 in Mathematical Methods and/or Units 3 and 4 in Specialist Mathematics. The areas of study for the course are Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, Measurement and trigonometry, Graphs of Linear and non-linear relations and Statistics. Whilst these are the same topics as covered in VCE General

Mathematics, students studying VCE Specialist Mathematics will explore these topics to a greater level of depth and complexity.

Units 3 and 4: Further Mathematics

Further Mathematics follows on from Units 1 and 2 General Mathematics and consists of two compulsory areas of study: Data Analysis and Financial Mathematics. Students are also required to complete two modules in the Applications area of study consisting of Geometry and trigonometry and Matrices.

Units 3 and 4: Mathematical Methods

Mathematical Methods Unit 3 and 4 consists of the following areas of study: Functions and graphs, Calculus, Algebra and Probability and Statistics which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

Units 3 and 4: Specialist Mathematics

Specialist Mathematics consists of the following areas of study: Coordinates Geometry, Circular (Trigonometric) Functions, Algebra, Calculus, Vectors, Probability and Statistics, and Mechanics. The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Specialist Mathematics assumes concurrent or previous study of Units 3 and 4: Mathematical Methods.

Technology

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: CAS calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems and computer algebra systems. In particular, students are encouraged to use CAS calculators, spreadsheets or statistical software for probability and statistics related areas of study, and CAS calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

All Mathematics students will be required to purchase an approved CAS calculator.

ENTRY

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. It is, however, highly recommended that students attempting Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 have completed Mathematical Methods or Specialist Mathematics at Year 10. In particular, these students are expected to have a sound background in Algebra, Functions and relations, and Probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1. Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 and the completion of Units 1 and 2 in Mathematical Methods in conjunction with Units 1 and 2 in Specialist Mathematics.

ASSESSMENT

Satisfactory completion of all coursework.

The award of satisfactory completion for a unit is based on a decision that the student has 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

Units 3 and 4

Learning Outcomes awarded: S or N

The VCAA will supervise the assessment of all students undertaking units 3 and 4. The student's level of achievement will be assessed through School Assessed Coursework and examinations as follows:

Further Mathematics

Unit 3 School Assessed Coursework (Application Task)	20 percent
Unit 4 School Assessed Coursework (Modelling/Problem solving)	14 percent
Examination 1 (Key concepts, routines and procedures)	33 percent
Examination 2 (Application of procedures)	33 percent

Mathematical Methods

Unit 3 School Assessed Coursework (Application Task)	17 percent
Unit 4 School Assessed Coursework (Modelling/Problem solving)	17 percent
Examination 1 (Key concepts, routines and procedures)	22 percent
Examination 2 (Analysis and application)	44 percent

Specialist Mathematics

Unit 3 School Assessed Coursework:	17 percent
Unit 4 School Assessed Coursework:	17 percent
Examination 1 (Key concepts, routines and procedures)	22 percent
Examination 2 (Analysis and application)	44 percent

KEY LEARNING AREA – PHYSICAL AND SPORT EDUCATION

HEALTH AND HUMAN DEVELOPMENT (PHHD)

RATIONALE

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

STRUCTURE

The study is made up of four units:

- Unit 1: The Health and Development of Australia's Youth
- Unit 2: Individual Human Development and Health Issues
- Unit 3: Australia's Health
- Unit 4: Global Health and Human Development

Unit 1: The Health and Development of Australia's Youth

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

This unit also focuses on the health and individual human development of Australia's youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. Students will also identify issues that impact on the health and individual human development of Australia's youth.

Unit 2: Individual Human Development and Health Issues

Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood. The health and individual human development of Australia children and adults can vary considerably and is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments.

The Virtual Parenting Program: During Unit 2 students will have the opportunity to experience the life changing reality of caring for an infant using Real Care Baby Simulators that need to be fed, burped, rocked and have their nappies changed.

Unit 3: Australia's Health

The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health.

Unit 4: Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this, unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. The United Nations (UN) human development work is encapsulated in the Millennium Development Goals, where the world's countries have agreed to a set of measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. A significant focus of the Millennium Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

OUTDOOR AND ENVIRONMENTAL STUDIES (POES)

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

Each unit contains two Areas of Study.

Unit 1: Exploring Outdoor Experiences - Program Cost \$350

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

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.

Unit 3: Relationships with Outdoor Environments - Program Cost \$350

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Unit 4: Sustainable Outdoor Relationships - Program Cost \$350

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Practical component

This course combines skill development in the classroom and through practical experiences gained from outdoor field expeditions.

The expeditions will be approximately ½ - 3 days in duration (and will require carrying a FULL rucksack and lightweight camping gear).

Students will need to supply the following protective clothing: waterproof jacket, over-pants, long sleeve thermal top and bottom. Students must complete Unit 1 before undertaking Unit 2.

PAYMENT

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

Fees for Semester 1 are payable in December 2015. A letter will be forwarded to all parent/guardians of students enrolled in the course, with payment details.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

PHYSICAL EDUCATION (PPE)

RATIONALE

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, well-being and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation. This study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

STRUCTURE

The study is made up of four units:

Unit 1: Bodies in Motion

Unit 2: Sports Coaching and Physically Active Lifestyles

Unit 3: Physical Activity Participation and Physiological Performance

Unit 4: Enhancing Performance

Unit 1 Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. Students are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity. They will also explore technological advancements from a biomechanical perspective and injury prevention and rehabilitation.

Unit 2 Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and well-being of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Students will explore in greater depth one of the following studies: 'Decision making in sport' and 'Promoting active living'.

Unit 3 Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4 Enhancing Performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

KEY LEARNING AREA – SCIENCE

BIOLOGY (SBIO)

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. 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 are 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, predict outcomes of genetic crosses.
- Students identify the implications of the uses 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.

UNIT 3

This unit considers the molecules and biochemical processes that are indicators of life. They investigate DNA, proteins and their importance to cells and cell functioning. Advances in modern and medical technology to increase the chance of survival of an organism when its control systems or defences against infection and disease are inadequate, are also considered.

UNIT 4

This unit explores the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, leading to investigation of the origins and diversity of living organisms. Recent advances in technology, including biotechnology, are also considered.

ENTRY

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School Assessed Coursework and End-of-Year Examination

Unit 3 School Assessed Coursework: 20 percent

Unit 4 School Assessed Coursework: 20 percent

End-of Year Examination: 60 percent.

Learning Outcomes awarded: S or N

CHEMISTRY (SCHE)

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

UNIT 3

This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. Again design and performance of experiments is important in the unit.

UNIT 4

This unit examines the relationship between the production and use of energy in living and non living systems. It revisits concepts discussed earlier in the course and illustrates the development of chemical ideas within the context of the periodic table. Again design and performance of experiments is important in the course

ENTRY

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School Assessed Coursework and End-of-Year Examination

Unit 3 School Assessed Coursework: 20 percent

Unit 4 School Assessed Coursework: 20 percent

End-of Year Examination: 60 percent.

Learning Outcomes awarded: S or N

PHYSICS (SPH)

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, 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 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

Unit 3

This unit covers the areas of motion, electronics and one of Einstein's relativity, investigating structures and materials or further electronics.

Unit 4

This unit covers the interactions of light and matter, electric power and one of synchrotron and applications, photonics, or recording and reproducing sound.

ENTRY

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School Assessed Coursework and End-of-Year Examination

Unit 3 School Assessed Coursework: 16 percent

Unit 4 School Assessed Coursework: 24 percent

End-of Year Examination: 60 percent.

Learning Outcomes awarded: S or N

PSYCHOLOGY (SPSY)

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 understanding of brain structure and function has changed over time, 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.

Unit 3

This unit develops understanding of the biological bases of behaviour, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used.

Unit 4

This unit develops understanding of the related areas of memory and learning. It is designed to enable students to develop knowledge and skills in research methods in psychology, and to relate the areas of study of learning and memory to everyday experience.

ENTRY

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School Assessed Coursework and End-of-Year Examination

Unit 3 School Assessed Coursework: 20 percent

Unit 4 School Assessed Coursework: 20 percent

End-of Year Examination: 60 percent.

Learning Outcomes awarded: S or N

ENVIRONMENTAL SCIENCE (SES)

RATIONALE

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents 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.

Unit 3

This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

Unit 4

This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of the managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

ENTRY

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School Assessed Coursework and End-of-Year Examination

Unit 3 School Assessed Coursework: 25 percent Unit 4

School Assessed Coursework: 25 percent

End-of Year Examination: 50 percent.

Learning Outcomes awarded: S or N

KEY LEARNING AREA - TECHNOLOGY

INFORMATION TECHNOLOGY (TICT)

RATIONALE

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

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

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

STRUCTURE

The study is made up of six units:

Unit 1 – IT In Action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images to create solutions that can be used to persuade, educate, inform and entertain. They 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 range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. They apply all stages of the problem-solving methodology when creating solutions. Students analyse data from large repositories and manipulate selected data to create visualisations. They develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills, working both individually and in teams during this unit.

Unit 3 – IT Applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. They use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Students investigate the use of a relational database management system (RDMS). They examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS. Students apply the analysis, design and development stages of the problem-solving methodology when creating solutions.

Unit 4 – IT Applications

In this unit, students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Either a relational database management system (RDBMS) or spreadsheet software is selected and used to

create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. They also explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

ENTRY

No prerequisites or entry to Units 1, 2 and 3. Students must undertake Unit 3 IT Applications prior to undertaking Unit 4 IT Applications. Students must undertake Unit 3 Software Development prior to undertaking Unit 4 Software Development.

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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

SOFTWARE DEVELOPMENT UNITS 3 & 4 (TSD)

STRUCTURE

Unit 3 – Software Development

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

Unit 4 – Software Development

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. They continue to study the programming language selected in Unit 3. Students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

ENTRY

No prerequisites to Unit 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 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 25 percent

Unit 4 School Assessed Coursework: 25 percent

End of Year Examination: 50 percent

Learning Outcomes awarded: S or N

FOOD AND TECHNOLOGY (TFT)

RATIONALE

Through the study of food technology, students will develop knowledge of the functional, sensory, physical and chemical properties of food and will be able to apply this knowledge when using food in a practical situation.

STRUCTURE

The study is made up of four units.

Unit 1 - Properties of Food

This area of study provides students with an understanding of work practices to ensure that the quality of food is maintained. Students examine causes of food spoilage and food poisoning and preventative measures. They also apply safe and hygienic handling and correct use of tools and equipment. The physical, sensory and chemical properties of key foods are examined.

Unit 2 - Planning and Preparation of Food

Students investigate various methods, tools and equipment used in food preparation for optimum results. Students are involved in planning and preparation of meals to examine social and cultural factors and modifying meals to suit nutritional needs. Design briefs and evaluations of production activities are covered.

Unit 3 - Food Preparation, Processing and Food Controls

Students develop a further understanding of key foods. They explore properties of food and how it may impact on food preparation and processing techniques. Students develop an understanding of national, state and local authorities that govern food laws and standards, including packaging and labelling of food.

Unit 4 - Food Product Development and Merging Trends

This unit focuses on the application of design and product development processes. Students implement a design plan including preparation and they evaluate the effectiveness and efficiency of production activities related to their plan. Students explore the impact of technology on food production and investigate consumer needs and expectations. The disposal of packaging on the environment is also examined.

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 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

Units 3 and 4

School Assessed Coursework and End of Year Examination

Unit 3 School Assessed Coursework: 15 percent

Unit 4 School Assessed Coursework: 15 percent

Unit 4 School Assessed Task: 40 per cent

End of Year Examination: 30 percent

Learning Outcomes awarded: S or N

COST

Units 1 & 2 \$140 per year. Due December 2015

Units 3 & 4 \$140 per year. Due December 2015

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

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES OR WOOD) (TPDT)

RATIONALE

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

STRUCTURE

The study is made up of four units.

Unit 1

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

Unit 2

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

Unit 3

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.

Unit 4

In this area of study, students examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Products are analysed and compared for aesthetic appeal, function, ease of use, repair and maintenance requirements, cost, innovative features, and consideration of social and environmental impacts. The student judges appropriateness of materials and construction techniques through the use of suitable tests.

ENTRY

There are no prerequisites for entry to Units 1 and 2. It is recommended to have completed Units 1 and 2 prior to choosing Units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

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

Units 3 and 4

School Assessed Tasks, School Assessed Coursework and an End of Year Examination.

Unit 3 School Assessed Coursework: 12 percent

Unit 4 School Assessed Coursework: 8 percent

Units 3 and 4 School Assessed Task: 50 percent

Units 3 and 4 examination: 30 percent

Learning Outcomes awarded: S or N

COST

Units 1 & 2 Product cost

Units 3 & 4 Product cost

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

SYSTEMS ENGINEERING (TSE)

STRUCTURE

The study is made up of four units.

Unit 1

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

Unit 2

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

Unit 3

In Unit 3, students commence work on the design and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation.

Unit 4

This area of study further develops students' understanding and interpretation of symbolic representation of technological systems. The focus is on how these symbolic representations show the performance and function of a controlled integrated technological system. Students develop skills which enable them to create and interpret integrated systems and schematic diagrams.

ENTRY

Year 9 Systems essential (Year 10 Physics optional extra) 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 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

Units 3 and 4

School Assessed Coursework, School Assessed Tasks and End of Year Examination

Unit 3 School Assessed Coursework: 12 percent

Unit 4 School Assessed Coursework: 8 percent

Units 3 and 4 School Assessed Tasks: 50 percent

End of Year Examination: 30 percent

Learning Outcomes awarded: S or N

COST

Units 1 & 2 Product cost

Units 3 & 4 Product cost

KEY LEARNING AREA - THE ARTS

ART (AART)

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. It 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.

Units 3 and 4

These units present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

ENTRY

There are no prerequisites for Units 1 and 2. It is recommended that students complete Units 1 and 2 before commencing Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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

Unit 3 and 4

School Assessed Coursework, School Assessed Tasks and End of Year Examination

Unit 3 School Assessed Coursework:	10 percent
Unit 4 School Assessed Coursework:	10 percent
Units 3 and 4 School Assessed Tasks:	50 percent
End of Year Examination	30 percent
Learning Outcomes awarded:	S or N

STUDIO ARTS (ASAC)

Studio Arts is offered in Ceramics and Photography.

RATIONALE

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

STRUCTURE

The study is made up of four units.

- Unit 1: Artistic Inspiration and Techniques
- Unit 2: Design Exploration and Concepts
- Unit 3: Studio Production and Professional Arts Practices
- Unit 4: Studio Production and Art Industry Contexts

Unit 1

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

Unit 2

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

Unit 3

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

Unit 4

The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the exploration proposal formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. A background in Middle School Art is strongly recommended.

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

Unit 3 and 4

School Assessed Tasks and an End of Year Examination

Unit 3 School Assessed Coursework:	33 percent
Unit 4 School Assessed Coursework:	33 percent
Units 3 and 4 Examination:	34 percent
Learning Outcomes awarded:	S or N

VISUAL COMMUNICATION DESIGN (AVC)

RATIONALE

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

STRUCTURE

The study is made up of four units:

- Unit 1: Introduction to visual communication design
- Unit 2: Applications of visual communication design
- Unit 3: Design thinking and practice
- Unit 4: Design development and presentation

Unit 1

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.\

In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through

practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilize a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realization of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

There are no prerequisites for entry to Units 1 and 2. It is recommended that students complete Units 1 and 2 before commencing Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

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

Units 3 and 4

School Assessed Coursework, School Assessed Task and End of Year Examination.

Unit 3 School Assessed Coursework:	20 percent
Unit 4 School Assessed Coursework:	5 percent
School Assessed Task:	40 percent
End of Year Examination:	35 percent
Learning Outcomes awarded:	S or N

MEDIA STUDIES (AMS)

RATIONALE

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

STRUCTURE

The study is made up of four units:

Unit 1: Representation and technologies of representation

Unit 2: Media production and the media industry

Unit 3: Narrative and media production design

Unit 4: Media process, social values and media influence

Unit 1

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

Unit 2

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

Unit 3

Students study narrative film texts, including two feature films, to develop an understanding of the ways that film texts are constructed, the importance of story and production elements, and how audiences engage with film texts. Students will also use practical production skills and develop a comprehensive design plan for their own media production. In developing their productions, students may choose to work in the medium of video, print, photography, multimedia, radio or in a combination of these mediums.

Unit 4

Students employ practical skills to produce and present the production that was designed during Unit 3. Students will also undertake two further theoretical units of study. They will explore the relationship between the values that exist in society and the way that the media represents and comments upon these values. Students will also study theories of communication and investigate the nature and extent of media influence on audiences.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Experience with information technology is strongly encouraged.

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

Unit 3 and 4

School Assessed Coursework, School Assessed Task and an End of Year Examination

Unit 3 and Unit 4 School Assessed Coursework: 18 percent

Unit 3 and Unit 4 School Assessed Task: 37 percent

End of Year Examination: 45 percent

Learning Outcomes awarded: S or N

THEATRE STUDIES (ATS)

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 has 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 & 2, however, it is recommended that students complete Units 1 & 2 prior to commencing Units 3 & 4. Students must undertake Unit 3 prior to undertaking Unit 4.

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

Units 3 & 4

School Assessed Coursework and TWO End of Year Examinations

Units 3 and 4 School Assessed Coursework:	45 per cent
End of Year Examinations	55 per cent
Learning Outcomes awarded	S or N

DRAMA (ADRA)

RATIONALE

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

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

STRUCTURE

The study is made up of four units.

Unit 1: Dramatic storytelling

Unit 2: Non-naturalistic Australian drama

Unit 3: Devised non-naturalistic ensemble performance

Unit 4: Non-naturalistic solo performance

ENTRY

There are no prerequisites for entry to Units 1, 2; however, it is recommended that students complete Units 1 and 2 prior to commencing Units 3 & 4. Students must undertake Unit 3 prior to Unit 4.

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

Units 3 & 4

School Assessed Coursework and two End of Year Examinations

Units 3 and 4 School Assessed Coursework: 40 per cent

End of Year Performance Examination: 35 per cent

End of Year Written Examination: 25 per cent

Learning Outcomes awarded: S or N

MUSIC PERFORMANCE (AMUS)

RATIONALE

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

STRUCTURE

The study is made up of four units.

Units 1 and 2

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

Units 3 and 4

The focus of these units is on performing as a soloist or a member of a group. Technical, creative and interpretation skills are developed for the performance of a program of musical works in a range of styles. Students also study aural and written transcription and notation and analyse the interpretive choices made by performers in post-1900 Australian recorded works.

ENTRY

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

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

Units 3 and 4

School Assessed Coursework and TWO End of Year external examinations.
Unit 3 and 4 School Assessed Coursework: 20 percent
End of Year Performance Examination: 50 percent
End of Year Written and Aural Examination: 30 percent
Learning Outcomes awarded: S or N

VCE VET COURSES OFFERED WITHIN THE YVVC CLUSTER FOR 2016

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 2015 information. At this time we are unable to give an accurate cost for each of the VET courses. We will require a \$100 enrolment fee from ALL VET students to be made to Lilydale High School by Wednesday 2nd December to confirm your child's commitment to their chosen VET course. Please note that material fees will also be due for payment on December 2. A letter will be forwarded to parents/guardians with payment details. No guarantee can be given that every VET course will run or that every student will gain a place in their chosen VET course. VET courses will run based on student numbers across the cluster of participating schools.

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

Please attend the Careers Office for further information.

CERTIFICATE III IN ACTING (OVER 2 YEARS)

Course outline - Certificate III: The first year course focuses on an overview of the film and TV industry, governing bodies, film and TV careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of camera. Practical filming lessons alternate between 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 - \$612 (Year 1), \$808 (Year 2)

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

Location - Lilydale High School, Melba Avenue, Lilydale

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

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

Further Study Pathways - Successful completion will assist students to audition/apply for performing arts courses such as:

Bachelor of Arts (Theatre) - Charles Sturt University (NSW)

Diploma of Dramatic Art in Acting (NIDA)

Diploma of Design (NIDA)

Diploma of Technical Production (NIDA)

Associate Diploma of Dramatic Arts in theatre Crafts (NIDA)

Bachelor of Creative Arts (Drama) or (Dance) – Deakin University

Graduate Diploma of Dramatic Art in Voice Studies (NIDA)

Graduate Diploma of Dramatic Art in Movement (NIDA)

Graduate Diploma in Production Management (NIDA)

Bachelor of Fine Arts (Production) University of Melbourne

Bachelor of Arts in Drama— Flinders University

Bachelor of Arts—Performing Arts Federation University

Associate Diploma of Arts (Theatre Technology and Small Companies) TAFE Victoria (Box Hill, Holmesglen, NMIT, Swinburne)

Complimentary VCE subjects: Drama, Theatre studies

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

CERTIFICATE II IN ANIMAL STUDIES

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

Materials cost - \$700 (Year 1), \$650 (Year 2)

Provider – Lilydale High School (Box Hill Institute)

Location – Lilydale High School, Melba Avenue Lilydale

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

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

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

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

Complementary VCE Subjects: Biology

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

CERTIFICATE II IN APPLIED FASHION

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

Materials cost - \$250 (Year 1), \$350 (Year 2)

Provider - Healesville Living and Learning Centre

Location - 1 Badger Creek Road, Healesville 3777.

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

Employment Opportunities - fashion designer, fashion retail buyer, milliner, textile designer, fashion merchandiser

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

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

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

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

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

Materials cost - \$350 (Year 1)

Provider - Healesville High School

Location - Healesville High School, Camerons Rd, Healesville

Class Time - Wednesday All day

Employment Opportunities - A student who successfully completes the Certificate II Automotive Studies (Vehicle Painting and Panel Beating) will find employment opportunities in apprenticeships in the fields of panel beater; vehicle painter/spray painter; car detailer; window tinter; vehicle dismantler; vehicle body builder; mechanic

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

Complementary VCE Subjects – Systems Engineering, Product and Design Technology

Subject credits - On completion of the Certificate II in Automotive Technology Studies, students are eligible for four VCE VET Units on their VCE Statement of Results. Two VCE VET units are deemed to be at 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 AUTOMOTIVE TECHNOLOGY

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

Materials cost - \$350 (Year 1), \$350 (Year 2)

Provider - Yarra Hills Secondary College

Location - Yarra Hills Secondary College, Reay Road, Mooroolbark

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

Employment Opportunities - A student who successfully completes the Certificate II in Automotive Technology Studies will find employment opportunities in apprenticeships in the fields of auto electrician, mechanic, spare parts and retail.

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

Complementary VCE subjects – Systems Engineering, Physics

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

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

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

Materials cost - : 1st year \$500, 2nd year \$180

Provider - MEGT Ringwood (1st Year)
Swinburne Institute (2nd Year)

Location – 1st Year - MEGT – Maroondah Hwy, Ringwood
2nd Year – Swinburne Croydon – Norton Rd, Croydon

Class Time – Wednesday 8 am – 4.30 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 such as; building site administration, foremanship, building administration, estimation, building inspection, electronic, building services, erafting (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. Student will receive block credit towards their ATAR

Certificate IV CISCO (partial completion only)

Course outline -

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

Materials cost - \$150

Provider -
Ringwood Trade Training Facility

Location – RTTF, Bedford Rd, Ringwood

Class Time – Wednesday 1 - 5.30 pm

Employment Opportunities –

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

Further Study Pathways –

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

Complementary VCE subjects – Information Technology

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

CERTIFICATE III in CHILDRENS SERVICES

Course outline -

This program provides students with the ability to work as a Level III childcare worker in a variety of early childhood settings and out-of-school hours' programs.

Materials cost - \$300 1st year

Provider – Mooroolbark and Mount Lilydale Mercy College

Location – Mooroolbark College, Manchester Rd, Mooroolbark
Mount Lilydale Mercy College, Anderson Street, Lilydale

Class Time – Wednesday 1.30 pm – 4.30 pm

Employment Opportunities –

Childcare Worker

Kindergarten Teacher

School Teacher

Further Study Pathways –

Certificate IV in Community Services (Lifestyle and Leisure)

Certificate IV in Youth Work

Diploma in Early Childhood Development

Complementary VCE subjects –

Food Technology

Health & Human Development

Psychology

Subject credits - VCE: Block credit recognition is available for this program at the conclusion of 2nd year. Students who receive a Units 3&4 sequence will be eligible for an increment towards their ATAR (10% average of the primary four scaled subjects).

CERTIFICATE II IN ELECTROTECHNOLOGY STUDIES (PRE VOCATIONAL)

Course outline - This course provides the opportunity for those wishing to gain employment in the electrotechnology industry with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships offered within this industry. In particular, the course provides training in basic electrical theory, electrical workshop practices, wiring and basic installation skills, the use of hand and power tools and an overview of the electrotechnology industry and the range of occupations within it.

Materials cost - 1st year \$500 2nd year \$600

Provider - MEGT

Location – MEGT, Maroondah Hwy, Ringwood

Class Time – Wednesday 1st and 2nd Year – 8 am to 4.30 pm

Employment Opportunities - Possible employment opportunities that exist after the completion of the full certificate include; electrical engineering, electrician, communications technician, transmission/distribution line worker, fire servicing technician, security technician, instrument technician, refrigeration mechanic

Further Study Pathways - Further training pathways from this qualification may include:

- Certificate III in Electrotechnology Electrician
- Certificate III in Renewable Energy - ELV
- Certificate III in Electronics and Communications
- Certificate III in Computer Systems Equipment
- Electrical Apprenticeship

Complementary VCE subjects – Physics, Systems Engineering, Maths Methods

Subject credits - Students who complete Certificate II in Electrotechnology Studies will be eligible for up to two units of credit towards their VCE at Units 1 and 2 level. For current 2nd year students, this course will not contribute towards students VCE at units 3 and 4 and does not contribute towards the ATAR. Please speak with your school's VET/VASS Coordinator for more information.

CERTIFICATE II IN ENGINEERING

Course outline -

The main aim of the Certificate II in Engineering is to provide young people with the opportunity to gain basic training in the four main areas of engineering—mechanical, production, fabrication, electrical, - as a means of enhancing their prospects for employment as jobs become available and enable them to make better informed choices relating to their future careers.

Materials cost - 1st year \$450
 2nd year \$300

Provider -

1st year Mt Lilydale Mercy College
2nd year: Ringwood Trade Training Facility (RTTF)

Location -

1st year Mt Lilydale Mercy College, Anderson Street, Lilydale
2nd year: RTTF, Bedford Rd, Ringwood

Class Time -

1st year – Wednesday 1.00 pm – 5.00 pm
2nd year - Wednesday 1.00 pm – 5.30 pm

Employment Opportunities - Apprenticeships in the metal manufacturing industries, maintenance engineer, aircraft mechanic, drafting, panel beating, welding, vehicle body maker.

Further Study Pathways - A student who successfully completes the Certificate II in Engineering will have attained the necessary theoretical and practical skills required for entry level to the industry.

PATHWAYS to TAFE

Certificates in Engineering, Automotive Studies, Avionics.

PATHWAYS to HIGHER EDUCATION

Some Diplomas articulate into Degrees in Engineering—mechanical, Building and Manufacturing.

There are a range of Engineering Degrees available in the disciplines, e.g. civil, materials, electrical and chemical engineering.

Engineering Apprenticeship – Mechanical, Fabrication, Automotive or Electrical

Complementary VCE Subjects – Maths Methods, Physics

Subject credits - Mount Lilydale Mercy College Only On completion of this program, students are entitled to four VCE VET Units on their VCE Statement of Results. Two units are at a unit 1 & 2 level and two units are at unit 3 & 4 level. Students will achieve scored assessment which will contribute to their ATAR score, after completing their examinations.

CERTIFICATE II IN EQUINE STUDIES

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

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

Provider – Box Hill Institute

Location – Box Hill Institute, Elgar Rd, Box Hill

Class Time – Wednesday 2 pm – 5.30 pm

Employment Opportunities – farrier, horse trainer, jockey, racing steward, stable hand, veterinary nurse

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

Complementary VCE Subjects - Biology

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

CERTIFICATE II IN HAIRDRESSING

Course outline –

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

Materials cost -

1st Year \$350

2nd Year \$350

Provider – ITS Academy

Location – 32 Station Street, Bayswater

Class Time – Wednesday

Employment Opportunities -

Hairdresser

Retail Sales

Salon Assistant

Salon Manager

Further Study Pathways -

Certificate III in Hairdressing

Certificate IV in Hairdressing

Advanced Diploma in Hairdressing

Apprenticeship in Hairdressing

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

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

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

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

Materials cost – 1st year \$211.50

Provider
1st and 2nd Year – Box Hill Institute

Location
1st and 2nd year – Box Hill Institute, Elgar Rd, Box Hill

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

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

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

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

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

CERTIFICATE II IN HORTICULTURE

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

Materials cost - \$450

Provider

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

Location

1st and 2nd year – York Rd, Mt Evelyn

Class Time

1st year 11.30 am – 5.00 pm

2nd year 11.30 am – 5.00 pm

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

Further Study Pathways -

Certificate III in Horticulture

Certificate III in Horticulture – Landscape

Certificate III in Irrigation

Certificate IV in Conservation and Land Management

Certificate IV in Horticulture

Diploma in Horticulture

Diploma in Conservation and Land Management

Advanced Diploma in Conservation and Land Management

Complementary VCE subjects – Biology, Visual Communications and Design

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

CERTIFICATE III IN HOSPITALITY (CATERING OPERATIONS)

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

Materials cost - \$325 – 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 and 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 contribution scored assessment should complete the VCAA exam at the conclusion of the second year.

CERTIFICATE II MAKE UP AND SKIN CARE

Course outline -

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

Materials cost - \$550

Provider -
ITS Academy

Location -
ITS Academy, 32 Station Street, Bayswater

Class Time - Wednesday 9.30 am – 12.00 pm

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

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

Complementary VCE subjects – Art/Studio Art

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

CERTIFICATE III INFORMATION TECHNOLOGY (partial completion only)

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

Materials cost - \$100

Provider – Lilydale Heights College

Location – Lilydale Heights College, 17 Nelson Rd, Lilydale

Class Time – Wednesday 1.30 pm - 5.00 pm

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

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

Complementary VCE subjects – Information Technology

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

CERTIFICATE III MEDIA

Course outline -

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

Materials cost - \$150

Provider – Mt Lilydale Mercy College

Location – Mt Lilydale Mercy College, Anderson Street, Lilydale

Class Time – Wednesday 1.00 pm – 5.00 pm

Employment Opportunities –

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

Further Study Pathways - Advanced Diploma of Interactive Media

Related fields;

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

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

CERTIFICATE III MUSIC

Course outline -

The VCE VET Music program aims to:

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

Materials cost - \$140

Provider - Billanook College

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

Class Time - Wednesday 1.00 pm – 5.00 pm

Employment Opportunities –

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

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

Complementary VCE Subjects - Music Performance

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

CERTIFICATE II PLUMBING

Course outline - Seeking entry to the plumbing industry or want to prepare for a plumbing and gas fitting apprenticeship? This course is specifically designed to achieve those goals. It introduces students to the skills needed by plumbers who fabricate, install, test and maintains 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 -
1st Year - \$232
2nd Year - \$257

Provider – Swinburne Institute

Location – Swinburne Institute, Norton Rd, Croydon

Class Time – Wednesday 8.00 am – 4.00 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.