



LILYDALE  
HIGH SCHOOL

**SELECT ENTRY ACCELERATED  
LEARNING PROGRAM HANDBOOK**

**LEVEL 4**

**2017**

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# SEALP LEVEL 4 HANDBOOK 2017

## CONTENTS

Administration of Year 10	1
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### KEY LEARNING AREAS

<b>ENGLISH</b>	<b>6</b>
10EENGA English Core Study	6
10ED Debate, Discussion and Public Speaking (Elective)	7
10EW The Craft of Writing (Elective)	7
<b>HUMANITIES</b>	<b>8</b>
10HGTA Geography – Are our Environments Under Threat?	8
10 HGYW Geography – What Makes a Good Life?	8
10HHPTW History – From Peace to War Again! The World a War	9
10HHGW History – The Globalising World	9
10HEFI Economics – On your way to becoming financially independent	10
10HEMW Economics – Money makes the world go round!	10
10HL Launch into Leadership	11
10HPS Philosophy	11
<b>LANGUAGES - Elective</b>	<b>12</b>
10LF1 French - Unit 1 (Semester 1)	12
10LF2 French - Unit 2 (Semester 2)	12
10LI1 Indonesian - Unit 1 (Semester 1)	12
10LI2 Indonesian - Unit 2 (Semester 2)	12
<b>MATHEMATICS</b>	<b>13</b>
MGM1 VCE General Mathematics Units 1 & 2	13
MMM1 VCE Mathematical Methods Units 1 & 2	14
10MS Year 10 Specialist Mathematics	14
<b>PHYSICAL AND SPORT EDUCATION</b>	<b>15</b>
10PPEBS Physical Education – My Body Systems	15
10PPEF Physical Education – Fitness for Me	15
10PGBS Girls' Physical Education – My Body Systems	15
10PGF Girls' Physical Education – Fitness for Me	15
10PBBS Boys' Physical Education – My Body Systems	15
10PBF Boys' Physical Education – Fitness for Me	15
10PSS Sports Science – Semester 1 or 2	16
10PC Sports Coaching	17
<b>Excellence in Sport Program</b>	<b>18</b>
10PEF Football	18
10PEB Basketball	18
10PEN Netball	18
10PET Tennis	18
<b>SCIENCE</b>	<b>19</b>
10SBB Big Bang (Chemistry and Physics)	19
10SBC Biochemistry (Biology and Chemistry)	19
10SEE Science is Everything and Everywhere	20
10SSIF Industrial Food Science	20
10SBP Blue Planet (Environmental Water Science)	21
10SPSY Psychology @ 10	21
10S Extended Investigation	22

# SEALP LEVEL 4 HANDBOOK 2017

	<b>TECHNOLOGY</b>	<b>23</b>
10TM	Materials and Design	23
10TW	Wood Technology	23
10TT1	Textiles – Semester 1	24
10TT2	Textiles – Semester 2	24
10TH1	Home Economics - Food and Culture	25
10TH2	Home Economics - Catering and Food Technology	25
10TWED	Web Design	26
10TID	Industrial Design	26
10TA	Computer Animation	27
10TAS	Automotive Systems	27
	<b>THE ARTS</b>	<b>28</b>
	<b>Visual Arts</b>	
10APD	Painting and Drawing	28
10ACA	Computer Art	28
10AC	Ceramics	29
10AG	Graphic Communication Design	30
10AP	Photography	30
	<b>Performing Arts</b>	
10AD	Drama	31
10ATSS	Theatre Studies	31
10AM	Musical Performance	32
	<b>VCE for Year 10 in 2017</b>	<b>33</b>
	<b>English</b>	<b>34</b>
ELIT1	VCE Literature	34
	<b>Humanities</b>	<b>35</b>
HGE01	VCE Geography	35
HHIS1	VCE History 20 <sup>th</sup> Century	36
HAGP1	VCE Australian and Global Politics	37
HACC1	VCE Accounting	38
HBM1	VCE Business Management	39
HEC01	VCE Economics	40
HLS1	VCE Legal Studies	41
HPHI1	VCE Philosophy	42
	<b>Physical and Sport Education</b>	<b>43</b>
PPE1	VCE Physical Education	43
PHHD1	VCE Health and Human Development	44
POES1	VCE Outdoor and Environmental Studies	45
	<b>Science</b>	<b>47</b>
SBI01	VCE Biology	47
SCHE1	VCE Chemistry	48
SPHY1	VCE Physics	49
SPSY1	VCE Psychology	50
SES1	VCE Environmental Science	51

## SEALP LEVEL 4 HANDBOOK 2017

	<b>Technology</b>	<b>52</b>
TICT	VCE Information Technology	52
TFT	VCE Food and Technology	53
TDT	VCE Product Design and Technology (Wood or Textiles)	54
TSE	VCE Systems Engineering	55
	<b>The Arts</b>	<b>56</b>
AART1	VCE Art	56
	VCE Studio Arts	57
AMED1	VCE Media	58
ATS1	VCE Theatre Studies	59
ADRA1	VCE Drama	60
AMUS1	VCE Music Performance	61
	<b>Fee Schedule</b>	<b>62</b>
	<b>VET for Year 10 in 2017</b>	<b>63</b>

## ADMINISTRATION OF YEAR 10 SEALP

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

School contacts for

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

### HOME GROUP TEACHER

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

### CAREERS AND WORK EXPERIENCE

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

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

#### **Community Liaison**

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

#### **Counselling**

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

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

### STUDENT WELLBEING CO-ORDINATORS

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

## SEALP LEVEL 4 HANDBOOK 2017

### LEVEL 4 SEALP COURSE OF STUDY AS RECOMMENDED BY THE LILYDALE HIGH SCHOOL COUNCIL AND THE CURRICULUM COMMITTEE

Level 4 SEALP students are advised to select at least one subject from each Key Learning Area other than English and General Mathematics (these are compulsory subjects). The Key Learning Areas are: English, Mathematics, Science, Humanities, The Arts, Technology, PASE and Languages.

- The Level 4 SEALP course structure comprises 6 x 5 period subjects per week
- 4 x 5 periods a week are elective subjects
- Students will choose six Year 10 elective subjects and one VCE subject per year
- Students may choose up to two subjects from one Key Learning Area per semester
- Students can only choose three subjects per year in any one Key Learning Area except for a VCE elective, where they may choose four.
- The VCE selection will be considered as part of the relevant Key Learning Area allocation.
- PLEASE NOTE: Whilst it is possible to select three VCE subjects, this can only happen after consultation between SEALP Coordinators, Heads of Middle and Senior Schools and relevant subject teachers. Students should understand that undertaking three VCE subjects will place a heavy burden upon them and it is NOT recommended unless there are exceptional circumstances. Students are required to complete a full course load of 30 class periods per week.

The following are examples of what a student's timetable might look like:

SEMESTER 1	English	VCE Maths (any)	VCE History	Science Big Bang	PASE Girls' PE	Languages French
SEMESTER 2	English	VCE Maths (any)	VCE History	English Debating	Technology Wood	Languages French

Or

SEMESTER 1	English	VCE Maths (any)	VCE Chemistry	Specialist Maths	Technology Web Design	PASE Sport Science
SEMESTER 2	English	VCE Maths (any)	VCE Chemistry	Specialist Maths	Humanities Economics	The Arts Computer Art

#### ENGLISH KLA

##### **Subjects offered:**

English – compulsory, must be selected each semester

English also offers the following one semester electives:

10EW	The Craft of Writing
10ED	Debate, Discussion and Public Speaking
VCE Units 1 & 2	Literature

## MATHEMATICS KLA

### Subjects offered:

10 MS	This is Year 10 Specialist Maths (should be taken by students planning on enrolling in Mathematical Methods or General Mathematics Advanced)
MGM1	General Mathematics Standard Units 1 & 2 (leads on to Further Mathematics Units 3 & 4)
MMM1	Mathematical Methods Units 1 & 2 (Challenging - leads to Mathematical Methods Units 3 & 4)

## SCIENCE

### Subjects offered:

10SEE1	Science is Everything and Everywhere
10SBB	Big Bang
10SBC	Biochemistry
10SSIF	Industrial Food Science
10SBP	Blue Planet
10SPSY	Psychology

VCE Units 1 & 2	Biology
VCE Units 1 & 2	Chemistry
VCE Units 1 & 2	Environmental Science
VCE Units 1 & 2	Psychology
VCE Units 1 & 2	Physics

## TECHNOLOGY

### Subjects offered:

10TW	Wood Technology*
10TM	Materials and Design*
10TT1	Textiles*
10TT2	Textiles*
10TH1	Food and Culture*
10TH2	Catering and Food*
10TWEB	Web Design
10TID	Industrial design
10TA	Computer Animation
10TAS	Automotive Systems

VCE Units 1 & 2	Product Design and Technology (Wood or Textiles)*
VCE Units 1 & 2	Systems Engineering*
VCE Units 1 & 2	Food and Technology*
VCE Units 1 & 2	Information Technology

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

## THE ARTS

### Subjects offered:

10APD	Painting and Drawing
10ACA	Computer Art
10AC	Ceramics
10AG	Graphic Communication
10AP	Photography
10AD	Drama
10ATSS	Theatre Studies
10AM	Musical Performance
VCE Units1 & 2	Art
VCE Units1 & 2	Media
VCE Units1 & 2	Drama
VCE Units1 & 2	Visual Communication & Design
VCE Units1 & 2	Music
VCE Units1& 2	Studio Arts
VCE Units1 & 2	Theatre Studies

## HUMANITIES

### Subjects offered:

10HGTA	Geography	Are Our Environments Under Threat?
10HGYW	Geography	What Makes a Good Life?
10HHPTW	History	From Peace to War Again! – The World at War
10HHGW	History	The Globalising World
10HL	Launch into Leadership	
10HPS	Philosophy	
10HEFI	Economics	On Your Way to Becoming Financially Independent
10HMW	Economics	Money Makes the World go Round!
VCE Units 1 & 2	Business Management	
VCE Units 1 & 2	Economics	
VCE Units 1 & 2	Philosophy	
VCE Units 1 & 2	History 20 <sup>th</sup> Century	
VCE Units 1 & 2	Australian and Global Politics	
VCE Units 1 & 2	Legal Studies	
VCE Units 1 & 2	Geography	
VCE Units 1 & 2	Accounting	

## LANGUAGES

### Subjects offered:

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

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



## SEALP LEVEL 4 HANDBOOK 2017

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

**Subjects offered:**

10PPEBS	Physical Education – My Body Systems
10PPEF	Physical Education – Fitness For Me
10PGBS	Girls' Physical Education – My Body Systems
10PGF	Girls' Physical Education – Fitness For Me
10PBBS	Boys' Physical Education – My Body Systems
10PBF	Boys' Physical Education – Fitness For Me
10PSS	Sports Science
10PC	Sports Coaching

VCE Units 1 & 2 Health and Human Development  
VCE Units 1 & 2 Outdoor and Environmental Studies  
VCE Units 1 & 2 Physical Education

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

**EXCELLENCE IN SPORT: Please note costs. Refer to the final pages of the handbook for more information**

**Subjects offered:**

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

**VCE/VET SUBJECT**

Level 4 SEALP students may take **TWO** VCE/VET subjects. See the last pages of this booklet for information about these course offerings.

**YEAR 10 EXAMS**

In VCE, emphasis is placed on exam results. Therefore, Level 4 students will benefit from gaining experience taking exams under exam conditions. Students will take a series of exams at the end of Semester 1 and Semester 2. They will receive detailed information regarding the exam program prior to the exams.

**PEER SUPPORT TRAINING CAMP**

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

**YEAR 10 FORMAL**

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

**HOME GROUPS**

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

**UNIT TITLE: ENGLISH** **UNIT CODE: 10EENGA**  
**COMPULSORY FOR SEMESTER 1 AND SEMESTER 2**

**UNIT DESCRIPTION**

The English course enables students to:

- speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- understand the ways in which language varies according to context, purpose, audience and content and how to apply this knowledge;
- know linguistic patterns used to construct different texts and how to apply this knowledge;
- develop a broad knowledge of a range of texts and relate this to contemporary society and personal experience;
- discuss and analyse critically texts and language; and
- develop reasoned arguments about the ways textual interpretation and understanding varies according to cultural, social and personal differences

**UNIT OUTLINE**

The program adopts a balanced and integrated approach to language development, combining the three strands of writing, reading and viewing, and speaking and listening. Students learn to comprehend, analyse, synthesise and evaluate language so they develop competence and confidence in written and oral expression, in a variety of contexts. Particular attention is given to argument analysis, clear thinking skills and writing in response to a context. Computer technology is used as a writing tool during these processes.

The opportunity exists for students to develop high-order thinking skills at an accelerated rate. Emphasis is placed upon exposure to increasingly complex, challenging and a wider range of texts (including literature, everyday texts and mass media) to promote enjoyment of reading and personal responses. Close attention is also paid to contextual understanding, linguistic structures and features and strategies. Students are encouraged to reflect upon the learning process and their personal language goals. Extension material is provided to enhance further learning, without duplicating material covered in VCE Units 1 and 2.

**ASSESSMENT**

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

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

**ELECTIVES**

**UNIT TITLE: DEBATE, DISCUSSION AND  
PUBLIC SPEAKING**

**UNIT CODE: 10ED**

**UNIT DESCRIPTION**

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

**ASSESSMENT**

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

**ADDITIONAL INFORMATION**

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

**UNIT TITLE: THE CRAFT OF WRITING**

**UNIT CODE: 10EW**

**UNIT DESCRIPTION**

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

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

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

**ASSESSMENT**

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

**ADDITIONAL INFORMATION**

**Competitions and Publication**

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

## SEALP LEVEL 4 HANDBOOK 2017

### KEY LEARNING AREA - HUMANITIES

Subjects offered:

10HGTA	Geography	Are Our Environments Under Threat?
10 HGYW	Geography	What Makes a Good Life?
10HHGK	History	From Peace to War Again! – The World at War
10HHGW	History	The Globalising World
10HL	Launch into Leadership	
10HPS	Philosophy	
10HWF1	Economics	On Your Way to Becoming Financially Independent
10MW	Economics	Money Makes the World go Round!

#### UNIT TITLE: GEOGRAPHY

##### Are Our Environments Under Threat?

UNIT CODE: 10HGTA

#### UNIT DESCRIPTION

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

#### ASSESSMENT:

- Common Assessment Tasks
- Data analysis
- Workbook activities and tasks
- Field trip report
- Examination

#### UNIT TITLE: GEOGRAPHY

UNIT CODE: 10HGYW

##### What Makes a Good Life?

#### UNIT DESCRIPTION

This unit of work will investigate two key topics.

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

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

#### ASSESSMENT:

- Common Assessment Tasks
- Data analysis
- Workbook activities and tasks
- Field trip report
- Examination

**UNIT TITLE: HISTORY**

**UNIT CODE: 10HHPTW**

**From Peace to War Again! - The World at War**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: HISTORY**

**UNIT CODE: 10HHGW**

**The Globalising World**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: ECONOMICS**

**UNIT CODE: 10HEFI**

**On your way to becoming financially independent!**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: ECONOMICS**

**UNIT CODE: 10HEMW**

**Money makes the world go round!**

**UNIT DESCRIPTION**

What is economics? Is it important? Economics has a crucial role to play in the well-being of an individual and of a society. Students will investigate why living standards vary around the world. This course will examine Australia's economic system and compare it to other systems in order to understand why we have such high living standards. Students will select a country and complete a case study, comparing that country's living standards with Australia's. We are increasingly living in a globalised world. What does this mean and is it improving Australian and world living standards? What role does and should the Federal Government play in managing the economy and our lives? We will also investigate some specific government policies such as: paid parental leave; the ageing population and raising the retirement age, the NDIS, raising the tax free threshold and lowering company tax rates.

**ASSESSMENT:**

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

**UNIT TITLE: LAUNCH INTO LEADERSHIP**

**UNIT CODE: 10HL**

**UNIT DESCRIPTION**

The Launch into Leadership course aims to develop students' leadership, communication and teamwork skills through personal discovery and evaluation. An intended outcome is for students to make a positive impact on the community by developing a new program, or by adding to an existing one that they care about.

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

**ASSESSMENT:**

- Leadership investigation
- Work book / folio
- End of semester presentation
- Examination

**ADDITIONAL INFORMATION**

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

**UNIT TITLE: PHILOSOPHY**

**UNIT CODE: 10HPS**

**UNIT DESCRIPTION**

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

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

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

**ASSESSMENT:**

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

**KEY LEARNING AREA - LANGUAGES**

**ELECTIVE SUBJECT**

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

**UNIT TITLE: FRENCH – SEMESTER 1 (ELECTIVE)  
FRENCH – SEMESTER 2 (ELECTIVE)**

**UNIT CODE: 10LF1  
10LF2**

**UNIT DESCRIPTION**

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

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

**ASSESSMENT**

- Common Assessment Tasks
- Classwork
- Examination

**UNIT TITLE: INDONESIAN – SEMESTER 1 (ELECTIVE)  
INDONESIAN – SEMESTER 2 (ELECTIVE)**

**UNIT CODE: 10LI1  
10LI2**

**UNIT DESCRIPTION**

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

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

**ASSESSMENT**

- Common Assessment Tasks
- Classwork
- Examination



**KEY LEARNING AREA - MATHEMATICS**

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

**UNIT TITLE:**

**UNIT CODE: MGM1**

**VCE GENERAL MATHEMATICS UNITS 1 & 2**

**UNIT DESCRIPTION**

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

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

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

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

The outcomes will be addressed through a variety of assessment tasks including: Tests, Work Requirements, School Assessed Coursework Tasks and Examinations.

**UNIT TITLE: VCE MATHEMATICAL METHODS UNITS 1 & 2****UNIT CODE: MMM1****UNIT DESCRIPTION**

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

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

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

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

The outcomes will be addressed through a variety of assessment tasks including: Tests, Work Requirements, School Assessed Coursework Tasks and Examinations.

**UNIT TITLE: YEAR 10 SPECIALIST MATHEMATICS****UNIT CODE: 10MS****UNIT DESCRIPTION**

The areas of study are: Linear Algebra, Index Laws, Linear Graphs, Quadratic Expressions, Quadratic Graphs, Exponential Graphs, Irrational Numbers, Pythagoras' Theorem and Trigonometric Functions, and Probability and Statistics.

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

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

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

These skills will be addressed through a variety of assessment tasks including: Tests, Work Requirements, Extended Investigations and Examinations.

The classes will continue to run at five periods per week and regular homework sheets and assignments will continue as normal. Each branch will sit separate examinations.

**KEY LEARNING AREA - PHYSICAL AND SPORT EDUCATION**

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

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

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

<b>UNIT TITLE:</b>	<b>PHYSICAL EDUCATION</b> – My Body Systems	<b>UNIT CODES:</b>	<b>10PPEBS</b>
	<b>PHYSICAL EDUCATION</b> – Fitness For Me		<b>10PPEF</b>
	<b>GIRLS' PHYSICAL EDUCATION</b> – My Body Systems		<b>10PGBS</b>
	<b>GIRLS' PHYSICAL EDUCATION</b> – Fitness For Me		<b>10PGF</b>
	<b>BOYS' PHYSICAL EDUCATION</b> – My Body Systems		<b>10PBBS</b>
	<b>BOYS' PHYSICAL EDUCATION</b> – Fitness For Me		<b>10PBF</b>

**(SEMESTER 1 OR 2 OR BOTH)**

**UNIT DESCRIPTION**

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

This subject will include both a practical and theoretical component.

**Practical component:**

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

**Theoretical component:**

**Semester 1: My Body Systems**

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

**Semester 2: Fitness for Me**

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

**ASSESSMENT**

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

**ADDITIONAL INFORMATION**

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase from Lowes. A hat is recommended during practical classes in Terms 1 and 4.

**UNIT TITLE: YEAR 10 SPORTS SCIENCE**

**UNIT CODE: 10PSS**

**(SEMESTER 1 OR 2)**

**UNIT DESCRIPTION**

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

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

**Practical component:**

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

**Theoretical component:**

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

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

**ASSESSMENT**

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

**ADDITIONAL INFORMATION**

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase from Lowes. A hat is recommended during practical classes in Terms 1 and 4.

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

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

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

Students will complete training modules including:

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

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

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

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

**ASSESSMENT**

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

**ADDITIONAL INFORMATION**

All students must have a PE uniform consisting of a navy polo shirt and navy shorts. These items are available for purchase from Lowes. A hat is recommended during practical classes in Terms 1 and 4.

**EXCELLENCE IN SPORT PROGRAM –  
BASKETBALL, NETBALL, AUSTRALIAN RULES  
FOOTBALL AND TENNIS**

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

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

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

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

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

**Approximate costs**

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

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

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

**KEY LEARNING AREA - SCIENCE**

**UNIT TITLE: SCIENCE**

**UNIT CODE: 10SBB**

**Big Bang (Chemistry and Physics)**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: SCIENCE**

**UNIT CODE: 10SBC**

**Biochemistry (Biology and Chemistry)**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: SCIENCE**

**UNIT CODE: 10SEE**

**Science is Everything and Everywhere  
(Can be taken in Semester 1 or 2)**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: SCIENCE  
Industrial Food Science**

**UNIT CODE: 10SSIF**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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



**UNIT TITLE: SCIENCE**

**UNIT CODE: 10SBP**

**Blue Planet (Environmental Water Science)**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: SCIENCE**

**UNIT CODE: 10SPSY**

**Psychology @ 10**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: SCIENCE**

**Extended investigation**

**UNIT DESCRIPTION**

The Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's program.

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

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

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

**ASSESSMENT:**

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

**KEY LEARNING AREA - TECHNOLOGY**

**UNIT TITLE: MATERIALS AND DESIGN**

**UNIT CODE: 10TM**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

**UNIT TITLE: WOOD TECHNOLOGY**

**UNIT CODE: 10TW**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

**UNIT TITLE: TEXTILES (SEMESTER 1)**

**UNIT CODE: 10TT1**

**UNIT DESCRIPTION**

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

Tasks may include the following:

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

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

**UNIT TITLE: TEXTILES (SEMESTER 2)**

**UNIT CODE: 10TT2**

**UNIT DESCRIPTION**

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

Tasks may include the following:

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

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

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

**UNIT CODE: 10TH1**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

A food storage container is required.

**The food fee of \$70.00 is required.**

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

**UNIT CODE: 10TH2**

**UNIT DESCRIPTION**

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

**ASSESSMENT**

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

**ADDITIONAL INFORMATION**

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

A food storage container is required.

**A food fee of \$70.00 is required.**

**UNIT TITLE: WEB DESIGN**

**UNIT CODE: 10TWEB**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

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

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: COMPUTER ANIMATION**

**UNIT CODE: 10TA**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**UNIT TITLE: AUTOMOTIVE SYSTEMS**

**UNIT CODE: 10TAS**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

**KEY LEARNING AREA - THE ARTS**

**UNIT TITLE: PAINTING AND DRAWING**

**UNIT CODE: 10APD**

**UNIT DESCRIPTION**

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

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

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

Units of work may include:

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

**UNIT TITLE: COMPUTER ART**

**UNIT CODE: 10ACA**

**UNIT DESCRIPTION**

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

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

Tasks may include:

- An online folio
- Four images
- Theory tasks

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



**UNIT TITLE: CERAMICS**

**UNIT CODE: 10AC**

**UNIT DESCRIPTION**

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

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

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

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

Tasks may include:

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

**ADDITIONAL INFORMATION**

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

**UNIT TITLE: GRAPHIC COMMUNICATION DESIGN**

**UNIT CODE: 10AG**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

Tasks may include:

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

**UNIT TITLE: PHOTOGRAPHY**

**UNIT CODE: 10AP**

**UNIT DESCRIPTION**

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

Units of work may include:

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

**UNIT TITLE: DRAMA**

**UNIT CODE: 10AD**

**UNIT DESCRIPTION**

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

The units of study will be:

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

**UNIT TITLE: THEATRE STUDIES**

**UNIT CODE: 10ATSS**

**UNIT DESCRIPTION**

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

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

**ASSESSMENT:**

- Common Assessment Tasks
- Examination

Activities may include:

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

**UNIT TITLE: MUSICAL PERFORMANCE**

**UNIT CODE: 10AM**

**UNIT DESCRIPTION**

The course covers the following topics:

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

**ASSESSMENT:**

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

**ADDITIONAL INFORMATION**

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

### VCE FOR YEAR 10 IN 2017

Level 4 SEALP students at Lilydale High School will begin their VCE studies by including two VCE units in their program. These units will count towards fulfilling their VCE course requirements. A student is expected to complete Unit 1 in Semester 1. In Semester 2, a student is expected to take Unit 2 of the same course.

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

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

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

**KEY LEARNING AREA - ENGLISH**

**VCE LITERATURE (ELIT1)**

**RATIONALE**

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience.

Literature is an interactive study between the text, the social \political \economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

**STRUCTURE**

The study is made up of 4 units.

**Unit 1**

This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives.

**Unit 2**

This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences.

**ASSESSMENT**

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

**LEVELS OF ACHIEVEMENT**

**Units 1 and 2**

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

**KEY LEARNING AREA - HUMANITIES**

**VCE GEOGRAPHY (HGEO1)**

**RATIONALE**

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

**STRUCTURE**

**Unit 1 – Hazards and Disasters**

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

**Unit 2 – Tourism**

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure and employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

**ENTRY**

There are no prerequisites for entry to Units 1 and 2

**ASSESSMENT**

- Satisfactory completion of all course work
- Demonstrated achievement of the Outcomes specified for the unit

**LEVELS OF ACHIEVEMENT**

**Units 1 and 2**

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

## **VCE HISTORY: 20<sup>th</sup> CENTURY (HHIS1)**

### **RATIONALE**

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

### **STRUCTURE AND UNITS**

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

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

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

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

### **ENTRY**

There are no prerequisites for entry to Units 1 and 2

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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



## **VCE AUSTRALIAN AND GLOBAL POLITICS (HAGP1)**

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

### **Unit 1: The national citizen**

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

### **Unit 2: The global citizen**

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'.

## **ASSESSMENT**

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

## **LEVELS OF ACHIEVEMENT**

### **Unit 1 and 2**

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

## **VCE ACCOUNTING (HACC1)**

### **RATIONALE**

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

### **STRUCTURE**

#### **Unit 1 Establishing and Operating a Service Business**

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

#### **Unit 2 Accounting for a Trading Business**

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE BUSINESS MANAGEMENT (HBM1)**

### **RATIONALE**

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

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

### **STRUCTURE**

#### **Unit 1 – Planning a Business**

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

#### **Unit 2 – Establishing a Business**

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

### **ENTRY**

There are no prerequisites for entry to Units 1 and 2

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE ECONOMICS (HECO1)**

### **RATIONALE**

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

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

### **STRUCTURE**

#### **Unit 1 – The behaviour of consumers and businesses**

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

#### **Unit 2 – Contemporary economic issues**

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

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Unit 1 and 2**

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

## **VCE LEGAL STUDIES (HLS1)**

### **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 by which law is generated, structured and operates in Australia.

### **STRUCTURE**

#### **Unit 1 Criminal Law in Action**

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

#### **Unit 2 Issues in Civil Law**

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Unit 1 and 2**

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

## **VCE PHILOSOPHY (HPHI1)**

### **RATIONALE**

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

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

### **STRUCTURE**

#### **Unit 1 Existence, knowledge and reasoning**

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

#### **Unit 2 Questions of Value**

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE PHYSICAL EDUCATION (PPE1)**

### **RATIONALE**

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of, and participation in, physical activity.

### **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**

In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles. Students are introduced to the aerobic and anaerobic energy systems. They will also explore technological advancements from a biomechanical perspective and injury prevention and rehabilitation.

#### **Unit 2**

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Students will explore in greater depth one of the following studies: 'Decision making in sport' and Promoting active living'.

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Unit 1 and 2**

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

## **VCE HEALTH AND HUMAN DEVELOPMENT (PHHD1)**

### **RATIONALE**

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

The study is made up of four units.

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

Unit 2: Individual human development and health issues

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

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

#### **Unit 2: Individual human development and health issues**

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Unit 1 and 2**

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



## **VCE OUTDOOR AND ENVIRONMENTAL STUDIES (POES1)**

### **RATIONALE**

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

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

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

### **STRUCTURE**

The study is made up of four units.

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

#### **Unit 1: Exploring outdoor experiences**

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

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

#### **Unit 2: Discovering outdoor environments**

**Program Cost \$350 (full payment due by 27<sup>th</sup> April, 2017)**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

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

## Practical Component

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

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

Outdoor field expeditions may include

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

## Please note

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

Students must complete Unit 1 before undertaking Unit 2.

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

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

**FULL PAYMENT** of **\$350** for Unit 2 is due by 27<sup>th</sup> April, 2017.

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

LEARNING AREA – SCIENCE

**VCE BIOLOGY (SBIO1)**

**RATIONALE**

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

**Unit 1 – How do living things stay alive?**

***Area of Study 1 – How do organisms function?***

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

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

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

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

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

**Unit 2 – How is continuity of life contained?**

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

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

***Area of Study 2 – How is inheritance explained?***

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

***Area of Study 3 – Investigation of an issue***

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

**ASSESSMENT**

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

**LEVELS OF ACHIEVEMENT**

**Units 1 and 2**

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

## **VCE CHEMISTRY (SCHE1)**

### **RATIONALE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **ENTRY**

No prerequisites for entry in Units 1 and 2.

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE PHYSICS (SPHY1)**

### **RATIONALE**

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

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

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

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

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

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

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

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

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

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

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

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

- Twelve options are available for selection in Area of Study 2.
- Each option is based on a different observation of the physical world.

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

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

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

### **ENTRY**

No prerequisites for entry to Units 1 and 2.

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE PSYCHOLOGY (SPSY1)**

### **RATIONALE**

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

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

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

- Students will be able to describe how the understanding of brain structure and function has changed over time and explain how different areas of the brain coordinate different functions.
- Students will explain how brain plasticity and brain damage can change psychological functioning.

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

- Students will be able to identify the varying influences of nature and nurture on a person's psychological development.
- Students can explain different factors that may lead to typical or atypical psychological development.

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

- Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.
- Students analyse the scientific evidence that underpins the research in response to a question of interest.

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

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

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

- Students will be able to compare the sensations and perceptions of vision and taste.
- Students analyse factors that may lead to the occurrence of perceptual distortions.

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

- Students will be able to identify factors that influence individuals to behave in specific ways.
- Students analyse ways in which others can influence individuals to behave differently.

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

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

### **ENTRY**

No prerequisites for entry to Units 1 and 2.

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE ENVIRONMENTAL SCIENCE (SES1)**

### **RATIONALE**

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

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

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

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

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

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

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

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

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

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

- Students will compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal.
- Students explain how they can be measured and monitored, and describe treatment options.

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

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

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

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

### **ENTRY**

No prerequisites or entry to Units 1 and 2.

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

KEY LEARNING AREA - TECHNOLOGY

**VCE 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, it also creates new opportunities in work, education, entertainment and society.

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

**STRUCTURE**

The study is made up of six units:

**Unit 1 – IT In Action**

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

**Unit 2 – IT Pathways**

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

**ENTRY**

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

**ASSESSMENT**

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

**LEVELS OF ACHIEVEMENT**

**Unit 1 and 2**

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



## **VCE FOOD AND TECHNOLOGY (TFT)**

### **Rationale**

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

### **Structure**

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

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

### **Entry**

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

#### **Unit 1: Food origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

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

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

#### **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

### **COST**

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

## **VCE PRODUCT DESIGN AND TECHNOLOGY (WOOD OR TEXTILES) TDT**

### **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 practices.

### **STRUCTURE**

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

#### **Unit 1**

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

#### **Unit 2**

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

### **COST**

#### **Product cost**

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

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

### **COST**

Product cost

**KEY LEARNING AREA - THE ARTS**

**VCE ART (AART1)**

**RATIONALE**

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

**STRUCTURE**

The study is made up of four units.

**Unit 1**

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

**Unit 2**

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

**ENTRY**

There are no prerequisites for Units 1 and 2.

**ASSESSMENT**

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

**LEVELS OF ACHIEVEMENT**

**Units 1 and 2**

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

## **VCE STUDIO ARTS**

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 and use specialised skills in a range of media and techniques. The theoretical component of the study informs students practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

### **STRUCTURE**

The study is made up of four units.

Unit 1: Artistic inspiration and techniques

Unit 2: Design exploration and concepts

#### **Unit 1**

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

#### **Unit 2**

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

### **ENTRY**

There are no prerequisites for entry to Units 1 and 2

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE MEDIA (AMED1)**

### **RATIONALE**

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

### **STRUCTURE**

#### **Unit 1**

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

#### **Unit 2**

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

### **ENTRY**

There are no prerequisites for entry to Units 1 and 2

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE THEATRE STUDIES (ATS1)**

### **RATIONALE**

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

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

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

### **STRUCTURE**

The study is made up of four units:

Unit 1: Pre-modern theatre

Unit 2: Modern theatre

Unit 3: Playscript interpretation

Unit 4: Performance interpretation

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## **VCE DRAMA (ADRA1)**

### **RATIONALE**

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

### **STRUCTURE**

The study is made up of four units.

Unit 1: Dramatic storytelling

Unit 2: Non-naturalistic Australian drama

Unit 3: Devised non-naturalistic ensemble performance

Unit 4: Non-naturalistic solo performance

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

- School assessed coursework – Graded A+ to UG.
- End-of-year written examination: 25 percent



## **VCE MUSIC PERFORMANCE (AMUS1)**

### **RATIONALE**

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

#### **Units 1 and 2**

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

### **ENTRY**

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

### **ASSESSMENT**

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

### **LEVELS OF ACHIEVEMENT**

#### **Units 1 and 2**

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

## SEALP LEVEL 4 SUBJECT FEE SCHEDULE

### Physical and Sport Education

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

### Technology

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

## VCE SUBJECT FEE SCHEDULE

### Physical and Sport Education

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

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

### Technology

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

**SEALP LEVEL 4 HANDBOOK 2017**

**VCE VET COURSES OFFERED WITHIN THE YVVC CLUSTER**  
**FOR 2017**

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

**PLEASE NOTE:**

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

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

Please attend the Careers Office for further information.

**CERTIFICATE II IN ACTING AND CERTIFICATE III IN ACTING**

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

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

Materials cost - \$760 – 1<sup>st</sup> Year \$695 – 2<sup>nd</sup> Year

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

Location - Lilydale High School, Melba Avenue, Lilydale

Class Time - 1<sup>st</sup> year - Wednesday 1 pm – 4 pm  
2<sup>nd</sup> year - Wednesday 4 pm – 7 pm

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

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

Complimentary VCE subjects: Drama, Theatre studies

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



**CERTIFICATE II IN APPLIED FASHION**

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

Materials cost - \$450 – 1<sup>st</sup> Year \$450 – 2<sup>nd</sup> Year

Provider - Healesville Living and Learning Centre

Location - 1 Badger Creek Road, Healesville 3777.

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

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

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

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

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

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

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

Materials cost - \$400 – 1<sup>st</sup> Year \$400 – 2<sup>nd</sup> Year

Provider - Healesville High School

Location - Healesville High School, Camerons Rd, Healesville

Class Time - Wednesday All day

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

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

Complementary VCE Subjects – Systems Engineering, Product and Design Technology

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

## CERTIFICATE II IN AUTOMOTIVE TECHNOLOGY

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

Materials cost - \$400 – 1<sup>st</sup> Year \$400 – 2<sup>nd</sup> Year

Provider - Yarra Hills Secondary College

Location - Yarra Hills Secondary College, Reay Road, Mooroolbark

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

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

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

Complementary VCE subjects – Systems Engineering, Physics

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



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

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

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

Provider - Box Hill Institute – Lilydale Campus

Location – Box Hill Institute – Lilydale Campus

Class Time – Wednesday 1.30 pm – 5.00 pm

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

Further Study Pathways –

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

Complementary VCE Subjects – Product Design and Technology (Wood)

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

## SEALP LEVEL 4 HANDBOOK 2017

### CERT IV CISCO (partial completion only)

#### Course outline -

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

Materials cost - \$150

#### Provider -

Ringwood Trade Training Facility

Location – RTTF, Bedford Rd, Ringwood

Class Time – Wednesday 1 - 5.30 pm

#### Employment Opportunities –

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

#### Further Study Pathways –

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

Complementary VCE subjects – Information Technology

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

**CERTIFICATE II IN EQUINE STUDIES**

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

Materials cost - \$1525 – 1<sup>st</sup> Year                      \$1298 – 2<sup>nd</sup> Year

Provider – Box Hill Institute

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

Class Time – Wednesday 2 pm – 5.30 pm

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

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

Complementary VCE Subjects - Biology

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

## SEALP LEVEL 4 HANDBOOK 2017

### CERTIFICATE II IN HAIRDRESSING (ONE YEAR ONLY)

#### Course outline –

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

Materials cost - \$350

Provider – ITS Academy

Location – 32 Station Street, Bayswater

Class Time – Wednesday 1.00 – 5.00 pm

Employment Opportunities -  
Hairdresser  
Retail Sales  
Salon Assistant  
Salon Manager

Further Study Pathways -  
Certificate III in Hairdressing  
Certificate IV in Hairdressing  
Advanced Diploma in Hairdressing  
Apprenticeship in Hairdressing

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

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

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

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

Materials cost – \$211.50 – 1<sup>st</sup> Year \$260 – 2<sup>nd</sup> Year

Provider  
1<sup>st</sup> and 2<sup>nd</sup> Year – Box Hill Institute – Lilydale Campus

Location  
1<sup>st</sup> and 2<sup>nd</sup> year – Box Hill Institute – Lilydale Campus

Class Time  
Wednesday 1<sup>st</sup> year - 1.30 pm – 6.30 pm

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

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

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

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

## CERTIFICATE II IN HORTICULTURE

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

Materials cost - \$614

Provider  
1<sup>st</sup> and 2<sup>nd</sup> Year – Ranges Tech (Mt Evelyn Christian School) 11.30am – 5.00pm

Location  
1<sup>st</sup> and 2<sup>nd</sup> year – York Rd, Mt Evelyn

Class Time  
1<sup>st</sup> year 11.30 am – 5.00 pm  
2<sup>nd</sup> 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 2<sup>nd</sup> year course.

**CERTIFICATE III IN HOSPITALITY (CATERING OPERATIONS)**

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

Materials cost - \$450 – 1<sup>st</sup> Year     \$450 – 2<sup>nd</sup> Year

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

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

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

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

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

Complementary VCE Subjects – Food Technology

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

## SEALP LEVEL 4 HANDBOOK 2017

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

#### Course outline -

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

Materials cost - \$550

Provider -  
ITS Academy

Location -  
ITS Academy, 32 Station Street, Bayswater

Class Time - Wednesday 9.30 am – 12.00 pm

#### Employment Opportunities –

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

#### Further Study Pathways –

Certificate III in Beauty  
Certificate IV in Beauty Therapy  
Diploma of Beauty Therapy

Complementary VCE subjects – Art/Studio Art

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



**CERTIFICATE III INFORMATION TECHNOLOGY  
(partial completion only)**

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

Materials cost - \$100

Provider – Lilydale Heights College

Location – Lilydale Heights College, 17 Nelson Rd, Lilydale

Class Time – Wednesday 1.30 pm - 5.00 pm

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

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

Complementary VCE subjects – Information Technology

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

**CERTIFICATE III MEDIA**

## Course outline -

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

Materials cost - \$150

Provider – Mt Lilydale Mercy College

Location – Mt Lilydale Mercy College, Anderson Street, Lilydale

Class Time – Wednesday 1.00 pm – 5.00 pm

## Employment Opportunities –

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

Further Study Pathways - Advanced Diploma of Interactive Media

## Related fields;

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

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

**CERTIFICATE III MUSIC**

Course outline -

The VCE VET Music program aims to:

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

Materials cost - \$140 – 1<sup>st</sup> Year \$140 – 2<sup>nd</sup> Year

Provider - Billanook College

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

Class Time - Wednesday 1.00 pm – 5.00 pm

Employment Opportunities –

Artist/venue manager

Instrumental music teacher

Live sound engineer

Musician

Performer

Recording engineer

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

Complementary VCE Subjects - Music Performance

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

**CERTIFICATE II PLUMBING**

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

Materials cost - \$275 – 1<sup>st</sup> Year \$270 – 2<sup>nd</sup> Year

Provider – Box Hill Institute – Lilydale Campus

Location – Box Hill Institute – Lilydale Campus

Class Time – Wednesday 1.30 pm – 4.30 pm

Employment Opportunities - Apprentice plumber

Further Study Pathways - Plumbing apprenticeship

Complementary VCE subjects –  
Business Management  
English  
Further Mathematics

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

**COMMUNITY SERVICES****CHC22015 Certificate II in Community Services and selected units of competency from CHC32015 Certificate III in Community Services****What qualification is issued on course completion?**

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

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

**Course Summary**

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

**Where are the classes held?**

Box Hill Lilydale Lakeside Campus: 34 John Street, Lilydale

**Course Length**

Part Time 2 Years

Wednesdays 1:30pm to 4:30pm

**Program Outline****UNITS 1&2 – YEAR 1****Unit Code Unit Title**

BSBWOR202 Organise and complete daily work activities

CHCCOM001 Provide first point of contact

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

HLTWHS001 Participate in work health and safety

HLTAID003 Provide first aid

HCECE004 Promote and Provide healthy food and drinks

FSKDIG03 Use digital technology for routine workplace tasks

CHCVOL001 Be an effective volunteer

**UNITS 3&4 – YEAR 2**

CHCCCS016 Respond to client needs

CHCCDE003 Work within a community development framework

CHCCDE004 Implement participation and engagement strategies

**Structured Workplace Learning**

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

**Material Costs**

Units 1&2 \$90.00

Units 3&4 \$90.00

**Special Requirement**

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

**Study Pathways**

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

**Career Outcomes**

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

**Contribution to VCE, VCAL & ATAR**

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

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

To be eligible for a study score, you must:

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

## SEALP LEVEL 4 HANDBOOK 2017

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

### **Box Hill Institute Contact**

Phone: 1300 269 445

**SPORT AND RECREATION****SIS30513 Certificate III Sport and Recreation**

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

**What qualification is issued on course completion?**

SIS30513 – Certificate III Sport and Recreation

**Course Summary**

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

**Where are the classes held?**

Box Hill Lilydale Lakeside

Campus: Jarlo Drive, Lilydale

**Course Length**

Part Time 2 Years

Wednesdays 1:30pm to 5:00pm

**Program Outline****UNITS 1&2 – YEAR 1****Unit Code Unit Title**

BSBCRT301A Develop and extend critical and creative thinking skills

BSBWOR301B Organise personal work priorities and development

HLTAID003 Provide first aid

ICAWEB201A Use social media tools for collaboration and engagement

SISXCCS201A Provide customer service

SISXEMR201A Respond to emergency situations

SISXWHS101 Follow work health and safety policies

SISSSCO101 Develop and update knowledge of coaching practices

SISXFAC208 Maintain sport, fitness and recreation facilities

**UNITS 3&4 – YEAR 2**

SISXCAI303A Plan and conduct sport and recreation sessions

SITXCOM401 Manage conflict

SISXRSK301A Undertake risk analysis of activities

SISXCAI306A Facilitate groups

SISSSPT303A Conduct basic warm-up and cool-down programs

SISXRES301A Provide public education on the use of resources

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

**Material Costs**

Units 1&2 \$200.00

Units 3&4 \$200.00

**Uniform Requirements**

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

**Study Pathways**

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

**Career Outcomes**

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

**Contribution to VCE, VCAL & ATAR**

Students who complete SIS30513 Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards their VCE at Units 3 and 4 level including a Units 3 and 4 sequence. Students wishing to receive an ATAR

## SEALP LEVEL 4 HANDBOOK 2017

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



**LABORATORY SKILLS****MSL30109 Certificate III in Laboratory Skills**

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

**Course Summary**

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

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

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

**Where are the classes held?**

Lilydale Lakeside

Campus: Jarlo Drive, Lilydale

**Course Length**

Part Time 2 Years

Wednesdays 1:30pm to 5:00pm

**Program Outline****UNITS 1&2 – YEAR 1****Unit Code Unit Title**

MSAENV272B Participate in environmentally sustainable work practices

MSL913001A Communicate with other people

MSL913002A Plan and conduct laboratory/field work

MSL922001A Record and present data

MSL943002A Participate in laboratory/field workplace safety

MSL933001A Maintain the laboratory/field workplace fit for purpose

MSL973001A Perform basic tests

MSL953001A Receive and prepare samples for testing

**UNITS 3&4 – YEAR 2**

MSL933002A Contribute to the achievement of quality objectives

MSL973004A Perform aseptic techniques

MSL973002A Prepare working solutions

MSL973007A Perform microscopic examination

MSL973003A Prepare culture media

**Material Costs**

First Year \$440.50

Second Year \$300.00

**Uniform Requirements**

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

**Special Requirement**

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

**Study Pathways**

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

**Career Outcomes**

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

**Contribution to VCE, VCAL & ATAR**

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

## **SEALP LEVEL 4 HANDBOOK 2017**

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

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

## **GRAPHIC DESIGN – DESIGN FUNDAMENTALS**

### **CUA30715 Certificate III in Design Fundamentals**

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

#### **What qualification is issued on course completion?**

CUA30715 – Certificate III in Design Fundamentals

#### **Course Summary**

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

#### **Where are the classes held?**

Box Hill Lilydale Lakeside, Campus Jarlo Drive, Lilydale

#### **Course Length**

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

#### **Program Outline**

##### **YEAR 1**

##### **Unit Code Unit Title**

BSBDES301A Explore the use of colour

BSBDES304A Source and apply design industry knowledge

BSBWHS201A Contribute to health and safety of self and others

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

BSBDES201A Follow a design process

CUVACD301A Produce drawings to communicate ideas

##### **YEAR 2**

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

CUFDIG303A Produce and prepare photo images

ICPPRP221 Select and apply type

ICPPRP325 Create graphics using a graphics application

CUVPRP301A Produce creative work

CUVPHI302A Capture photographic images

#### **Structured Workplace Learning**

Nil

#### **Material Costs**

Year 1 \$175.00                      Year 2 \$175.00

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

#### **Study Pathways**

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

>>Certificate IV in Design

>>Diploma of Applied Fashion Design and Technology

>>Diploma of Interior Design and Decoration

#### **Career Outcomes**

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

#### **Contribution to the VCE, VCAL & ATAR**

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

The following guidelines apply:

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

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

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

**Box Hill Institute Contact**              Phone: 1300 269 445

**CHILDHOOD EDUCATION AND CARE****CHC30113 Certificate III in Early Childhood Education & Care (Partial Completion)****What qualification is issued on course completion?**

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

**Course Summary**

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

**Where are the classes held?**

Lilydale Lakeside

Campus: Jarlo Drive, Lilydale

**Course Length**

Part Time 2 Years

Wednesdays 1:30pm to 4:30pm

**Program Outline****UNITS 1&2 – YEAR 1****Unit Code Unit Title**

CHCDIV001 Work with diverse people

HLTWHS001 Participate in work health and safety

CHCOR3303B Participate effectively in the work environment

CHCECE004 Promote and provide healthy food and drinks

CHCECE001 Develop cultural competence

CHCECE012 Support children to connect with their world

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

**UNITS 3&4 – YEAR 2**

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCECE007 Develop positive and respectful relationships with children

CHCECE010 Support the holistic development of children in early childhood

CHCECE011 Provide experiences to support children's play and learning

CHCLEG001 Work legally and ethically

BSBSUS301 Implement and monitor environmentally sustainable work practices

**Structured Workplace Learning**

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

**Material Costs**

Units 1&2 \$200.00

Units 3&4 \$200.00

**Study Pathways**

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

**Career Outcomes**

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

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

**Contribution to the VCE, VCAL & ATAR**

ATAR Contribution

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

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

**Box Hill Institute Contact** Phone: 1300 269 445