



LILYDALE  
HIGH SCHOOL

# **VCE HANDBOOK**

**2019**

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## VCE IN 2019

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

### SELECTION OF COURSES AND PROCEDURES IN YEAR 11 AND YEAR 12

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

At Year 11 subjects are studied as Units 1 and 2; at Year 12, subjects are studied as sequenced Units 3 and 4. Students cannot study Unit 4 before studying Unit 3. Some Year 11 students may take a Unit 3-4 sequence whilst in Year 11.

At both levels, students must acquire their current Mathematics teacher's recommendation for their chosen Mathematics study.

Students must acquire at least a B standard in Unit 1 – 2 in Year 10 to take the 3 - 4 study in Year 11.

Students have five private-study periods per week, undertaken in the VCE Study Hall, Silent Study Centre or Library

#### Attendance Requirements

Students' attendance should be 100%.

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

Contact will be:

Year Level Co-ordinators will notify when unapproved absences exceed three days.

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

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

## Class Attendance Policy at Years 11 and 12

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

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

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

### Compulsory Requirements

All students entering Year 11 in 2018 are to take 10 Units of Study in the course of the year, 5 in each semester.

All students must take Units 1 and 2 of VCE English; English Language or English Literature. Students may take two English subjects.

- (c) Each student will have a timetable allotment of 25 periods. Any student wishing to drop a subject must select another to replace it by consulting the VCE Coordinators.
- (d) All students entering Year 12 in 2019 must take 5 sequences of Units 3 and 4. Selection will be made in Term 3 of 2018 for the whole year in 2019. It is not possible to change courses at mid-year in Year 12.

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

## VCAA REGULATIONS FOR THE SATISFACTORY COMPLETION OF VCE

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

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

.

The three units of English may be selected from VCE English/ESL Units 1 to 4, or Literature Units 1 to 4 or English Language Units 1 to 4. Students may elect to do more than one English subject.

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

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

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

Achievement of an outcome means:

The work meets the required standard as described in the Outcomes.

The work was submitted on time.

The work is clearly the student's own.

There has been no substantive breach of rules including school attendance rules.

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

## PROBATIONARY ENROLMENT PROGRAM

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

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

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

## VCE AND ATAR CONTRIBUTION:

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

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

VCE VET Units 3 and 4 sequence with a study score may be counted in the primary four for ATAR.

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

## CHOOSING UNITS

There are a number of issues which students must take into account before they select their Year 11 or 12 Course for 2019.

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

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

Languages other than English, Music, Chemistry and Information Technology recommend that Units 1, 2, 3 and 4 are sequential (1 followed by 2, then 3/4).

Accounting, Biology and Physics recommend that Unit 2 be done before attempting Unit 3/4 but of course attempting Unit 1 is desirable to maximise prerequisite skills.

## AVAILABILITY OF UNITS

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

- Student choice
- Staffing availability
- Student numbers

**Timetable groupings will be compiled from student subject choices.** Therefore, it is most important that students indicate their preferred choice of units for 2019. **If there are insufficient students offering to take a unit, it will not be considered for timetabling.**

Students should make wise and informed decisions when selecting units.

Students should choose subjects:

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

## VCE VET PROGRAMS

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

VCE VET can contribute a Unit 1 - 4 sequence in their own right for completion of the VCE.

Up to eight VCE VET units across two programs can contribute to VCE satisfactory completion.

One VCE VET Unit 3-4 sequence will be able to contribute a score to a student's ATAR (optional student choice).

Where Unit 3-4 sequences are identified in VET programs, these may contribute one increment to an ATAR as a fifth or sixth VCE study.

Students who complete recognised VET qualifications within the VCE receive a nationally recognised training credential issued under the Australian Recognition Framework (ARF).

The selection of a VCE VET subject constitutes one of students' five VCE subjects.

In 2019 Year 11 students will have the opportunity to study a VCE VET certificate, delivered at Lilydale High School on Wednesdays between the hours of 1 pm and 5 pm. The certificates on offer include Certificate II Animal Studies and Certificate III Acting (Screen).

Because of a clustering of school resources, schools in our region also offer VET Certificates to be accessed on. Please refer to the section headed: 'Vocational Education and Training'.

## MONITORING OF STUDENT PROGRESS

Student progress is monitored regularly. The monitoring process includes:

<b>Interim Reports</b>	Towards the half way mark of each term Teacher/student/parent requested Indicates current progress Can be issued at any time
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### VCE Reporting

Studies are assessed according to VCAA regulations. Students will receive internal school reports once in each semester. They will also receive an official VCE Statement of Results at the end of Year 11 and Year 12 in December.

Parent/Teacher – Three Way Conferences.

**Student Contracts** - Voluntary agreements between students, parents and teachers where students who are having work difficulties/attendance problems can be monitored.

Catch-up sessions are conducted at lunchtime for students at risk.

The Coordinators send letters home to students and parents at the end of each semester indicating if there are any problems in meeting the VCE requirements.

Telephone contact - parents are welcome to ring with any queries/concerns.

## STUDY SKILLS

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



## **YEAR 11/12 IMPROVED PERFORMANCE TIME (IPT)**

All students in Year 11 and 12 have 5 common study periods per week, known as Improved Performance Time (IPT). These common periods are timetabled on Tuesday and Thursday periods 5-6 and Friday period 6. School Assessed Coursework (SACs) will be conducted during IPT in the School Hall or a classroom under Examination conditions. There are no timetabled classes for these periods, so if students do not have a SAC or an organised activity, they are free to leave school to go home and study or they are welcome to stay and study in the VCE Study Hall, the silent study room or library or they may wish to see teachers for assistance if they are available.

## **MANAGED INDIVIDUAL PATHWAYS PROGRAM (MIPS)**

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

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

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

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

## **AUTHENTICATION OF WORK IN VCE**

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

Students must ensure that:

All unacknowledged work submitted for Learning Outcomes and School Assessed Coursework SACs is genuinely their own work. For revised VCE studies a great deal of coursework will be conducted in class under teacher supervision.

All resources, including print texts, electronic texts (CD Rom/Encarta/Internet), human resources providing assistance, should be acknowledged in accordance with acceptable referencing procedures.

Note: School assessed assessment tasks should not contain acknowledgment which identifies the student, school or teacher.

Students should periodically produce evidence of the development of their learning outcome assessment tasks, including draft developments generated on computer in which case evidence may be hard copy or separate computer files.

Teachers should monitor the process and development of the work whereby they can attest that the work is the student's own.

Students should not submit the same piece of work for completion of more than one Learning Outcome or School Assessed Task.

Students should not accept undue assistance from any other person in the preparation and submission of work. Undue assistance could include providing actual adjustments or improvements to the student's work or dictating, directing a student to insert particular text. Students **may**, however, be given advice about the general nature of adjustments or improvements to their work.

Learning Outcome Assessment tasks may be called in for auditing purposes.

The VCAA will also undertake statistical analysis comparing students' school assessed results with their GAT results and where available, their June examination results in the same study, to identify students with unexpectedly high results in their school assessed Learning Outcome Assessment Tasks. The authenticity and student understanding of the work will then be tested by the school and reports made to the VCAA.

When students use computers to produce Learning Outcome Assessment Tasks, it is the student's responsibility to ensure that:

an alternative system is available in case of computer malfunction or unavailability.

hard copies are produced regularly to meet authentication and drafting requirements.

back-up disks should be made.

## **BREACH OF AUTHENTICATION RULES**

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

The action could be one or more of the following:

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

Students must prove authenticity by:

providing evidence of the development of the work e.g. drafts which may not have been sighted by the teacher;

or

discussing the content of the work with the teacher and answering questions to demonstrate their knowledge and understanding of the work;

or

providing samples of other work;

or

completing under supervision a supplementary task or test related to the original task;

or

attending an interview or completing a test to demonstrate understanding.

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

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

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

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

The Principal has the power to:

reprimand a student;

or

give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA;

or

refuse to accept that part of the work which infringes the rules and base a decision whether to award the work requirement an N or an S upon the remainder of the work;

or

refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the work requirement.

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

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

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

#### **Notification to the student**

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

the nature of the Breach of Rules by the student;

the reasons for a decision being made that a Breach of Rules had occurred and the evidence supporting this;

the penalty to be imposed;

advice about the student's right to appeal to the VCAA; and

advice that this appeal must be lodged within 14 days of receipt of notification from the principal.

#### **Notification to the VCAA**

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

## Student appeal

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

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

## VCE REDEMPTION POLICY

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

### Learning Outcomes

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

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

## SPECIAL PROVISION / DELAY OF DECISION

### Delay of Decision of Satisfactory Unit Completion

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

### Special Provision

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

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

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

## School Assessment Coursework/School Assessed Tasks

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

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

## DERIVED EXAM SCORE (D.E.S.)

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

## CAREER CHOICES

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

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

Handbook

For Year 11 Prerequisite Guide 2019 and for Year 10 Prerequisite Guide 2020 is the source for Tertiary Entrance Requirements.

Job Guide.

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

Year 12 students should consult the VTAC Guide to check that their proposed course of study includes all the necessary pre-requisite subjects and other requirements as stated in The Tertiary Entrance Requirements booklet available for use in the Careers office.

## VTAC - VICTORIAN TERTIARY ADMISSIONS CENTRE - YEAR 12

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

## TAFE IN VTAC

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

## CAREERS AND WORK EXPERIENCE

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

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

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

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

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

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

Katie Wilson HEAD OF SENIOR SCHOOL AND HEAD OF YEAR 12	Janine Sayers HEAD OF YEAR 11
Caitlin Wiles YEAR 12 COORDINATOR	Katie Hunter YEAR 11 COORDINATOR
Mark Beatson YEAR 12 COORDINATOR	Leah Shields YEAR 11 COORDINATOR
	Sarah Redgewell YEAR 11 COORDINATOR

## SUBJECT FEE SCHEDULE

English

Humanities

Languages

Mathematics

Physical and Sport Education

Outdoor Education Unit 1      \$350

Outdoor Education Unit 2      \$350

Outdoor Education Unit 3      \$350

Outdoor Education Unit 4      \$350

Science

Technology

Product Design and Technology (Textiles) Units 1 & 2

Product cost

Product Design and Technology (Textiles) Units 3 & 4

Product cost

Product Design and Technology (Wood and Resistant Materials) Units 1 & 2

Product cost

Product Design and Technology (Wood and Resistant Materials) Units 3 & 4

Product cost

Food Studies Units 1 & 2      \$140

Food Studies Units 3 & 4      \$140

Systems Engineering Units 1 & 2 Product cost

Systems Engineering Units 3 & 4 Product cost

The Arts

## KEY LEARNING AREA - THE ARTS

ART (Unit Code:11AAR, 12AAR)

### RATIONALE

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

### STRUCTURE

The study is made up of four units.

#### Unit 1 – Artworks, experience and meaning

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 – Artworks and contemporary culture

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

#### Units 3 and 4 – Artworks, ideas, values and viewpoints

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

### ENTRY

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

### ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

### LEVELS OF ACHIEVEMENT

#### Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

#### Unit 3 and 4

School-assessed task, school-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 10 percent

Unit 4 school-assessed coursework: 10 percent

Units 3 and 4 school-assessed task: 50 percent

Unit 4 examination: 30 percent

Learning Outcomes awarded: S or N



## STUDIO ARTS (Unit Code: 11ASA, 12ASA)

Studio Arts is offered in 2 separate areas:

**Photography**

or

**Ceramics**

### **RATIONALE**

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development in art making, specifically within Photography or Ceramics. VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education.

### **STRUCTURE**

The study is made up of four units.

Unit1: Studio inspiration and techniques

Unit 2: Studio exploration and concepts

Unit 3: Studio practice and processes

Unit 4: Studio practice and art industry contexts

#### **Unit 1**

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations are also examined.

#### **Unit 2**

In this unit students focus on establishing and using a studio practice to produce artworks. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of artworks.

### **Unit 3**

In this unit, students focus on the implementation of an individual studio process leading to the production of a range of potential solutions. Students also examine traditional and contemporary practices of artists, together with the ways in which artists develop distinctive styles and approaches to subject matter.

### **Unit 4**

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

### **ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended that students have studied Year 10 Photography and/or Middle School Art.

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

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

School assessed coursework- awarded grade A+ to UG.

Learning Outcomes awarded: S or N

#### **Unit 3 and 4**

School-assessed tasks and an end-of-year examination

Unit 3 school-assessed task (Outcome 1 and 2): 30 percent

Unit 3 school-assessed coursework (Outcome 3): 5 percent

Unit 4 school-assessed task (Outcome 1 and 2): 30 percent

Unit 4 school-assessed coursework (Outcome 3): 5 percent

Units 3 and 4 examination: 30 percent

Learning Outcomes awarded: S or N

## VISUAL COMMUNICATION DESIGN (Unit Code: 11AVC, 12AVC)

### RATIONALE

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

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

### STRUCTURE

The study is made up of four units:

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication design

Unit 3: Design thinking and practice

Unit 4: Design development and presentation

#### Unit 1

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

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

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

## **Unit 2**

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

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

## **Unit 3**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

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

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

## **Unit 4**

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

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

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

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

## **ENTRY**

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

## **ASSESSMENT**

Satisfactory Completion

Demonstrated achievement of the set of outcomes.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

### **Units 3 and 4**

School-assessed coursework and end-of-year examination.

Unit 3 school-assessed coursework: 20 percent

Unit 4 school-assessed coursework: 5 percent

School-assessed Task: 40 percent

Examination: 35 percent

Learning Outcomes awarded: S or N

## VCE Media (Unit Code: 11AME, 12AME)

### **RATIONALE**

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

### **Unit 1: Media forms, representations and Australian stories**

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

**Suitable tasks for assessment in this unit may be selected from the following:**

audiovisual or video sequences  
radio or audio sequences  
photographs  
print layouts  
sequences or presentations using digital technologies  
posters  
written responses  
oral reports.

## **Unit 2: Narrative across media forms**

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

**Suitable tasks for assessment in this unit may be selected from the following:**

audiovisual or video sequences  
radio or audio sequences  
photographs  
print layouts  
sequences or presentations using digital technologies  
posters  
written responses  
oral reports.

### **Unit 3: Media narratives and pre-production**

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

### **Unit 4: Media production and issues in the media**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.



## **ASSESSMENT**

Assessment for Media Units 3 and 4 will include:

**School-assessed Coursework tasks which may take the form of:**

- a written report
- an essay
- short responses
- structured questions
- an annotated visual report
- an oral report.

### **School-assessed Task**

The School-assessed Task for Units 3 and 4 will contribute 40 percent to the study score. It will include all of the following assessment components:

- A research portfolio and accompanying documentation
- Production exercises with accompanying documentation
- A media production design plan
- A media product developed from the media production design produced in Unit 3.

### **End-of-Year Examination**

The examination will contribute 40 percent

## **THEATRE STUDIES (Unit Code: 11ATS, 12ATS)**

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

## **ASSESSMENT**

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

## **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – Graded A+ - UG

Units 3 & 4

School-assessed coursework and two end of year examinations

Units 3 and 4 School-assessed Coursework: 45 percent

Learning Outcomes awarded: S or N

**DRAMA (Unit Code: 11ADR, 12ADR)**

## **RATIONALE**

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

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

## STRUCTURE

The study is made up of four units.

Unit 1: Dramatic storytelling

Unit 2: Non-naturalistic Australian drama

Unit 3: Devised non-naturalistic ensemble performance

Unit 4: Non-naturalistic solo performance

## ENTRY

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

## ASSESSMENT

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

Units 1 & 2

School-assessed course work – Graded A+ - UG

Units 3 & 4

School-assessed Coursework and two end of year examinations

Units 3 and 4 School-assessed Coursework: 40 percent

End-of-year performance examination: 35 percent

End-of-year written examination: 25 percent

Learning Outcomes awarded: S or N

## MUSIC PERFORMANCE (Unit Code: 11AMP, 12AMP)

### RATIONALE

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent.

When students perform the works of other musicians, they develop skills in communicating and working cooperatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression.

Students use communications and music technologies to achieve considered musical outcomes.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

## STRUCTURE

The study is made up of four units.

### 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.

### Units 3 and 4

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

## ENTRY

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

## ASSESSMENT

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and two end-of-year examinations.

Unit 3 and 4 school-assessed coursework:	20 percent
End of year Performance examination:	50 percent
End of year written and aural examination:	30 percent
Learning Outcomes awarded:	S or N

## DANCE – UNIT 1 and 2 (Unit Code: 11ADA, 12ADA)

### RATIONALE

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

#### Unit 1: The Dancer's Body

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

#### Unit 2: Time, Space and Energy

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

### ENTRY

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

### ASSESSMENT

Satisfactory completion of all written coursework and practical assessments.

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

### LEVELS OF ACHIEVEMENT

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

Learning outcomes: S or N

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

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

## KEY LEARNING AREA - ENGLISH

ENGLISH/ENGLISH AS AN ADDITIONAL LANGUAGE (Unit Code: 11EEN, 12EEN)

### RATIONALE

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

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

### Unit 1

Unit One requires students to explore how meaning is created in a written text. Students identify, discuss and analyse decisions authors have made. Students also express their understanding of an author's style by writing their own creative texts in a manner that reflects original material. Students create and develop arguments in order to deliver a persuasive oral presentation, using language to change perceptions and impact an audience. Students also analyse the language of other writers, discussing how language choices can have varying influences upon readers.

### Unit 2

In this unit, students compare two texts and use their comparisons to create an analytical essay that covers the key concerns of each text and the different ways these concerns have been presented to readers. Students also compare the way in which two texts are constructed in order to convey their meaning. Students build on their language analysis skills by composing a written comparative analysis, whilst also drafting and developing their own written arguments.

### Unit 3 - Compulsory if not undertaking Literature or English Language Unit 3

In this unit, students explore the construction of texts and the effect of setting, dialogue and other choices made by an author. Students study the values of texts and how authors have expressed these throughout their texts. Students also analyse the intended effect of language and how it can be used to create arguments and persuade an audience.

### Unit 4 - Compulsory if not undertaking Literature or English Language Unit 4

Unit Four sees students comparing two selected texts and writing an analytical piece that explores the ways in which the texts have explored ideas and themes. Students also compare the key components, whilst showing an understanding of the construction of both texts. Building on their knowledge of analysing argument, students compose their own oral presentation in this unit, which requires them to make language choices to successfully persuade an audience of a particular point of view.

### ENTRY

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

## **ASSESSMENT**

Satisfactory Completion of all coursework.

Demonstrated achievement of outcomes specified for the unit.

## **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and examinations.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

End-of-year examination: 50 percent

Learning Outcomes awarded: S or N

## ENGLISH LANGUAGE (Unit Code: 11EEL, 12EEL)

### **RATIONALE**

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

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

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

### **Unit 1: Language and Communication**

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

### **Unit 2: Language Change**

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

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



### **Unit 3: Language variation and social purpose**

In this unit students investigate English language in Australian social settings, from both informal and formal registers. They consider language as a means of social interaction, exploring how we communicate information, ideas, attitudes, prejudices and ideological stances. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

### **Unit 4: Language Variation and identity**

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion of all coursework.

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

### **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School Assessed Coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and examinations.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

End-of-year examination: 50 percent

Learning Outcomes awarded: S or N

## LITERATURE (Unit Code: 11ELI, 12ELI)

### **RATIONALE**

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

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

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

### **Unit 1: Approaches to Literature**

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

### **Unit 2: Context and connections**

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

### **Unit 3 and 4**

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text?

These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

## **ENTRY**

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

## **ASSESSMENT**

Satisfactory completion of all coursework.

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

## **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School assessed coursework and an end-of-year examination

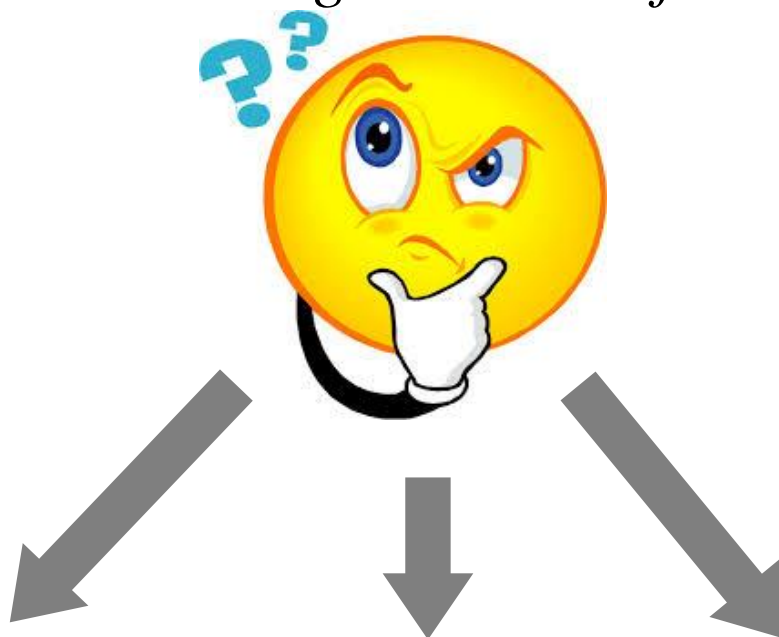
Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Unit 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

# *Which English is best for me?*



## ENGLISH

### Overview:

English in VCE is very much like English from Year 7 to Year 10. Students analyse texts in the form of novels, short stories, films and other media texts. They learn how to think critically and deeply about the way authors create texts with purpose, demonstrate their ability to write analytically, creatively and persuasively, as well as present their point of view in an oral presentation.

### Which students will this suit?

English is a great option for the 'all-rounder' and will suit students who want to both join the workforce after school or complete any further study. It suits those interested in developing a range of skills relating to reading, critical thought and writing.

### Assessment:

- Text Response
- Creative Response
- Language Analysis
- Oral Presentation
- Comparative Analysis
- Comparative Language Analysis
- Written Point of View

## ENGLISH LANGUAGE

### Overview:

English Language is based on the study of linguistics, but focused on English. Students analyse real world texts based on the six subsystems of language, from how words are constructed, to the ways in which whole texts are created to achieve a particular function and purpose. Students learn Standard Australian English grammar, in order to analyse the possible reasons for flouting the standard. Other areas of study include how language is acquired, as well as how English has developed historically.

### Which students will this suit?

This is a great option for students interested in the construction of the English language, and useful for students who want to enter a field in which careful language use is essential.

### Assessment:

- Short Answer & Extended Response
- Analytical Commentary
- Analytical Essay
- Oral Presentation

## LITERATURE

### Overview:

Literature is all about the texts. We study novels, short stories, plays, poems and films. There is a combination of classic and contemporary texts. The texts raise ideas that are relevant to our lives and that promote a critical engagement with important, complex issues. The focus of this subject is the way language is used by text-makers to create meaning.

### Which students will this suit?

Literature is the right subject for you if you enjoy reading, discussing texts and writing. It is an excellent choice if you want to develop highly sophisticated reading and writing skills.

### Assessment:

- Reading Journal
- Comparative Essay
- Creative Response
- Oral Presentation
- Analytical Essay
- Passage Analysis Tasks
- Written Examination

## KEY LEARNING AREA - HUMANITIES

### GEOGRAPHY (Unit Code: 11HGE, 12HGE)

#### 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.

##### Unit 3 – Changing the Land

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

## **Unit 4 – Human Population**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and examinations

Unit 3 School-assessed Coursework: 25 percent

Unit 4 School-assessed Coursework: 25 percent

Units 3 and 4 examination: 50 percent

## HISTORY (Unit Code: 11HHI (20<sup>th</sup> Century), 12HHR (Revolutions))

### RATIONALE

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

### STRUCTURE AND UNITS

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

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

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

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

#### Units 3 and 4: Revolutions

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

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

### ENTRY

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

### ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Unit 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N



## GLOBAL POLITICS (Unit Code: 11HGP, 12HGP)

### RATIONALE

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

### STRUCTURE

#### Unit 1 – The National Citizen

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

#### Unit 2 – The Global Citizen

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

#### Unit 3 – Global Actors

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

#### Unit 4 – Global Challenges

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

### ENTRY

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

### ASSESSMENT

Satisfactory completion

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

## LEVELS OF ACHIEVEMENT

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and end-of-year examination

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Units 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

## ACCOUNTING (Unit Code: 11HAC, 12HAC)

### RATIONALE

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

### STRUCTURE

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

Students investigate features of successful and unsuccessful businesses, sources of finance and how decisions are made. They 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 single activity sole trader using manual and ICT methods and an accounting software package. Students evaluate business performance, suggesting strategies for improved performance.

#### Unit 3 – Recording and Reporting for a Trading Business

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

#### Unit 4 – Control and Analysis of Business Performance

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

### ENTRY

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

## **ASSESSMENT**

Satisfactory completion

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

Unit 3 and 4

School-assessed Coursework and examination

Unit 3 School-assessed Coursework: 25 percent

Unit 4 School-assessed Coursework: 25 percent

End-of-year examination: 50 percent

Learning Outcomes awarded: S or N

## **BUSINESS MANAGEMENT (Unit Code: 11HBM, 12HBM)**

### **RATIONALE**

In contemporary Australian society there are 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.

## **Unit 3 – Managing a Business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years, have the opportunity to compare theoretical perspectives with current practice.

## **Unit 4 – Transforming a Business**

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

## **ENTRY**

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

## **ASSESSMENT**

Satisfactory Completion

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

## **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School Assessed Coursework (SACs) – awarded grade A+ to UG

Learning Outcomes awarded - S or N

Units 3 and 4

SACs and End of Year Examination

Units 3 School assessed Coursework: 25%

Unit 4 School assessed Coursework: 25%

Unit 3 and 4 Examination: 50%

Learning Outcomes awarded: S or N

## ECONOMICS (Unit Code: 11HEC, 12HEC)

### RATIONALE

Economics is the study of how individuals and societies use resources to satisfy needs and wants. It is central to understanding why individuals and societies behave as they do. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

### 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.

### **Unit 3: Australia's economic prosperity**

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

### **Unit 4: Managing the economy**

The ability of the Australian Government to achieve its domestic macro-economic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

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

### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Unit 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

## LEGAL STUDIES (Unit Code: 11HLS, 12HLS)

### **RATIONALE**

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

### **STRUCTURE**

#### **Unit 1 – Guilt and Liability**

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

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

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

#### **Unit 3: Rights and justice**

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### **Unit 4: The people and the law**

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

**ENTRY**

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

**ASSESSMENT**

Satisfactory completion

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

**LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Units 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N



## PHILOSOPHY (Unit Code: 11HPH, 12HPH)

### **RATIONALE**

This study focuses on key controversies that philosophers have been concerned with 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 an exploration of Logic and Reasoning. The aim is for students to ask and answer questions that are often deemed to hard to explore. Students are given the opportunity to explore argument perspectives from a range of different viewpoints, allowing them to arrive at conclusions of their construction. Philosophy gives students perspectives spanning the last 2000 years from some of history's most prolific thinkers, these perspectives are compared and contrasted to acquire suitable viewpoints.

### **STRUCTURE**

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

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

#### **Unit 2: Questions of value**

This unit engages students in philosophical discussion about what we consider to be more or less valuable, including what we believe is 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?

#### **Unit 3: Mind, bodies and persons**

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

#### **Unit 4: The Good Life**

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

**ENTRY**

There are no prerequisites for entry to Units 1 and 2, or Units 3 and 4.

**ASSESSMENT**

Satisfactory completion

Demonstrated achievement of the set of outcomes.

**LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework:	Awarded grade A+ to UG.
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Learning Outcomes awarded:	S or N
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Units 3 and 4

School-assessed coursework and an end-of-year examination

School assessed coursework:	50 percent
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Units 3 and 4 examination:	50 percent
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Learning Outcomes awarded:	S or N
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## KEY LEARNING AREA - LANGUAGES

FRENCH (Unit Code: 11LFR, 12LFR)

### RATIONALE

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

### STRUCTURE

This study is made up of four units.

#### Unit 1

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

#### Unit 2

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

#### Units 3 and 4

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

### ENTRY

There are no prerequisites for entry to Units 1, 2 and 3; however, French is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

### ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

## **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Examinations: Oral Component 12.5 percent, Written Component 37.5 percent

A single grade is awarded for examinations

Learning Outcomes awarded: S or N

## **INDONESIAN (SECOND LANGUAGE) (Unit Code: 11LIN, 12LIN)**

### **RATIONALE**

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

### **STRUCTURE**

The study is made up of four units.

#### **Unit 1**

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

#### **Unit 2**

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

## **Units 3 and 4**

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

### **ENTRY**

Indonesian Second Language is designed for students who do not have an Indonesian background, that is, students who have learned all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete application forms giving details of their background in Indonesian, if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit

### **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Examinations: Oral Component 12.5 percent, Written Component 37.5 percent

A single grade is awarded for examinations

Learning Outcomes awarded: S or N

## KEY LEARNING AREA - MATHEMATICS

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

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

### STRUCTURE

The study is made up of the following units:

General Mathematics Units 1 & 2 (Unit Code: 11MGM)

Mathematical Methods Units 1 & 2 (Unit Code: 11MMM)

Specialist Mathematics Units 1 & 2 (Unit Code: 11MSM)

Further Mathematics Units 3 & 4 (Unit Code: 12MFM)

Mathematical Methods Units 3 & 4 (Unit Code: 12MMM)

Specialist Mathematics Units 3 & 4 (Unit Code: 12MSM)

### Units 1 and 2: General Mathematics

General Mathematics provides for different combinations of student interests and preparation for study of Further Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Units 1 and Unit 2 are Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, measurement and trigonometry, Graphs of linear and non-linear relations, and Statistics.

### Units 1 and 2: Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are Functions and graphs, Algebra, Calculus, and Probability and statistics. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of Algebra which extends across Units 1 and 2.

In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are Functions and graphs, Algebra, Calculus, and Probability and statistics. At the end of Unit 2, students are expected to have covered the material outlined in each area of study.

### **Units 1 and 2: Specialist Mathematics**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

### **Units 3 and 4: Further Mathematics**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core includes Data analysis and Recursion and financial modelling, whereas the Applications area comprises Matrices, and Geometry and measurement. The Data analysis component comprises 40 percent of the content to be covered and the Recursion and financial modelling, Matrices and Geometry and Measurement modules each comprise 20 percent of the overall course. Assumed knowledge and skills for each of these modules are contained in the General Mathematics Units 1 and 2 courses.

### **Units 3 and 4: Mathematical methods CAS**

Mathematical Methods Units 3 and 4 have been designed to extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study Functions and graphs, Calculus, Algebra, and Probability and statistics. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

### **Units 3 and 4: Specialist Mathematics**

Specialist Mathematics Units 3 and 4 consist of the areas of study: Functions and graphs, Algebra, Calculus, Vectors, Mechanics, and Probability and statistics. The course content requires students to highlight mathematical structure, reasoning and applications across a range of modelling contexts. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics Number systems and recursion and Geometry in the plane and proof, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

### **Technology**

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

All students who choose to study General Mathematics (Units 1&2), Further Mathematics (Units 3&4), Mathematical Methods (Units 1-4) or Specialist Mathematics (Units 1-4) will be required to purchase an approved CAS calculator. These can be purchased from the Main Office with a 3-Year warranty for \$210.

## ENTRY

There are no prerequisites for entry to General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. It is, however, highly recommended that students attempting Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 have completed Mathematical Methods or Specialist Mathematics at Year 10. In particular, these students are expected to have a sound background in Algebra, Functions and relations, and Probability. Some additional preparatory work will be advisable for any student who is undertaking Units 3 & 4 of Further Mathematics should they have only previously undertaken Units 1 & 2 of Foundation Mathematics. Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 and the completion of Units 1 and 2 in Mathematical Methods in conjunction with Units 1 and 2 in Specialist Mathematics.

## ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit

## LEVELS OF ACHIEVEMENT

Units 1 and 2

School assessed coursework - awarded grade A+ to UG

Learning Outcomes awarded: S or N

Units 3 and 4

Learning Outcomes awarded: S or N

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

### Further Mathematics

Unit 3 school assessed coursework (Application Task & Modelling/Problem solving task)	20 percent
Unit 4 school assessed coursework (Modelling or problem-solving task)	14 percent
Examination 1 (Key concepts, routines and procedures)	33 percent
Examination 2 (Application of procedures)	33 percent

### Mathematical Methods

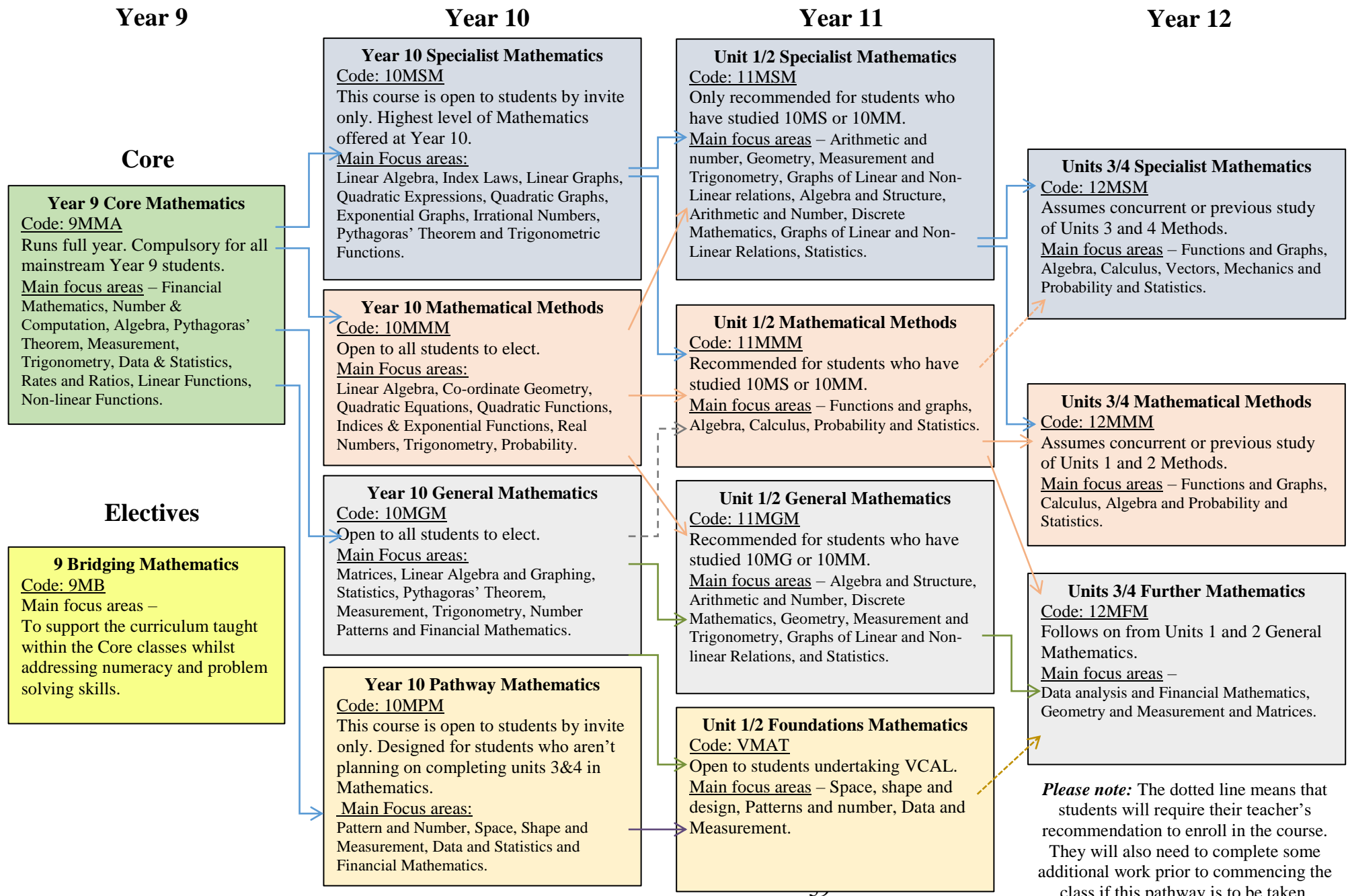
Unit 3 school assessed coursework (Application Task)	17 percent
Unit 4 school assessed coursework (Modelling or problem-solving task)	17 percent
Examination 1 (Key concepts, routines and procedures. <i>Technology Free</i> )	22 percent
Examination 2 (Analysis and application. <i>Technology allowed</i> )	44 percent

### Specialist Mathematics

Unit 3 school assessed coursework (Application Task)	17 percent
Unit 4 school assessed coursework (Modelling or problem-solving task)	17 percent
Examination 1 (Key concepts, routines and procedures. <i>Technology Free</i> )	22 percent
Examination 2 (Analysis and application. <i>Technology allowed</i> )	44 percent



# MATHEMATICS COURSE SELECTION FLOW CHART



## KEY LEARNING AREA – PHYSICAL AND SPORT EDUCATION

### HEALTH AND HUMAN DEVELOPMENT (Unit Code: 11PHD, 12PHD)

#### RATIONALE

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

#### STRUCTURE

The study is made up of four units:

Unit 1: Understanding health and wellbeing

Unit 2: Managing health and development

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

#### Unit 1: Understanding health and wellbeing

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

#### Unit 2: Managing health and development

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

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

### **Unit 3: Australia's Health in a globalised world**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Units 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

## OUTDOOR AND ENVIRONMENTAL STUDIES (Unit Code: 11POE, 12POE)

**PLEASE note that Unit 3 & 4 cannot be completed in Year 12. It MUST be undertaken in Year 11**

### RATIONALE

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

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

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

### STRUCTURE

The study is made up of four units:

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

Each unit contains two Areas of Study.

#### **Unit 1: Exploring outdoor experiences - Program Cost \$350**

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

#### **Unit 2: Discovering outdoor environments - Program Cost \$350**

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

#### **Unit 3: Relationships with outdoor environments - Program Cost \$350**

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

#### **Unit 4: Sustainable outdoor relationships - Program Cost \$350**

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

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

#### **Practical component**

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

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

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

**PAYMENT**

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

**ENTRY**

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

**ASSESSMENT**

Satisfactory Completion

Demonstrated achievement of set of outcomes specified for the unit.

**LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Units 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

## PHYSICAL EDUCATION (Unit Code: 11PPE, 12PPE)

### RATIONALE

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### STRUCTURE

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

#### Unit 1 - The human body in motion

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

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

#### Unit 2 - Physical activity, sport and society

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

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

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

### **Unit 3 - Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery

### **Unit 4 - Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### **ENTRY**

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



## ASSESSMENT

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 25 percent

Unit 4 school-assessed coursework: 25 percent

Units 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

## EXCELLENCE IN SPORT – VET Certificate III in Sport and Recreation (Unit Code: 11PSR)

As a part of the Excellence in Sport program at VCE, students will be allocated five periods per week. This will be broken up into three periods of sport-based training and conditioning, with the remaining two periods being used to complete VET Certificate III in Sport and Recreation. This will contribute towards the VCE completion and ATAR if students choose it to.

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.

This certificate is delivered over two years offering students a vocational (VET) qualification. This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students will develop skills and knowledge required to support the operation of sporting facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

Learning areas include:

- Plan and conduct sport and recreation sessions
- Facilitating groups activities
- Conducting warm-up and cool-down
- Develop knowledge of coaching practices
- Safety and the sport environment
- First aid and emergency situations

Pathways may include employment into various workplaces such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

#### Subject credits - Contribution to VCE

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence in Year 12 must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for VCE VET Sport and Recreation, no contribution to the ATAR will be available.

#### Materials cost:

Year 1: \$150

Year 2: \$150

Uniform Cost (if not purchased in previous years): \$100

## KEY LEARNING AREA – SCIENCE

BIOLOGY (Unit Code: 11SBI, 12SBI)

### RATIONALE

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpins 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 uses of genetic screening and decision making related to inheritance.

*Area of study 3 - Investigation of an issue*

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

### UNIT 3: How do cells maintain life?

*Area of Study 1 - How do cellular processes work?*

Students will be able to explain the dynamic nature of the cell in terms of key cellular processes, including regulation, photosynthesis and cellular respiration, and should be able to analyse factors that affect the rate of biochemical reactions.

#### *Area of Study 2 - How do cells communicate?*

On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

### **Unit 4: How does life change and respond to challenges over time?**

#### *Area of Study 1 - How are species related?*

The student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

#### *Area of Study 2 - How do humans impact on biological processes?*

On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

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

In this unit the student will design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Units 3 & 4 examination: 60 percent

Learning Outcomes awarded: S or N

## CHEMISTRY (Unit Code: 11SCH, 12SCH)

### 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 and they 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 and use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

*Area of Study 3 - Research investigation*

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

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

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

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

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

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

*Area of Study 3 - Practical investigation*

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

#### Unit 3: How can chemical processes be designed to optimise efficiency?

*Area of study 1 – What are the options for energy production?*

Students should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

*Area of Study 2 – How can the yield of a chemical product be optimised?*

Students should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

#### **Unit 4: How are organic compounds categorised, analysed and used?**

##### *Area of Study 1 – How can the diversity of carbon compounds be explained and categorised*

Students should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

##### *Area of Study 2 – What is the chemistry of food?*

Students should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food, including the role of enzymes, and calculate the energy content of food using calorimetry.

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

On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

#### **ENTRY**

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

#### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

#### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Units 3 & 4 examination: 60 percent

Learning Outcomes awarded: S or N

## PHYSICS (Unit Code: 11SPH, 12SPH)

### 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. They will 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 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?*

How can motion be described and explained? On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

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

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

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

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

### **Unit 3: How do fields explain motion and electricity?**

#### *Area of Study 1 - How do things move without contact?*

Students will be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

#### *Area of Study 2 - How are fields used to move electrical energy?*

Students will be able to analyse and evaluate an electricity generation and distribution system.

#### *Area of Study 3 - How fast can things go?*

Students will be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

### **Unit 4: How can two contradictory models explain both light and matter?**

#### *Area of Study 1 How can waves explain the behaviour of light?*

Students should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

#### *Area of Study 2 How are light and matter similar?*

Students should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that support this evidence.

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

Students should be able to design and undertake a practical investigation related to waves, fields or motion, and present methodologies, findings and conclusions in a scientific poster.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Examination: 60 percent

Learning Outcomes awarded: S or N



## PSYCHOLOGY (11SPY, 12SPY)

### RATIONALE

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

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

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

Students will be able to describe how understanding of brain structure and function has changed over time, 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.

### **Unit 3: How does experience affect behaviour and mental processes?**

#### *Area of Study 1 - How does the nervous system enable psychological functioning?*

Students will be able to explain how the structure and function of the human nervous system enables a person to interact with the external world, and analyse the different ways in which stress can affect nervous system functioning.

#### *Area of Study 2 - How do people learn and remember?*

Students will be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

### **Unit 4: How is wellbeing developed and maintained?**

#### *Area of Study 1 - How do levels of consciousness affect mental processes and behaviour?*

Students will be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

#### *Area of Study 2 - What influences mental wellbeing?*

Students will be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

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

Students will be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 16 percent

Unit 4 school-assessed coursework: 24 percent

Examination: 60 percent

Learning Outcomes awarded: S or N

## ENVIRONMENTAL SCIENCE (Unit Code: 11SES, 12SES)

### 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?*

Students compare the processes and timeframes for obtaining the key inputs required for life on Earth, 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 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 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 compare a selected pollutant that results in bioaccumulation with an air- or water- borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.

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

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

### **Unit 3: How can biodiversity and development be sustained?**

*Area of Study 1 - Is maintaining biodiversity worth a sustained effort?*

Students explain the importance of Earth's biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

*Area of Study 2 - Is development sustainable?*

Students explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.

### **Unit 4: How can the impacts of human energy use be reduced?**

*Area of Study 1 - What is a sustainable mix of energy sources?*

Students compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.

*Area of Study 2 - Is climate predictable?*

Students explain the causes and effects of changes to Earth's climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.

*Area of Study 3 - Practical investigation*

Students design and undertake a practical investigation related to biodiversity or energy use from an environmental management perspective, and present methodologies, findings and conclusions in a scientific poster.

### **ENTRY**

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

### **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of set of outcomes specified for the unit.

### **LEVELS OF ACHIEVEMENT**

Unit 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Unit 3 and 4

School-assessed coursework and an end-of-year examination

Unit 3 school-assessed coursework: 20 percent

Unit 4 school-assessed coursework: 30 percent

Examination: 50 percent

Learning Outcomes awarded: S or N

## KEY LEARNING AREA - TECHNOLOGY

### INFORMATION TECHNOLOGY (Unit Code: 11TIT, 12TIT)

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

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

#### Unit 1: Computing

In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology, as well as computational, design and systems thinking skills.

#### Unit 2: Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

### **Unit 3: Informatics**

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

### **Unit 4: Informatics**

In this unit, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

### **ENTRY**

No prerequisites on entry to Units 1, 2 and 3. Students must undertake Unit 3 Informatics prior to undertaking Unit 4 Informatics.

### **ASSESSMENT**

Satisfactory completion

Achievement of the set of outcomes specified for the unit

### **LEVELS OF ACHIEVEMENT**

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

School assessed coursework: - awarded grade A+ to UG

Learning Outcomes awarded: S or N

#### **Unit 3 and 4**

Unit 3 school assessed coursework: 10 percent

Unit 3 and 4 school assessed task: 30 percent

Unit 4 school assessed coursework: 10 percent

Examination: 50 percent

Learning Outcomes awarded: S or N

## SOFTWARE DEVELOPMENT UNITS 3 & 4 (Unit Code: 12TSD)

### STRUCTURE

#### Unit 3 – Software Development

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

#### Unit 4 – Software Development

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

### ENTRY

No prerequisites for Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### ASSESSMENT

Satisfactory completion

Achievement of the set of outcomes specified for the unit

### LEVELS OF ACHIEVEMENT

Units 3 and 4

School-assessed work and end-of-year examination

Unit 3 school assessed coursework: 25 percent

Unit 4 school assessed coursework: 25 percent

Unit 3 and 4 examinations: 50 percent

Learning Outcomes awarded: S or N

## FOOD STUDIES (Unit Code: 11TFS, 12TFS)

### **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**

#### **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; they examine 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.



### **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems.

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

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

**ENTRY**

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

**ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

**ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

**LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed work and end-of-year examination

Unit 3 school-assessed coursework: 30 percent

Unit 4 school-assessed coursework: 30 percent

Examination: 40 percent

Learning Outcomes awarded: S or N

**COST**

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

Units 3 & 4 \$140 per year. Due first 4 weeks of Term 1

## PRODUCT DESIGN AND TECHNOLOGY (FASHION/TEXTILES) (Unit Code: 11TDF, 12TDF)

### RATIONALE

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

### STRUCTURE

The study is made up of four units.

#### Unit 1

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

#### Unit 2

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

#### Unit 3

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

#### Unit 4

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

### ENTRY

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

### ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

### LEVELS OF ACHIEVEMENT

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 12 percent

Unit 4 school-assessed coursework: 8 percent

Units 3 and 4 school-assessed task: 50 percent

Units 3 and 4 examination: 30 percent

Learning Outcomes awarded: S or N

### **COST**

Units 1 & 2 Product cost

Units 3 & 4 Product cost

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

## **PRODUCT DESIGN AND TECHNOLOGY (Unit Code: 11TDW, 12TDW) (WOOD & RESISTANT MATERIALS)**

### **RATIONALE**

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

### **STRUCTURE**

The study is made up of four units.

#### **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 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 designers often work within a multidisciplinary team to develop solutions to design problems.

#### **Unit 3**

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

## **Unit 4**

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

## **ENTRY**

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

## **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

## **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

## **Units 3 and 4**

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 12 percent

Unit 4 school-assessed coursework: 8 percent

Units 3 and 4 school-assessed task: 50 percent

Units 3 and 4 examination: 30 percent

Learning Outcomes awarded: S or N

## **COST**

Units 1 & 2 Product cost

Units 3 & 4 Product cost

## **SYSTEMS ENGINEERING (Unit Code: 11TSE, 12TSE)**

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

## **Unit 3**

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

## **Unit 4**

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

## **ENTRY**

Year 9 Systems essential (Year 10 Physics optional extra) for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **ASSESSMENT**

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

## **LEVELS OF ACHIEVEMENT**

Units 1 and 2

School assessed coursework – awarded grade A+ to UG.

Learning Outcomes awarded: S or N

Units 3 and 4

School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 12 percent

Unit 4 school-assessed coursework: 8 percent

Units 3 and 4 school-assessed task: 30 percent

Units 3 and 4 examination: 50 percent

Learning Outcomes awarded: S or N

## **COST**

Units 1 & 2 Product cost

Units 3 & 4 Product cost

## **VCAL – Lilydale High School**

### **What are the aims of VCAL?**

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:

New accredited pathways for secondary students

Tailoring a program to suit students' interests

Personal development of work related and industry specific skills.

These principles are within the context of applied learning.

In the VCAL these principles are shown through:

The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and life-long learning.

The development of knowledge and skills that assists students to make informed vocational choices and facilitate pathways to further learning and employment.

### **What are the qualifications?**

The VCAL is accredited at three levels:

Victorian Certificate of Applied Learning (Foundation)

Victorian Certificate of Applied Learning (Intermediate)

Victorian Certificate of Applied Learning (Senior).

Lilydale High School is looking at introducing Intermediate VCAL into the Year 11 course for 2018 and then Senior VCAL into the Year 12 course for 2019.

### **Intermediate level**

At Intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

### **Senior level**

At Senior level, the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

The demonstration of knowledge and skills that apply directly to the workplace or further training is also important.

**How many hours in each certificate?**

The nominal duration of each qualification is 1000 hours. The emphasis is on the development of skills, knowledge and attitudes and satisfactory completion of learning outcomes.

In a school setting, a student's VCAL program will generally be based on a full-time load of 1000 hours of independent (i.e. structured workplace learning) and classroom learning.

**How is VCAL structured?**

The VCAL has four curriculum areas, called strands. These strands are:

Literacy and Numeracy Skills

Industry Specific Skills

Work Related Skills

Personal Development Skills.

A student's VCAL learning program must include studies in each strand. Students will also undertake a 2 day per week industry program/ experience. Please note that VCAL students must source their own industry related work placement.

**How do I apply?**

The selection process will involve:

Indication during the online course selection process

Application

Interview

Successful candidates will be notified.



## VET

The following courses are the VET courses offered through the Yarra Valley VET Cluster and local Registered Training Organisations. This allows students to attend their VET subjects on a Wednesday to locations in the Yarra Valley and local area and also keeps course cost to a minimum.

### PLEASE NOTE:

The following information is based on 2018 VET information. At this time we are unable to give an accurate materials cost for each of the VET courses.

We will require payment of the materials fee and administration fee (\$100) from ALL VET students, as well as fully completed enrolment paperwork to be submitted to Lilydale High School by 3rd December 2018 to confirm your child's place and 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.

Students who withdraw from a VET course will not receive a refund of their materials fee or administration fee after 19<sup>th</sup> February 2019. Students who withdraw from a VET course will need to pick up a VCE subject. Note: That many VCE subjects may not have room to move into them at the start of the year.

Confirmation of VET courses will not be available until Term 4, 2018.

<b>CERTIFICATE III IN ACTING (Unit Code: VAC)</b>	
<p><b>Certificate III:</b> 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 &amp; make-up and technical (camera operator, editor, lighting).</p>	
<p><b>Materials cost - \$720 – 1<sup>st</sup> Year \$980 – 2<sup>nd</sup> Year</b></p>	
<p><b>Provider – Lilydale High School (Australian College of Dramatic Arts)</b></p>	
<p><b>Location - Lilydale High School, Melba Avenue, Lilydale and Australian College of Dramatic Arts Boronia</b></p>	
<p><b>Class Time -     1<sup>st</sup> year - Wednesday 1 pm – 4 pm                           2<sup>nd</sup> year - Wednesday 4 pm – 7 pm</b></p>	
<p><b>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</b></p>	
<p><b>Further Study Pathways - Successful completion will assist students to audition/apply for performing arts courses such as:</b>  <b>Bachelor of Arts (Theatre) - Charles Sturt University (NSW)</b>  <b>Diploma of Dramatic Art in Acting (NIDA)</b>  <b>Diploma of Design (NIDA)</b>  <b>Diploma of Technical Production (NIDA)</b>  <b>Associate Diploma of Dramatic Arts in theatre Crafts (NIDA)</b>  <b>Bachelor of Creative Arts (Drama) or (Dance) – Deakin University</b>  <b>Graduate Diploma of Dramatic Art in Voice Studies (NIDA)</b>  <b>Graduate Diploma of Dramatic Art in Movement (NIDA)</b>  <b>Graduate Diploma in Production Management (NIDA)</b>  <b>Bachelor of Fine Arts (Production) University of Melbourne</b>  <b>Bachelor of Arts in Drama— Flinders University</b>  <b>Bachelor of Arts—Performing Arts Federation University</b>  <b>Associate Diploma of Arts (Theatre Technology and Small Companies) TAFE Victoria (Box Hill, Holmesglen, NMIT, Swinburne)</b></p>	
<p><b>Complimentary VCE subjects: Drama, Theatre studies</b></p>	
<p><b>Subject credits - This program can be included as 4 VCE units in a student's course as block credit for ATAR.</b></p>	

<b>ALLIED HEALTH ASSISTANCE (Unit Code: VAH)</b>	
<p><b>What does this course involve?</b>  The Certificate III in Allied Health Assistance is a general prevocational qualification aimed for inclusion as a school program (VCE) as an entry point into the industry. This course is designed to provide you with an understanding of the basic skills and knowledge to become an allied health assistant while studying at a secondary school level. It will also assist you with making an informed decision as to whether or not you would like to pursue a career within the allied health industry.</p> <p><b>Structured Workplace Learning</b>  You will be required to complete a minimum of 40 hours placement per year of the program (total 80 hours). It is up to the student and school to ensure that this requirement is organised and met in consultation with Box Hill Institute Group.</p>	
<p><b>Material Costs</b>  Units 1&amp;2 Year 1 \$280.00  Units 3&amp;4 Year 2 \$170.00</p>	
<p><b>Provider – Box Hill Institute – Lilydale Campus</b></p>	
<p><b>Location – Box Hill Institute Lilydale Lakeside Campus</b></p>	
<p><b>Class Time – Wednesday 1.30 pm – 4.30 pm</b></p>	
<p><b>Employment Opportunities - Career Outcomes</b>  Once you have achieved the full Certificate III in Allied Health Assistance qualification, you may wish to apply for roles such as;  &gt;&gt;Therapy assistant  &gt;&gt;Allied health assistant  &gt;&gt;Podiatry assistant (may require further training)  &gt;&gt;Physiotherapy assistant (may require further training)  &gt;&gt;Speech pathology assistant (may require further training)  &gt;&gt;Occupational therapy assistant (may require further training)  Refer to the Box Hill Institute website for details.</p>	
<p><b>Further Study Pathways -</b> After completion of this program, you may wish to apply for entry into other health programs such as the Certificate IV in Allied Health Assistance or the Diploma of Nursing.</p>	
<p><b>Complementary VCE subjects –</b></p> <p>Health and Human Development  Psychology</p>	
<p><b>Contribution to the VCE, VCAL &amp; ATAR</b>  HLT33015 Certificate III in Allied Health Assistance (incorporating HLT33115 Certificate III in Health Services Assistance): recognition of up to one unit at Units 1 and 2 level and a minimum of three units at Units 3 and 4 level.  <b>ATAR Contribution</b>  Students who receive a Units 3 and 4 sequence for the VCE VET Health program will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). VCE VET Health does will offer scored assessment from 2018.</p>	

## **CERTIFICATE II IN ANIMAL STUDIES (Unit Code: VAS)**

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

**Materials cost** - \$642 – 1<sup>st</sup> Year    \$838 – 2<sup>nd</sup> Year

**Provider** – Lilydale High School (National Training Masters)

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

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

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

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

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

**Complementary VCE Subjects:** Biology

**Subject credits** - Credit in the VCE: Students who complete ACM2011070 *Certificate II in Animal Studies* will be eligible for up to four units credit towards their VCE. Students who successfully complete a Units 3 & 4 sequence will receive a 10% increment on their ATAR

## **CERTIFICATE II IN APPLIED FASHION DESIGN (Unit Code: VAP)**

**Course outline - Are you interested in the fashion and design industry? In this course you will build a strong foundation of skills studying sewing, textiles, drawing and design of simple garments.**

**Materials cost - \$320 – 1<sup>st</sup> Year    \$320 – 2<sup>nd</sup> Year**

**Provider – Box Hill Institute**

**Location – Box Hill Institute – Elgar Road, Box Hill**

**Class Time - Wednesday 1:00 pm – 6:00 pm (1<sup>st</sup> year)  
Wednesday 1.00 pm - 6.00 pm (2<sup>nd</sup> year)**

**Employment Opportunities - Career paths in the textiles, clothing, and footwear sectors may include employment in the clothing manufacturing industry as garment sample hands, machinists, garment cutters and makers, finishing operators and quality assurance officers.**

**Further Study Pathways - You may wish to apply for the Bachelor of Fashion or Bachelor of Fashion Merchandising.**

**Complementary VCE Subjects: Art based subjects, Design Technology Textiles**

**Subject credits - On successful completion of this program, you will be eligible for: recognition of four units at Units 1 and 2 level, and a Units 3 and 4 sequence. Students who receive a Units 3 and 4 sequence for VCE VET Applied Fashion Design and Technology will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au) The VCE VET Applied Fashion Design and Technology program does not offer scored assessment**

## **CERTIFICATE II IN AUTOMOTIVE TECHNOLOGY (MECHANICAL)**

### **(Unit Code: VAT)**

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

**Provider – Healesville High School**

**Location – Healesville High School, 10 Camerons Rd, Healesville**

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

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

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

**Complementary VCE subjects – Systems Engineering, Physics**

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

## CERTIFICATE II IN BUILDING AND CONSTRUCTION (Carpentry) (Unit Code: VBC)

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

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

**Materials cost - : \$500 – 1<sup>st</sup> Year \$410 – 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.

<b>CERT IV CISCO (Partial Completion Only) (Unit Code: VCI)</b>
<b>Course outline -</b> 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.
<b>Materials cost - \$200</b>
<b>Provider -</b> Ringwood Training
<b>Location – Ringwood Training, Bedford Rd, Ringwood</b>
<b>Class Time – Wednesday 1 - 4.30 pm</b>
<b>Employment Opportunities –</b> Database Administrator Data Entry Operator Information Technology Network Manager Software Designer Software Testing Systems Administrator Systems Administration Support
<b>Further Study Pathways –</b> Certificate III in Information Technology Certificate IV in Information Technology Diploma in Information Technology
<b>Complementary VCE subjects – Information Technology</b>
<b>Subject credits -</b> 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.



## CERT III COMMUNITY SERVICES (Unit Code: VCS)

### 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.

### 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.

### 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.

### Material Costs

Units 1&2 \$330.00

Units 3&4 \$330.00

Provider – Box Hill Institute – Lilydale Campus

Location – Box Hill Lilydale Lakeside Campus, Lilydale

Class Time – Wednesday 1.00 pm – 4.30 pm

**Employment Opportunities** - 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.

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

**Complementary VCE subjects –**

Health and Human Development  
Psychology

### 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.

A study score will be available for this program.

To be eligible for a study score, you must:

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

be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide

undertake a written examination in the end-of-year examination period, based on the compulsory units of competency in the Units 3 & 4 sequence.

<b>CERTIFICATE III IN DESIGN FUNDAMENTALS (Unit Code: VDF)</b>	
<b>Course Summary</b> 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.	
<b>Materials cost - Year 1 \$470                      Year 2 \$170</b> Students will be required to purchase additional materials if they wish to retain their projects.	
<b>Provider – Box Hill Institute</b>	
<b>Location – Box Hill Elgar Rd Campus</b>	
<b>Class Time – Wednesday 1.30 pm – 4.30 pm</b>	
<b>Employment Opportunities -</b> 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.	
<b>Further Study Pathways -</b> 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	
<b>Complementary VCE subjects –</b> System Technology Art	
<b>Contribution to VCE, VCAL &amp; ATAR</b> 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.	

<b>CERTIFICATE III IN EARLY CHILDHOOD EDUCATION &amp; CARE</b> <b>(Partial Completion) (Unit Code: VEC)</b>	
<b>Course Summary</b> 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.	
<b>Structured Workplace Learning</b> This program requires the completion of 120 hours of work placement.	
<b>Materials cost -</b> Units 1&2 \$413.00 Units 3&4 \$378.00	
<b>Provider – Box Hill Institute – Lilydale Campus</b>	
<b>Location – Box Hill Lilydale Lakeside Campus: Lilydale</b>	
<b>Class Time – Wednesday 1.30 pm – 4.30 pm</b>	
<b>Employment Opportunities -</b> 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.	
<b>Further Study Pathways -</b> After completion of this program, you may wish to apply for entry into the Diploma of Early Childhood Education & Care.	
<b>Complementary VCE subjects –</b> P.E. Health and Human Development Biology	
<b>Contribution to the VCE, VCAL &amp; ATAR</b> <b>ATAR Contribution:</b> Students who receive a Units 3 and 4 sequence for Program 2 of VCE VET Children's Services (partial completion of CHC30113) will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). On completion of this program, you will be eligible for up to two units at VCE Units 1 & 2 level and two VCE Unit 3 & 4 sequences.	

## CERTIFICATE II IN ELECTROTECHNOLOGY STUDIES (PRE VOCATIONAL) (Unit Code: VES)

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

Students are recommended to complete 80 hours of Structured Workplace Learning within this course.

**Materials cost** - \$470 – 1<sup>st</sup> Year    \$300 – 2<sup>nd</sup> Year

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

**Location** – Box Hill Institute – Lilydale Campus

**Class Time** – Wednesday 1<sup>st</sup> and 2<sup>nd</sup> Year – 1.30 pm to 4.30 pm

**Employment Opportunities** - Possible employment opportunities that exist after the completion of the full certificate include: Electrical Engineering, Electrician, Communications Technician, Transmission/Distribution Line Worker, Fire Servicing Technician, Security Technician, Instrument Technician, Refrigeration Mechanic

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

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

**Complementary VCE subjects** – Physics, Systems Engineering, Maths Methods

**Subject credits** - Students who complete Certificate II in Electro-technology Studies will be eligible for up to three units of credit at Unit 1 and 2 and a Unit 3 and 4 sequence towards their VCE over the two years of study. 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.

<b>CERTIFICATE II IN ENGINEERING (Unit Code: VEN)</b>	
<p><b>Course outline -</b>  The main aim of the Certificate II in Engineering is to provide young people with the opportunity to gain basic training in the four main areas of engineering—mechanical, production, fabrication, electrical, - as a means of enhancing their prospects for employment as jobs become available, and to enable them to make better informed choices relating to their future careers.</p>	
<b>Materials cost -</b>	<b>\$450 – 1<sup>st</sup> Year    \$450 – 2<sup>nd</sup> Year</b>
<p><b>Provider -</b>  1<sup>st</sup> year Mt Lilydale Mercy College  2<sup>nd</sup> year: Ranges Tech</p>	
<p><b>Location -</b>  1<sup>st</sup> year Mt Lilydale Mercy College, Anderson Street, Lilydale  2<sup>nd</sup> year: Ranges Tech Lilydale</p>	
<p><b>Class Time -</b>  1<sup>st</sup> year – Wednesday 1.00 pm – 5.00 pm  2<sup>nd</sup> year - Wednesday 1.00 pm – 5.30 pm</p>	
<p><b>Employment Opportunities -</b> Apprenticeships in the Metal Manufacturing Industries, Maintenance Engineer, Aircraft Mechanic, Drafting, Panel Beating, Welding, Vehicle Body maker.</p>	
<p><b>Further Study Pathways -</b> A student who successfully completes the Certificate II in Engineering will have attained the necessary theoretical and practical skills required for entry level to the industry.  <b>PATHWAYS to TAFE</b>  Certificates in Engineering, Automotive Studies, Avionics.  <b>PATHWAYS to HIGHER EDUCATION</b>  Some Diplomas articulate into Degrees in Engineering—mechanical, building and Manufacturing.  There are a range of Engineering degrees available in the disciplines, e.g. civil, materials, electrical and chemical engineering.  <b>Engineering Apprenticeship –</b> Mechanical, Fabrication, Automotive or Electrical</p>	
<p><b>Complementary VCE Subjects –</b> Maths Methods, Physics</p>	

<b>CERTIFICATE II IN EQUINE STUDIES (Unit Code: VEQ)</b>	
<p><b>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</b></p>	
<b>Materials cost - \$1220 – 1<sup>st</sup> Year</b>	<b>\$970 – 2<sup>nd</sup> Year</b>
<b>Provider – Box Hill Institute</b>	
<b>Location – Box Hill Institute, Elgar Rd, Box Hill (Part of this course is run at an off-site location)</b>	
<b>Class Time – Wednesday 1 pm – 5.30 pm</b>	
<b>Employment Opportunities – Farrier, Horse Trainer, Jockey, Racing Steward, Stable Hand, Veterinary Nurse</b>	
<b>Further Study Pathways –</b> <b>Bachelor of Equine Studies</b> <b>Diploma of Equine Stud Management</b> <b>Diploma of Sports Marketing</b> <b>Diploma of Race (Thoroughbred) Training</b> <b>Certificate IV in Horse Management</b> <b>Certificate IV in Veterinary Nursing</b> <b>Certificate III in Farrier</b> <b>Certificate III in Racing Steward</b>	
<b>Complementary VCE Subjects - Biology</b>	
<p><b>Subject credits - Students will be eligible for up to 4 units of credit, 2 units at the Units 1&amp;2 level and two units at Units 3 &amp; 4 level. ATAR Contribution: Students wishing to receive an ATAR contribution for the Units 3 &amp; 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.</b></p>	

<b>CERTIFICATE II IN HORTICULTURE (Unit Code: VHC)</b>
<b>Course outline</b> - 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.
<b>Materials cost</b> - \$450
<b>Provider</b> 1 <sup>st</sup> and 2 <sup>nd</sup> Year – Ranges Tech (Mt Evelyn Christian School) 11.30am – 5.00pm
<b>Location</b> 1 <sup>st</sup> and 2 <sup>nd</sup> year – Ranges Tech Lilydale
<b>Class Time</b> 1 <sup>st</sup> year 11.30 am – 5.00 pm 2 <sup>nd</sup> year 11.30 am – 5.00 pm
<b>Employment Opportunities</b> - 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.
<b>Further Study Pathways</b> - 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
<b>Complementary VCE subjects</b> – Biology, Visual Communications and Design
<b>Subject credits</b> - 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.

<b>CERTIFICATE III IN HOSPITALITY (KITCHEN OPERATIONS) (Unit Code: VHO)</b>
<p><b>Course outline</b> - 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.</p>
<p><b>Materials cost</b> - \$325 – 1<sup>st</sup> Year      \$500 – 2<sup>nd</sup> Year</p>
<p><b>Provider –</b>  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)</p>
<p><b>Location -</b>  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</p>
<p><b>Class Time -</b>  1<sup>st</sup> and 2<sup>nd</sup> year - Wednesday 1.00 — 5.00 pm (Units 1 &amp; 2)</p>
<p><b>Employment Opportunities</b> - 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.</p>
<p><b>Further Study Pathways –</b>  Certificate or Diploma in Hospitality.  Certificate of Diploma in Tourism.  Some TAFE courses have articulation arrangements into hospitality &amp; business degree courses.  <b>PATHWAYS to HIGHER EDUCATION</b> - Depending on subjects selected—hospitality degree and any number of general degrees in business, humanities etc.</p>
<p><b>Complementary VCE Subjects – Food Technology</b></p>
<p><b>Subject credits</b> - 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.</p>



<b>CERTIFICATE III MUSIC PERFORMANCE (Unit Code: VMU)</b>	
<p><b>Course outline -</b>  <b>The VCE VET Music program aims to:</b></p> <ul style="list-style-type: none"> <li>- Provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries</li> <li>- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.</li> </ul> <p>It is assumed that students enrolled in this course can read sheet music and play an instrument. This course primarily focuses on classical styles of music.</p>	
<b>Materials cost - \$150 – 1<sup>st</sup> Year    \$150 – 2<sup>nd</sup> Year</b>	
<b>Provider - Billanook College</b>	
<b>Location – Billanook College, 197-199 Cardigan Rd, Mooroolbark</b>	
<b>Class Time - Wednesday 1.00 pm – 5.00 pm</b>	
<b>Employment Opportunities –</b> Artist/venue manager Instrumental music teacher Live sound engineer Musician Performer Recording engineer	
<b>Further Study Pathways - Certificate IV in Music Industry (Technical Production)</b>	
<b>Complementary VCE Subjects - Music Performance</b>	
<b>Subject credits - VCE:</b> Students will be eligible for up to 4 units of credit, 2 units at the 1&2 level and 2 units at 3&4. <b>ATAR Contribution:</b> Students wishing to receive an ATAR contribution for the Units 3&4 sequence of Program 2: Certificate III in Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.	

## **CERTIFICATE II PLUMBING (Unit Code: VPL)**

**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 - \$435 – 1<sup>st</sup> Year    \$345 – 2<sup>nd</sup> Year**

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

**Location – Box Hill Institute – Lilydale Campus**

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

**Employment Opportunities - Apprentice plumber**

**Further Study Pathways - Plumbing apprenticeship**

**Complementary VCE subjects –  
Business Management  
English  
Further Mathematics**

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

## **CERTIFICATE II RETAIL MAKE UP AND SKIN CARE (ONE YEAR COURSE) (Unit Code: VMS)**

### **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.**

<b>CERTIFICATE II Salon Assistant (ONE YEAR ONLY) (Unit Code: VSA)</b>
<p><b>Course outline –</b>  <b>Certificate II in Hairdressing SIH20111 covers the necessary skills and knowledge needed prior to undertaking a full qualification within the hairdressing industry. Hairdressing is a very diverse, creative and rewarding career, with many opportunities that may present to the individual, such as: Gaining employment within your chosen area, opening your own business, running your own home-based business, working with hair in the fashion or film industry or working in the education sector.</b></p>
<b>Materials cost - \$380</b>
<b>Provider – ITS Academy</b>
<b>Location – 32 Station Street, Bayswater</b>
<b>Class Time – Wednesday 1.00 – 5.00 pm</b>
<p><b>Employment Opportunities -</b>  <b>Hairdresser</b>  <b>Retail Sales</b>  <b>Salon Assistant</b>  <b>Salon Manager</b></p>
<p><b>Further Study Pathways -</b>  <b>Certificate III in Hairdressing</b>  <b>Certificate IV in Hairdressing</b>  <b>Advanced Diploma in Hairdressing</b>  <b>Apprenticeship in Hairdressing</b></p>
<b>Complementary VCE subjects – Art, Business Management, Psychology, Studio Arts</b>
<b>Subject credits - Block credit recognition is available for this program. Only credit at Units 1 and 2 level is available for this program</b>

## **CERTIFICATE III Screen and Media**

### **(partial completion only) (Unit Code: VSM)**

**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 - \$150**

**Provider – Billanook College**

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

**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 SPORT AND RECREATION (Unit Code: VSR)

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

**Materials cost** - \$410 – 1<sup>st</sup> Year    \$410 – 2<sup>nd</sup> Year

**Provider** –Upper Yarra Secondary College

**Location** – Upper Yarra Secondary College

**Class Time** - Wednesday 1:30 am – 5:30 pm (1<sup>st</sup> year)

Wednesday 1.30 pm - 5.30 pm (2<sup>nd</sup> year)

**Employment Opportunities** –

The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. For example:

Coach

Sportsperson

Exercise Physiology

Personal Trainer

Recreation Officer

Community Sports Manager

**Further Study Pathways** - After completing the Certificate II in Sport and Recreation, students may be eligible to continue on to study:

Diploma of Sport and Recreation

Diploma of Sport and Recreation Management

Complementary VCE Subjects: Physical Education

**Subject credits - Contribution to VCE**

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

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