



LILYDALE HIGH SCHOOL

VCE, VCE VM & VET SUBJECT HANDBOOK

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Contents:

VCE Information	2	Visual Communication Design Units 3/4	61
VCE Vocational Major (VM)	4	English Language Units 3/4	62
Senior School Course Map	5	English/EAL Units 3/4	63
VCAA Regulations for the Satisfactory Completion	6	Literature Units 3/4	64
Availability of Units	8	VM Literacy Unit 3/4	65
Subject Costs	9	Cert III Sports and Recreation 2nd Year (EIS students Only)	66
		Health & Human Development Units 3/4	67
VCE & VCE VM UNIT 1/2	10	Outdoor and Environmental Studies Units 3/4	68
Art Creative Practice Units 1/2	11	Physical Education Units 3/4	69
Art Making and Exhibiting: Photography Units 1/2	12	Personal Development Units 3/4	70
Art Making and Exhibiting: Sculptural Unit 1/2	13	Accounting Units 3/4	71
Dance Units 1/2	14	Ancient History Units 3/4	72
Drama Units 1/2	15	Business Management Units 3/4	73
Media Units 1/2	16	Economics Units 3/4	74
Music Units 1/2	17	Geography Units 3/4	75
Theatre Studies Units 1/2	18	Legal Studies Units 3/4	76
Visual Communication Design Units 1/2	19	Philosophy Units 3/4	77
English Language Units 1/2	20	VM Work Related Skills Units 3/4	78
English/EAL Units 1/2	21	French Units 3/4	79
Literature Units 1/2	22	Foundation Maths Unit 3/4	80
VM Literacy Unit 1/2	23	General Mathematics Units 3/4	81
Cert III Sports and Recreation 1st Year (EIS students Only)	24	Mathematical Methods Units 3/4	82
Health & Human Development Units 1/2	25	Specialist Mathematics Units 3/4	83
Physical Education Units 1/2	26	VM Numeracy	84
Personal Development Units 1/2	27	Biology Units 3/4	85
Accounting Units 1/2	28	Chemistry Units 3/4	86
Ancient History Units 1/2	29	Environmental Science Units 3/4	87
Business Management Units 1/2	30	Physics Units 3/4	88
Economics Units 1/2	31	Psychology Units 3/4	89
Geography Units 1/2	32	Applied Computing: Data Analytics Units 3/4	90
Modern History Units 1/2	33	Food Studies Units 3/4	91
Legal Studies Units 1/2	34	Product Design and Technology Units 3/4	92
Philosophy Units 1/2	35	Systems Engineering Units 3/4	93
VM Work Related Skills Units 1/2	36		
French Units 1/2	37	VET	94
Foundation Mathematics Unit 1/2	38	Certificate III In Acting (Screen)	97
General Mathematics Units 1/2	39	Certificate II In Animal Care	98
Mathematical Methods Units 1/2	40	Certificate II In Agriculture	99
Specialist Mathematics Units 1/2	41	Certificate III In Allied Health Assistance	100
VM Numeracy	42	Certificate II In Applied Fashion	101
Biology Units 1/2	43	Certificate II In Automotive Vocational Preparation	102
Chemistry Units 1/2	44	Certificate II In Building And Construction (Carpentry)	103
Environmental Science Units 1/2	45	Certificate III In Beauty Services	104
Physics Units 1/2	46	Certificate III In Community Services	105
Psychology Units 1/2	47	Certificate II In Conservation And Ecosystem	106
Applied Computing Units 1/2	48	Management	
Food Studies Units 1/2	49	Certificate II In Cookery	107
Product Design and Technology Units 1/2	50	Certificate II In Dance	108
Systems Engineering Units 1/2	51	Certificate III In Design Fundamentals	109
		Certificate III In Early Childhood Education And Care	110
VCE & VCE VM UNIT 3/4	52	Certificate II In Electrotechnology Studies	111
Art Creative Practice Units 3/4	53	Certificate II In Engineering	112
Art Making and Exhibiting: Photography Units 3/4	54	Certificate II In Equine Studies	113
Art Making and Exhibiting: Sculptural Unit 3/4	55	Certificate II In Horticulture	114
Dance Units 3/4	56	Certificate III In Information, Digital & Media	115
Drama Units 3/4	57	Technology (Vr & Gaming)	
Media Units 3/4	58	Certificate III In Interior Decoration (Retail Services)	116
Music Performance Units 3/4	59	Certificate III In Music Performance	117
Theatre Studies Units 3/4	60	Certificate II In Plumbing	118

VCE Information

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

Unit 1 & 2 and Unit 3 & 4 subjects (or studies) are studied as units usually over two years.

Generally, Units 1 & 2 are studied in Year 11 and in Year 12, the subjects are studied as sequenced Units 3 & 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.

Class Attendance Policy

Students should strive for 100% attendance in VCE. Attendance is taken into account for successful completion of outcomes.

Compulsory Requirements

All students entering Year 11 in 2026 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 Literature.

Students may take study multiple English Subjects.

Each student will have a timetable allotment of 25 periods.

All students entering Year 12 must take 5 sequences of Units 3 & 4. Selection of these subjects will be in Term 3, for the whole of the following year.

It is not possible to change courses at mid-year in Year 12.

Year 11/12 Improved Performance Time (IPT)

All students in Year 11 and 12 have 4 common study periods per week, known as Improved Performance Time (IPT).

School Assessed Coursework (SACs) will be conducted during IPT in the School Hall under examination conditions. There are no timetabled classes for these periods, so if students do not have a SAC or organised activity, they are free to leave school to go home and study or they are welcome to stay and study in the silent study room, Study Hall or library. They may use this time to see teachers for assistance if they are available.

Teachers may request to keep students back in this time.

School Assessment Coursework/School Assessed Tasks

Students will be expected to complete and submit assessment tasks which are to be reported upon, on time and in full.

Where this is not done, without, for example, an adequate medical certificate, no grade will be awarded.

At VCE, when students are absent from School Assessed Coursework (SACs)/School Assessed Tasks (SATs) they are required to provide a medical certificate. Again, with no adequate medical certificate, students will not receive a grade.

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 should be consulted before making a course selection. Appropriate references can be found in the Careers Room.

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.

Victorian Tertiary Admissions Centre (VTAC) - Year 12

Victorian Tertiary Admissions Centre acts as a clearinghouse 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.

VCE Vocational Major (VM)

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE taking an 'Applied Learning approach'.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. There are four main studies that are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

It is a requirement for all VCE Vocational Major students to successfully complete a Vocational Education and Training (VET) Course and complete work placement for 1 day a week.

Subjects Studied:

Literacy

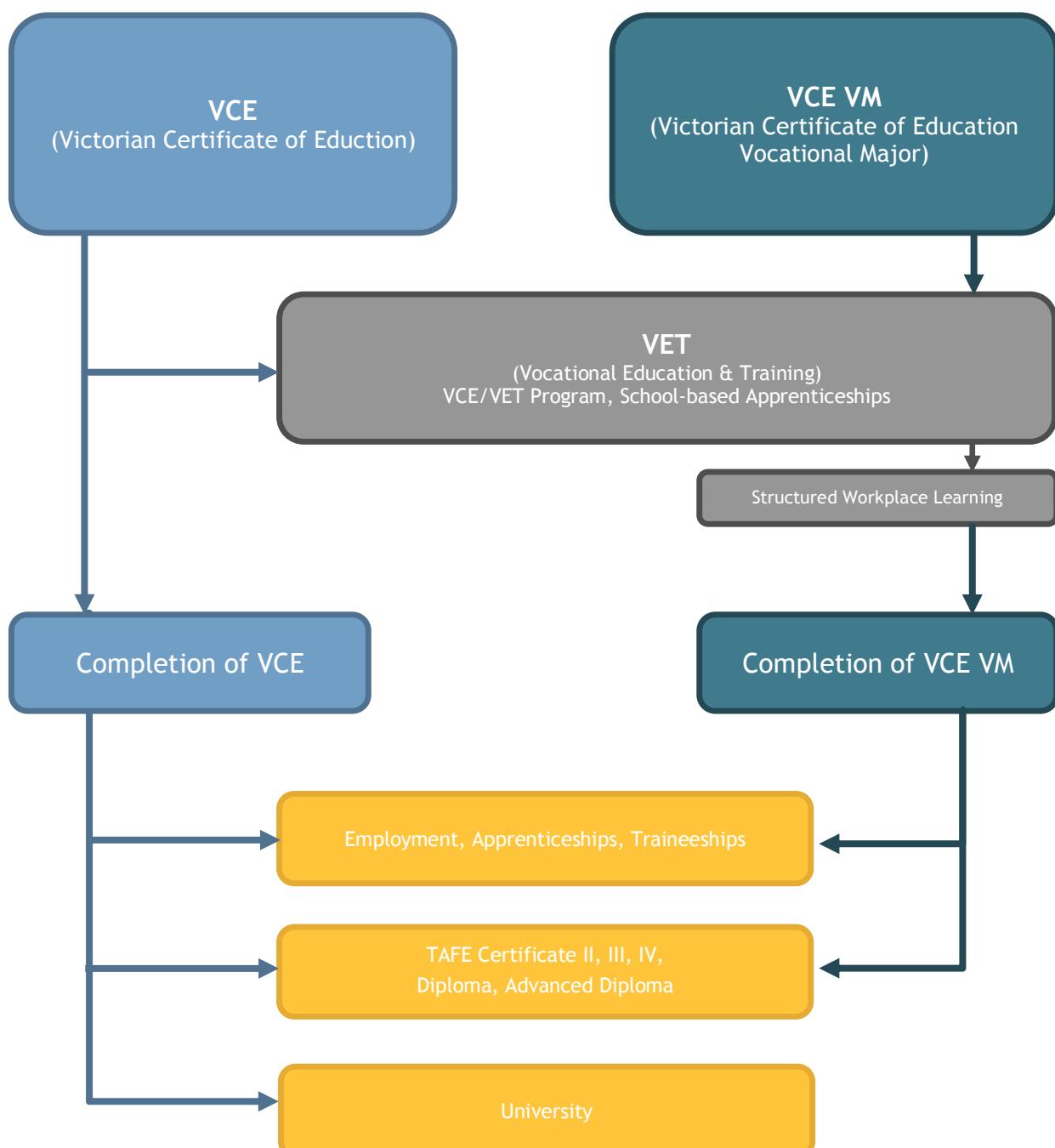
Numeracy

Work Related Skills

Personal Development Skills

your world. your VCE.

INFORMED DECISIONS, POSITIVE CHOICES



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/EAL Units 1 to 4, or Literature Units 1 to 4 or English Language Units 1 to 4. Students may elect to study 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
- Work submitted can be authenticated

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).

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, Literature 3/4 or English Language study score is a compulsory component of the ATAR score, it is vital students gain an S for both Units 3 and 4.

VCE VET Units 3 and 4 sequences 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.

Choosing Units

There are a number of regulations that students must consider before they select their Year 11 or 12 Course. English Units 1 and 2 is designed to be sequential (i.e., 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.

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 next year. If there are insufficient students applying 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

Vocational Education and Training (VET) Subjects

This program is offered as an optional part of the VCE and as a compulsory part of VCE VM.

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 sequences 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 the students' five VCE subjects.

Year 11 students will have the opportunity to study a VCE VET certificate, delivered at Lilydale High School on Wednesdays between the hours of 12:30 pm and 8 pm. The certificates on offer include Certificate II Animal Studies and Certificate III Acting (Screen).

Subject Costs

Some subjects incur an additional charge to cover costs.

These subjects and approximate costs for 2026 are listed below.

HEALTH & PHYSICAL EDUCATION

Cert III Sports and Recreation 1st Year (EIS students Only) | \$330

Cert III Sports and Recreation 2nd Year (EIS students Only) | \$330

Outdoor and Environmental Studies Units 3/4 *(Year 11 Only)

- \$550 per unit of study = \$1,100 for the full year

TECHNOLOGY

Food Studies \$220

Systems Engineering | Year 11 \$160

Systems Engineering | Year 12 Students purchase own materials

Design & Technology | Year 11 \$160

Design & Technology | Year 12 Students purchase own materials



LILYDALE HIGH SCHOOL

UNIT 1 & 2 SUBJECT HANDBOOK

Head of Year 11: Morgan Wyatt



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RESPICE LUCEM

OVERVIEW

In Art Creative Practice students build an understanding of how artists create and communicate personal experiences, ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students use the Art process to create finished artworks and develop unique and personal ways of expressing their opinions and interests. The course is underpinned three interpretive lenses that guide the discussion and creation of artworks.

The Interpretive lenses are as follows:

- Structural Lens which covers all the structural elements of artworks
- Personal Lens which looks at personal influences and approaches
- Cultural Lens which covers social cultural and historical elements of artworks



ARTS CURRICULUM

ART CREATIVE PRACTICE UNITS 1/2 (11AAR)

WHAT STUDENTS WILL LEARN

Arts, Artworks and Audience

Students use the Structural and Personal lenses to interpret the meanings and messages of a range of artworks and analyse the viewers personal interpretation and that of the artist.

The Creative Practice

Students investigate the practices of selected artists as inspiration for their personal visual responses. They develop a range of visual responses through a series of tasks in three different art forms.

Documenting and reflecting on the Creative Practice

As artists, students reflect on their use of relevant components of the Creative Practice and annotate their use of visual language to communicate ideas of personal interest.

The Artist, Society and Culture

Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. They apply the Cultural Lens to study the practices of at least three artists from different cultures and times.

The Collaborative Creative Practice

Students explore collaborative practices to make and present artworks. Collaborative practice can include working with other students, practicing artists or creating artworks that involve the audience through interaction and participation.

POSSIBLE FUTURE PATHWAYS

Art Creative Practice Unit 1/ 2 leads into Art Creative Practice Unit 3/4.

Art Creative Practice develops creative critical thinking and problem-solving skills that are transferable into many different pathways for students. Folio building skills and terminology covered in Unit 1/2 Art can also be used in Unit 3/4 Art Making and Exhibiting (Photography or Sculptural).

Areas which students may be led to following the study of Art include:

- Visual Arts Courses
- Design
- Fine Art Courses
- Creative Based Courses (Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation and Illustration)



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RESPICE LUCEM

ARTS CURRICULUM

ART MAKING AND EXHIBITING: PHOTOGRAPHY UNITS 1/2 (11ASA)

OVERVIEW

In VCE Art Making and Exhibiting, photographic art making, and the investigation of artworks is guided by inquiry learning. It provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity and builds a sense of individual identity.

Students work with a range of photographic approaches to explore their characteristics and communicate ideas. Students investigate artworks by artists from different contexts. They explore how other artists have used materials, techniques and processes to communicate meaning.

WHAT STUDENTS WILL LEARN

Explore and Expand – Making and Reflecting

Students are guided through an inquiry learning process to experiment with materials, techniques and processes. They investigate others' artworks, documenting their findings in their Visual Arts journal. They develop and make artworks based on a theme, documenting this process in their journal.

Investigate – Research and Present

Students investigate photographic artworks and the materials, techniques and processes they use to make them. Students research a range of resources to support the discussion of materials appropriate to the artists' artworks.

Understand – Ideas, Artworks and Exhibition

Students investigate artists and artworks in a thematic exhibition to understand how artworks are displayed, and how subject matter and ideas communicate meaning.

Develop and Resolve – Theme, Aesthetic Qualities, Subject Matter and Style

Students explore the use of art elements and art principles in photography, trial materials and techniques and develop ideas around a theme. Students expand on their experiments with materials. From these experiments, students refine their work to create aesthetic qualities and to achieve a desired style in finished artworks.

POSSIBLE FUTURE PATHWAYS

VCE Art Making and Exhibiting develops of employability skills and leads directly to tertiary art and design courses. It develops skills that are transferable to Photography, Fine Art, Interior Design, Set Design, Fashion, Landscape Design, Architecture, Set Design, Costume design, Web Design, Computer Animation, Gaming, Forensic Photography, and Illustration.

The folio building skills and concepts covered in Art Making and Exhibiting Units 1/2 can also be used in Units 3/4 Art Creative Practice and Units 3/4 Art Making and Exhibiting.





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RESPICE LUCEM

ARTS CURRICULUM

ART MAKING & EXHIBITING: SCULPTURAL UNITS 1/2 (11ASC)

OVERVIEW

In VCE Art Making and Exhibiting, sculptural art making, and the investigation of artworks is guided by inquiry learning.

It provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity and builds a sense of individual identity.

Students work with a range of sculptural approaches to explore their characteristics and communicate ideas. Students investigate artworks by artists from different contexts. They explore how other artists have used materials, techniques and processes to communicate meaning.

WHAT STUDENTS WILL LEARN

Explore and Expand – Making and Reflecting

Students are guided through an inquiry learning process to experiment with materials, techniques and processes. They investigate others' artworks, documenting their findings in their Visual Arts journal. They develop and make artworks based on a theme, documenting this process in their journal.

Investigate – Research and Present

Students investigate sculptural artworks and the materials, techniques and processes they use to make them. Students research a range of resources to support the discussion of materials appropriate to the artists' artworks.

Understand – Ideas, Artworks and Exhibition

Students investigate artists and artworks in a thematic exhibition to understand how artworks are displayed, and how subject matter and ideas communicate meaning.

Develop and Resolve – Theme, Aesthetic Qualities, Subject Matter and Style

Students explore the use of art elements and art principles in sculpture, trial materials and techniques and develop ideas around a theme. Students expand on their experiments with materials. From these experiments, students refine their work to create aesthetic qualities and to achieve a desired style in finished artworks.

POSSIBLE FUTURE PATHWAYS

VCE Art Making and Exhibiting develops of employability skills and leads directly to tertiary art and design courses. It develops skills that are transferable to Photography, Fine Art, Interior Design, Set Design, Fashion, Landscape Design, Architecture, Set Design, Costume design, Web Design, Computer Animation, Gaming, Forensic Photography, Illustration.

The folio building skills and concepts covered in Art Making and Exhibiting Units 1/2 can also be used in Units 3/4 Art Creative Practice and Units 3/4 Art Making and Exhibiting.





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RESPICE LUCEM

ARTS CURRICULUM

DANCE UNITS 1/2 (11ADA)

OVERVIEW

VCE Dance involves students as performers, choreographers and audience. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

The study of Dance also helps develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place.

This subject may be selected by year 10 students.

WHAT STUDENTS WILL LEARN

Dance Perspectives

Students will learn about various dance traditions, styles and works and how the intention of a choreographer might be realised in performance. Students will document, describe and analyse the features of other choreographers' dance works as well as movement categories and the elements of movement in dance traditions.

Choreography and Performance

Students will develop an intention for solo, duo and/or group dance work and explore movement to communicate this intention through choreography and performance.

Dance Technique and Performance

Students will learn, rehearse and perform solo, duo or group dance work that communicates an intention. They will develop their capacity to execute a range of movements and develop their dance technique and artistry through regular and systematic training whilst focusing on improving skills in the execution of personal and learnt movement vocabulary.

Awareness and Maintenance of the Dancer's Body

Students will develop an understanding of current health and wellbeing principles, and the safe use, maintenance and physiology of the dancer's body.

POSSIBLE FUTURE PATHWAYS

VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works.

The study also prepares students to be discerning, reflective and critical viewers of dance and may provide pathways to training and tertiary study in dance performance and associated careers within the dance industry.

Areas which students may be led to following the study of Dance include:

- Dancer
- Performer
- Choreographer
- Dance Instructor





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RESPICE LUCEM

ARTS CURRICULUM

DRAMA UNITS 1/2 (11ADR)

OVERVIEW

In Unit 1/2 Drama, students are introduced to creative processes, a range of stimulus material and playmaking techniques to develop and present characters in devised work.

Students learn about and draw on a range of performance styles relevant to practices of ritual and storytelling, aspects of Australian identity and contemporary drama practice.

Students also learn about the work of significant drama practitioners from a range of cultural and historical contexts.

This subject may be selected by year 10 students.

WHAT STUDENTS WILL LEARN

Creating a Devised Performance

Students will apply a range of play-making techniques in order to devise ensemble and solo performances that use a variety of stimulus material as a starting point.

Students will document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

Presenting a Devised Performance

Students will manipulate expressive and performance skills in the presentation of characters in devised ensemble and solo performances.

Analysing a Devised Performance

Students will analyse and critically evaluate the development and presentation of their own devised ensemble and solo performances.

Analysing a Professional Drama Performance

Students will analyse the presentation of ideas, stories and characters in professional drama performances. (Please note there will be an added cost for this).

POSSIBLE FUTURE PATHWAYS

VCE Drama students develop an appreciation of drama as an art form through their work as solo and ensemble performers. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

The study of Unit 1/2 Drama may lead students to the study of Unit 3/4 Drama and/or Theatre Studies. It may also provide pathways to training and tertiary study in the film, television, theatre and radio industries.

Areas which students may be led to following the study of Drama include:

- Acting
- Directing
- Theatre-making
- Script Writing
- Media Communication
- Drama Criticism





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RESPICE LUCEM

ARTS CURRICULUM

MEDIA UNITS 1/2 (11AME)

OVERVIEW

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.

WHAT STUDENTS WILL LEARN

Unit 1: Media forms, representations and Australian stories

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 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.

Unit 2: Narrative across media forms

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, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; 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.

POSSIBLE FUTURE PATHWAYS

VCE Media students develop an appreciation of drama as an art form through their work as solo and ensemble performers. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

The study of Unit 1/2 Drama may lead students to the study of Unit 3/4 Drama and/or Theatre Studies. It may also provide pathways to training and tertiary study in the film, television, theatre and radio industries.

Areas which students may be led to following the study of Drama include:

- Acting
- Directing
- Theatre-making
- Script Writing
- Media Communication
- Drama Criticism





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ARTS CURRICULUM

MUSIC PERFORMANCE UNITS 1/2 (11AMP)

OVERVIEW

VCE Music units are ideal for students considering a career in the music industry, a career in an associated field or for those who have a passion for music.

Students use critical and creative thinking skills to analyse the work of other musicians. Based on their analyses, students develop skills in interpreting, performing and composing pieces of music.

They develop the skills to use expressive techniques to shape works and communicate ideas, characters and moods in their performances and compositions.

VCE Music Units 1 and 2 is a highly accessible course. Students with diverse backgrounds can enrol. Prior experience in music is highly desirable, however, it is not a requirement for students to have prior experience in traditional instrumental music education to enrol.

WHAT STUDENTS WILL LEARN

UNIT 1: Organisation of Music

Students will work through three connected Areas of Study. These are Performing, Creating and Analysing and Responding. Students study two significant major music works across the unit. These form the basis of their other work. Students' performances are inspired and informed by recordings of these works. Students arrange and/or compose based on the use of the elements of music in the major music works. Alongside these two creative endeavours is the analysis of the works. Students examine why these works are significant and respected by analysing the structures within the work. They examine features such as melody, harmony, rhythm and texture. This knowledge is expressed through written responses and graphic representation tasks. Students will be encouraged to compose or arrange works that they, or other students, can perform.

UNITS 2: Effect in Music

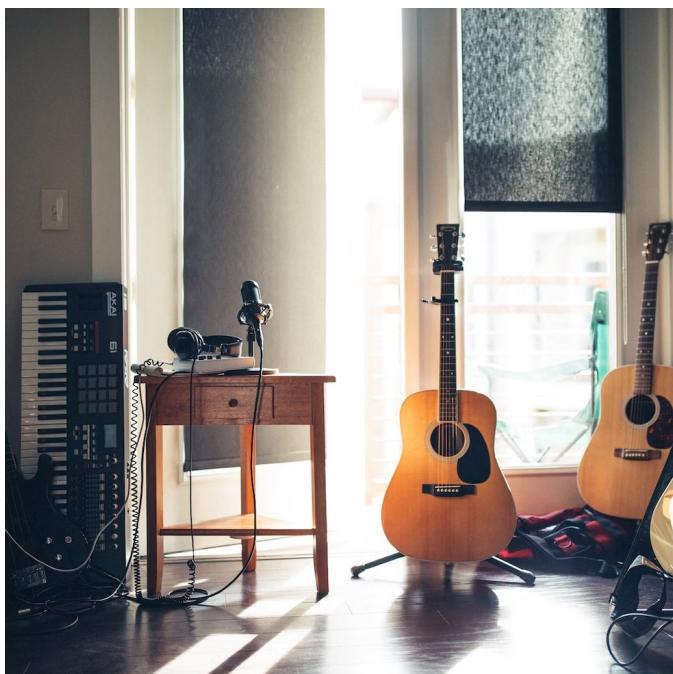
Although the names of the Areas of Study are the same in Unit 2, the lens through which they are studied changes greatly. Across Performing, Creating, Analysing and Responding, students look at how ideas, emotions and character are conveyed through music. Students may look at one unified theme or style across the three Areas of Study or a variety of ideas and emotions may be examined. Particular types of music that may be examined are music that evokes pride and patriotism, music that integrates with other media such as music for action or horror films, music that evokes joy or excitement.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Music Performance prepares students for the study of Music Performance in Units 3/4. VCE Music may also equip students with skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. The study of Music may also equip students with the interpersonal skills of perseverance, confidence, communication, teamwork and problem-solving.

Areas which students may be led to following the study of Music include:

- Musical Direction / Composer / Arranger
- Music Copyright Law
- Music Therapist
- Audio Recording and Production
- Event Management
- Sessional / Theatre / Orchestra / Pit Musician
- Touring / Entertainment Park / TV Musician
- Teaching (private tuition and in schools)





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ARTS CURRICULUM

THEATRE STUDIES UNITS 1/2 (11ATS)

OVERVIEW

Unit 1/2 Theatre Studies focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern and modern eras.

Students creatively and imaginatively work in production roles with scripts from a range of theatre styles and their conventions. They study innovations in theatre production and apply this knowledge to their own works.

Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

WHAT STUDENTS WILL LEARN

Exploring Pre-Modern and Modern Theatre Styles and Conventions

Students will examine distinguishing features of theatre styles and scripts from the pre-modern and modern eras.

Through practical workshops, students will learn about contexts, cultural origins, production roles and performance possibilities for a range of theatre styles.

Interpreting Scripts

Students will work creatively and imaginatively to interpret scripts from a variety of theatre styles. Students study and apply relevant conventions and consider how work in production roles is informed by different theatre styles and contexts.

Analysing a Play in Performance

Students will study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance.

Analysing and Evaluating a Theatre Production

Students will analyse and evaluate a professional theatre production of a script including the application of acting, direction and design and their effect on an audience.

Students will also examine the use of theatre technologies and elements of theatre composition in professional theatre performance.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 Theatre Studies can prepare students for Unit 3/4 Theatre Studies and/or Drama. It may also lead to further learning in vocational educational training settings or for industry or community-related pathways.

Theatre Studies may also provide pathways for further study at tertiary level.

Areas which students may be led to following the study of Theatre Studies include:

- Theatre Performance
- Theatre / Sound / Lighting Production
- Communication
- Costume / Makeup Design
- Stage / Business Management





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RESPICE LUCEM

ARTS CURRICULUM

VISUAL COMMUNICATION DESIGN UNITS 1/2 (11AVC)

OVERVIEW

In Unit 1 and 2 students explore conceptions of 'good design'. They explore a variety of human-centred research methods in identifying design problems. They explore the messages, objects, environments and interactive experiences design fields through a range of practical tasks.

Students will develop their understanding of the design elements and principles as well as explore a range of media, methods and materials throughout the design process.

WHAT STUDENTS WILL LEARN

Reframing design problems

Students learn about conceptions of 'good design'. They identify and investigate design problems using human centred research methods and create a design brief identifying a communication need based on this research.

Solving communication design problems

Students develop an understanding of the design elements and principles, and how to apply the stages of the design process. They develop their understanding of visual language and present a final presentation in response to a given brief.

Designs influence and Influences on design

Students learn about and apply concepts of circular design practice in a folio designing a sustainable object. They develop an understanding of how different factors influence design and how design influences elements of society.

Design place and time

Students learn about the influence of context when designing environments. They will examine how different environmental designs reflect and respond to their surrounding context, while considering how designers draw inspiration from other times and places.

Cultural ownership and design

Students explore the designers ethical and legal responsibilities when drawing on knowledge and designs belonging to Indigenous communities from Australia or abroad. They apply this knowledge whilst designing personal iconography

Designing Interactive experiences

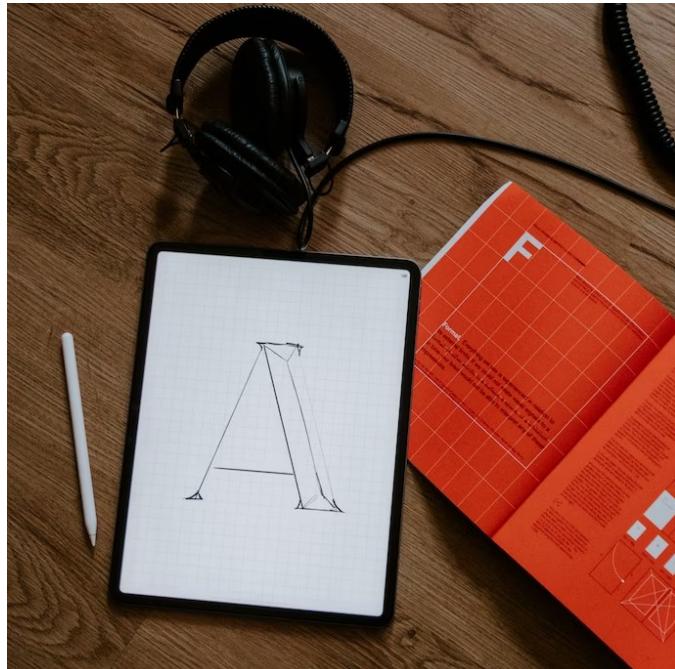
Students examine the role of Visual communication in shaping positive interactive experiences, and in catering for the diverse needs of users when interacting with devices, systems or services. They apply this knowledge when designing and interface for a digital product, environment or service.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 VCD leads into 3/4 Visual communication and design. Folio skills can also be used in units 3/4 studio arts or Art.

Areas which students may be led to following the study of VCD include: Communication Design, Visual Arts, Architecture, Web Design, Furniture Design, Game Design, Fashion Design and Fine Art courses.

Creative based careers: Graphic Designer, Illustrator, Architect, Landscape Designer, Web Designer, Game Designer, Animation, Set Designer, Fashion Designer, Jewellery Design, Product Designer, Interior Designer and Art Director.





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RESPICE LUCEM

ENGLISH CURRICULUM

ENGLISH LANGUAGE UNITS 1/2 (11EEL)

OVERVIEW

Unit 1/2 English Language explores the subsystems that make up Standard Australian English, the ways children acquire language skills, the journey English has taken over history and looks at what is and will happen to the language moving forward.

Students will learn metalinguistic terms relevant to each study, and complete tests, fieldwork tasks, provide extended responses and respond to essay questions in order to demonstrate their understanding of the concepts at each Area of Study.

Students are required to think critically and analyse the information provided, in order to form interpretations of how language is acquired and used in society. Emphasis is placed on collating, interpreting and analysing the elements and theories associated with language and its use, and class contributions are an essential element of English Language study.

Students must select at least one subject from the English Group (English, English Language, Literature). Three units from the English group, including a Unit 3–4 sequence must be satisfactorily completed.

WHAT STUDENTS WILL LEARN

Subsystems of Language

Students will learn how the English language is constructed, from how it sounds, through how words and sentences are formed, to how language is used in society. Students demonstrate their knowledge through weekly metalanguage tests, extended responses to prompts and short answer questions.

Child Language Acquisition

Students learn the stages and theories that help to explain the ways language is acquired. Their learning culminates in expressing their ideas in a research project.

English Across Time

Through an oral presentation and an analytical essay, students demonstrate their understanding of the fluidity of English.

Englishes in Contact

Students will learn how the globalisation of English has affected the ways English is used, and endeavour to forecast what the future holds for English and what this means for other languages moving into the future. Students demonstrate their understandings through short answer questions and an analytical essay.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English Language forms the basis for students to be able to communicate with others effectively and to better understand the world around them. English Language specifically gives students a unique perspective on the role English plays within the modern world.

Areas which students may be led to following the study of English Language include:

- Science
- Arts
- Psychology
- Law
- Linguistics
- Education





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RESPICE LUCEM

ENGLISH CURRICULUM

ENGLISH/EAL UNITS 1/2 (11EEN)

OVERVIEW

Unit 1/2 is the first year of VCE English, and links closely with English studied from Year 7 through to Year 10. Students will read and respond to texts in both creative and analytical pieces of writing.

They will explore the use of persuasive language and argument to persuade an audience. They will draw on these skills to both analyse and create a range of texts.

Students are required to think about the construction and purpose of texts. They will explore possible interpretations of what they read and view, considering a range of audiences as well as forming their own interpretations.

WHAT STUDENTS WILL LEARN

Reading and Exploring Texts

Students will engage in reading and viewing texts with a focus on personal connections with the story. They will discuss and clarify the ideas and values presented by authors. Students will develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, texts structures and language features can create meaning on several levels and in different ways.

Crafting Texts

Students will engage with and develop an understanding of effective and cohesive writing. They will apply, extend and challenge their use of imaginative, persuasive and informal language through writing a range of pieces with different structures, purposes and audiences. They will also read and analyse different mentor texts to develop an understanding of the diverse ways language can be used to suit different contexts.

Exploring Argument

Students will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience. Students will also present an argument through an oral presentation which shows their understanding of an issue and audience and the formulation of their own contention.

POSSIBLE FUTURE PATHWAYS

English forms a basis for students to be able to communicate with others effectively and to better understand the world around them.

Areas which students may be led to following the study of English include:

- Arts
- Communications
- Law
- Writing
- Publishing
- Education
- Advertising



ENGLISH CURRICULUM

LITERATURE UNITS 1/2 (11ELI)

OVERVIEW

Literature is an invitation into worlds unknown. An opportunity to explore and critique what makes us human- our values, our passions and our dreams. If you love reading and talking about texts then this is the subject for you.

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 explore the ways literary texts connect with each other and with the world.

WHAT STUDENTS WILL LEARN

Reading Practices

Students will be able to respond to a range of texts through close analysis.

Exploration of Literary Movements and Genres

In this area of study, students will develop their ability to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Voices of Country

Students will be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

The Text in its Context

Students will be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

POSSIBLE FUTURE PATHWAYS

The English group forms a basis for effective communication and understanding of the world and prepares students for further study and the workplace.

Many university courses have a minimum requirement in terms of English score.

Areas which students may be led to following the study of Literature include:

- Arts
- Communications
- Journalism
- Education
- Publishing
- Writing
- Advertising
- Law





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ENGLISH CURRICULUM

VM LITERACY UNITS 1/2 (11EVML)

OVERVIEW

VCE Vocational Major (VM) Literacy enables students to develop everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.

WHAT STUDENTS WILL LEARN

Literacy for personal use

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

Understanding and creating digital texts

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and also those of others.

Understanding issues and voices

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Responding to opinions

Students will practice their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. They will consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

POSSIBLE FUTURE PATHWAYS

Students can undertake further study at Technical and Further Education facilities and apprenticeships.

Areas which students may be led to following the study of Literacy include:

- Building and Construction
- Community Services and Health
- Manufacturing and Engineering
- Sport and Recreation





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RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

CERT III SPORTS AND RECREATION 1ST YEAR (EIS STUDENTS ONLY) (11PSR)

OVERVIEW

The Excellence in Sport Program allows students to combine their studies and intensive training in either Basketball, Netball or Australian Rules Football. 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.

Please be aware there is a cost associated with the EIS Program.

WHAT STUDENTS WILL LEARN

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 the Certificate III in Sport and Recreation.

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. This will contribute towards the VCE completion and ATAR if students choose it to.



POSSIBLE FUTURE PATHWAYS

Upon completion of the Certificate III in Sport and Recreation, pathways may include employment into various workplaces such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.



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RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

HEALTH AND HUMAN DEVELOPMENT UNITS 1/2 (11PHD)

OVERVIEW

Unit 1/2 VCE Health and Human Development provides students with a broad understanding of health and wellbeing. Students learn how important health and wellbeing is to themselves and to families, communities, and the nation. Students explore the complex interplay of sociocultural factors that support and improve individual's health and wellbeing. The study provides opportunities for students to view health and wellbeing, and development, holistically and across the lifespan, from a range of different perspectives. Unit 1 and 2 VCE Health and Human Development is designed to foster health literacy and to develop their ability to navigate health information and the Australian Healthcare system. They develop a capacity to respond to health information, advertising, and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

WHAT STUDENTS WILL LEARN

UNIT 1

Students will look at health and wellbeing as a concept with varied perspectives and definitions. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Students will be encouraged to identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs, and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food and nutrition, and through an extended inquiry into one youth health focus area.

UNIT 2

Students will investigate transitions in health and wellbeing, and development, throughout the lifespan. 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. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

POSSIBLE FUTURE PATHWAYS

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as:

- health promotion
- community health research and policy development
- humanitarian aid work
- allied health practices
- education
- health profession





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HEALTH & PHYSICAL EDUCATION CURRICULUM

PHYSICAL EDUCATION UNITS 1/2 (11PPE)

OVERVIEW

Unit 1/2 Physical Education 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.

Students will use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport, and exercise. Students will also critically evaluate changes in participation from a socioecological perspective and performance in physical activity, sport, and exercise through monitoring, testing, and measuring of key parameters.

WHAT STUDENTS WILL LEARN

The human body in motion

Students will study the musculoskeletal and the cardiorespiratory systems and explore the physiological adaptations of these systems through legal and illegal methods.

Physical activity, sport, and society

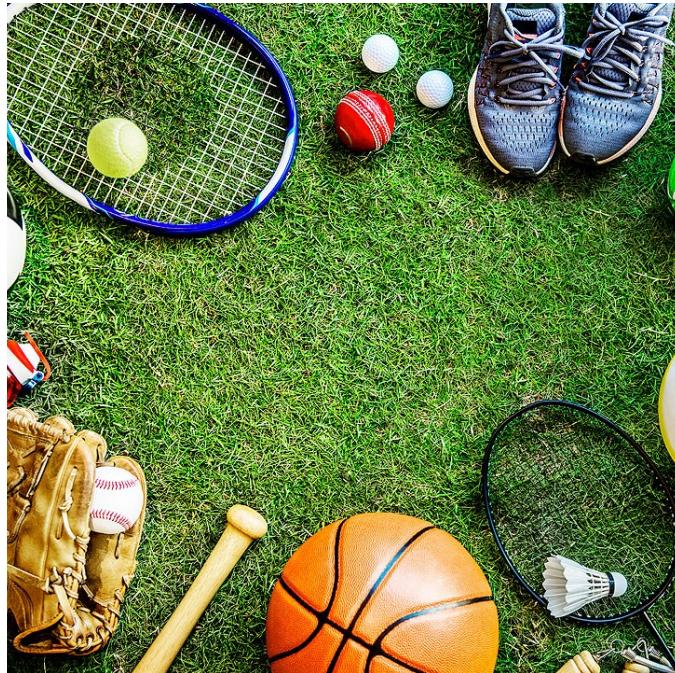
Students will identify major enablers and barriers for involvement in physical activity at various lifespan stages. They will also implement a program to increase the physical activity levels of a target demographic to align them with the Australian Physical Activity Guidelines.

POSSIBLE FUTURE PATHWAYS

Students will leave the course with an understanding of how to maintain and promote a healthy lifestyle through regular involvement in physical activity and sport. This may also lead them to further study in vocational training in the field of exercise and fitness promotion.

Areas which students may be led to following the study of Physical Education include:

- Exercise and Sport Science
- Health Science
- Education
- Recreation, sport development and coaching
- Health Promotion





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RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

VM PERSONAL DEVELOPMENT UNITS 1/2 (11PPDVM)

OVERVIEW

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by investigating interrelationships between individuals and communities. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

WHAT STUDENTS WILL LEARN

Unit 1: Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Unit 2: Connecting with Community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Personal Development include:

- Carpentry Plumbing
- Electrical
- Hair & Beauty
- Early Childhood Care
- Hospitality





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

ACCOUNTING UNITS 1/2 (11HAC)

OVERVIEW

Accounting plays an integral role in the successful operation and management of a business. VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. To commence their Accounting studies, in Unit 1/2 students will consider the role of accounting in business, before moving on to the practical elements of accounting and decision-making for a trading business.

Students study both theoretical and practical aspects of accounting. Throughout their studies, students will put their theoretical knowledge to practice by preparing records and reports using manual methods and information and communication technology (ICT).

Students will also develop an understanding that when making business decisions and providing advice to business owners, they will need to consider both financial and ethical (social and environmental) aspects.

WHAT STUDENTS WILL LEARN

The Role of Accounting

Students will describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.

Recording Financial Data and Reporting Accounting Information for a Service Business

Students will learn how to identify and record financial data, report and explain accounting information, suggest and apply appropriate financial and non-financial indicators to measure business performance.

Accounting for Inventory

Students will record and report for inventory and discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcome of business decisions.

Accounting for and Managing Accounts Receivable and Accounts Payable

Students will record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Accounting for and Managing Non-current Assets

Students develop an understanding of the accounting processes for noncurrent assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

POSSIBLE FUTURE PATHWAYS

VCE Accounting enables students to develop critical thinking, decision making and analytical skills that can be applied to a business context or to personal financial planning.

Areas which students may be led to following the study of Accounting include:

- Accounting
- Business Ownership
- Finance
- Commerce
- Management
- Economics
- Banking
- Forensic Accounting





HUMANITIES CURRICULUM

ANCIENT HISTORY UNITS 1/2 (11HAH)

OVERVIEW

Unit 1/2 Ancient History examines two ancient civilisations - Mesopotamia and Egypt - and looks into the first cities, early developments of writing, law codes, beliefs, and the building of great monuments.

Unit 1 focuses on Ancient Mesopotamia and the development of the first empires. Using writing, art, construction, and other archaeological evidence, students will analyse the first law codes, hierarchies, empires, kingdoms, social and political developments, and the first great written historical epic.

Unit 2 will focus on Ancient Egypt, specifically the era of the 'Old Kingdom' through to the Middle Kingdom and the Second Intermediate Period. Students will analyse the conditions that allowed for a civilization to grow and flourish, ultimately lasting more than 3000 years. Through analysis and discussion of rulers, social structures, belief systems, and the construction of great monuments, students will be able to draw together their conclusions on the historical significance of the early Egyptian kingdoms and how they laid the groundwork for future civilizations studied in Unit 3/4.

WHAT STUDENTS WILL LEARN

The First Cities

Using archaeological evidence, students will analyse the reasons why people decided to settle where they did, the factors that led to the growth of cities, and how these 'city-states' grew and developed into early kingdoms and empires.

Written Language

Students will examine the development of written language, uncovering how it changed, spread, and influenced the inter-empire politics of the pre-bronze age collapse world. Students will also have the chance to write in early cuneiform, creating written clay tablets of their own as they engage with the first forms of written communication.

Rules and Laws

Students will explore the first law codes written out with a key focus on the Law Codes of Hammurabi. This will give a viewpoint into the social, cultural, and political life in the Kingdom of Babylon and how crime was punished in that time period.

Notions of Imperialism

By closely examining the development of the first kingdoms and empires, students will discover the early roots of imperialism that would percolate through every nation-state that follows. Students will investigate how these kingdoms and empires grew, developed their power structures and their policies, and how they maintained their power over large stretches of territory with sparse communication and centralisation.

POSSIBLE FUTURE PATHWAYS

VCE Ancient History provides various pathways for students through the developing of their inquiry, analysis, critical thinking, and extended response writing skills.

Areas which students may be led to following the study of Ancient History include:

- History
- Archaeology
- Sociology
- Philosophy
- Languages
- Education
- Research
- Journalism
- Law





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

BUSINESS MANAGEMENT UNITS 1/2 (11HBM)

OVERVIEW

VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

In Unit 1, 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.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing.

This subject may be selected by Year 10 students.

WHAT STUDENTS WILL LEARN

The Business Idea

Students investigate how and why business ideas are created and explain the methods by which a culture of entrepreneurship may be fostered in a nation. Students conduct an interview with a business owner and apply their knowledge in a written report.

External and Internal Environments of Business

Students will study the external and internal factors which impact business planning. Students will plan their own business, writing a business plan and running this business on Market Day.

Financial and Legal Considerations

Students will consider the importance of complying with laws and maintaining accurate financial recording keeping when establishing a business.

Marketing

Students will study marketing strategies used by businesses to establish a customer base and marketing presence. Students will develop, write and present their own Marketing Pitch on a business scenario.

Staffing Requirements

Students will evaluate the staffing needs of businesses; examining case studies which highlight the costs and benefits of various management strategies.

POSSIBLE FUTURE PATHWAYS

Business Management fosters enterprising behaviours, interpersonal, collaborative, and negotiating skills that are transferable into life, work and business situations.

Areas which students may be led to following the study of Business Management include:

- Marketing
- Advertising
- Human Resource Management
- Commerce
- Economics
- Education
- Business Ownership





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HUMANITIES CURRICULUM

ECONOMICS UNITS 1/2 (11HEC)

OVERVIEW

VCE Economics is designed to improve students' understanding of the world and what drives many key decisions. Economics in general is about how to allocate scarce resources to best satisfy living standards.

The course will involve the study of Micro and Macroeconomics. Microeconomics is the study of individuals and markets, whilst Macroeconomics is about the whole economy and how the Federal Government seeks to manage the economy to improve our living standards.

WHAT STUDENTS WILL LEARN

Thinking like an Economist

Students will study the basic economic problem, the role of consumers, businesses and the government in the economy, and the factors that affect economic decision-making.

Decision Making in Markets

Students will also learn about how markets are used to allocate resources in a Capitalist economy, which will involve the study of demand and supply and how relative price changes alter how resources are used based on Consumer Sovereignty. Students will investigate the Used Car market as a case study and causes and consequences of the Global Financial Crisis and its impact on markets and living standards.

Behavioural Economics

Students will study human behaviour and what drives our decision-making processes. It is a good fit with Psychology and Philosophy in this sense. Students will conduct an experiment on behavioural economics.

Economic Activity

Students will be studying Macroeconomics and will look at the performance of the economy and factors that influence our living standards.

Applied Economic Analysis of Local, National and International Economic Issues

Students will undertake an applied economic analysis by investigating two contemporary economic issues from a local, national and international perspective through an economic lens. Students investigate two of the four following current economic issues: the changing labour market; the economics of international trade; the distribution of income and wealth; and economics and environmental sustainability.

POSSIBLE FUTURE PATHWAYS

The Reserve Bank of Australia provide information on their website about employment opportunities in the field of economics, which can be found across most sectors of industry and government.

Areas which students may be led to following the study of Economics include:

- Commerce
- Accounting
- Finance
- Business



HUMANITIES CURRICULUM

GEOGRAPHY UNITS 1/2 (11HGE)

OVERVIEW

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. Students develop a range of investigative skills, including conducting fieldwork, and utilise spatial and digital technologies.

In Unit 1, students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

In Unit 2, 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.

WHAT STUDENTS WILL LEARN

Characteristics of Hazards

Students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales.

Response to Hazards and Disasters

Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

Characteristics of Tourism

Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using fieldwork techniques, and one other location elsewhere in the world.

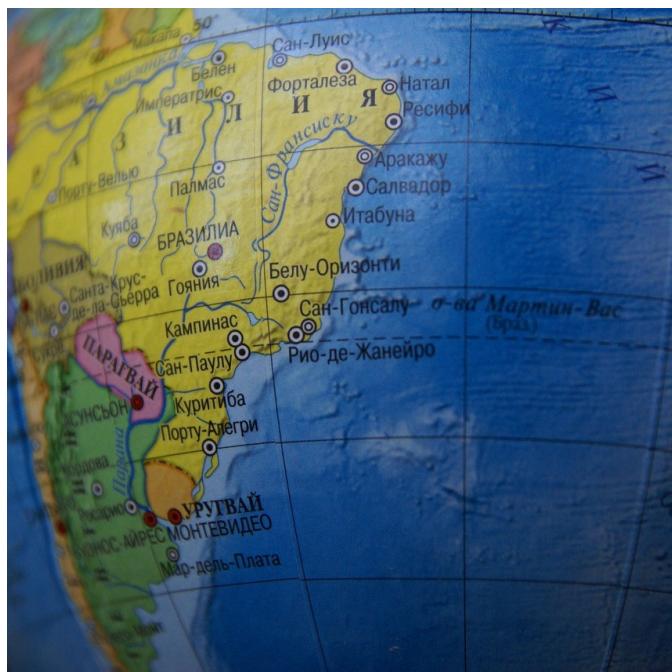
Impact of Tourism

Students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Geography include:

- Science
- Sustainability
- Geomatics





HUMANITIES CURRICULUM

MODERN HISTORY UNITS 1/2 (11HHI)

OVERVIEW

VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

Students will engage in utilising a range of historical skills such as analysing primary and secondary sources, using historical thinking concepts (significance, evidence, continuity and change, and causation), conduct historical inquiry, ask questions about the past, and recognise that the way in which we understand the past informs decision-making in the present.

WHAT STUDENTS WILL LEARN

Ideology, Conflict, and Social and Cultural Change

Students explore the nature of political, social and cultural change in the period between the world wars. Included in this are the impacts of the post-war treaties; the rise of fascist ideologies, such as Nazism; the significant events that led to World War Two; and the influence of politics, economics and technology on German society and culture during the inter-war period.

Causes, Course and Consequences of the Cold War and Challenge and Change

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. Included in this are the causes, features and impacts of the Cold War; and the causes and nature of challenge and change in relation to the anti-Apartheid movement in South Africa and the civil rights movement in the United States of America.

POSSIBLE FUTURE PATHWAYS

VCE History enables students to acquire inquiry and critical thinking skills that will assist in the formation of arguments and develop critical thinking.

Areas which students may be led to following the study of History include:

- History
- Philosophy
- Archaeology
- Sociology
- Anthropology
- Psychology
- Languages
- Education





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HUMANITIES CURRICULUM

LEGAL STUDIES UNITS 1/2 (11HLS)

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. In Unit 1/2, students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

WHAT STUDENTS WILL LEARN

Legal Foundations

Students will investigate key concepts of the Victorian Legal System and apply these to actual and/or hypothetical scenarios.

The Presumption of Innocence

Students will develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused.

Civil Liability

Students will explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in civil law in given scenarios.

Sanctions

Students will explain key concepts in the determination of a criminal case. Through an investigation of two criminal cases, students discuss the principles of justice in relation to criminal cases, sanctions and sentencing approaches.

Remedies

Through an investigation of two civil cases, students will explain key concepts in the resolution of a civil dispute and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Rights

Students will evaluate the ways in which rights are protected in Australia, compare this approach with another country's approach and discuss the impact of an Australian case on the rights of individuals and the legal system.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

- Law
- Law Enforcement
- Immigration
- Education
- Social Work





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HUMANITIES CURRICULUM

PHILOSOPHY UNITS 1/2 (11HPH)

OVERVIEW

As a subject, Philosophy is primarily concerned with questions on ethics, knowledge and metaphysics. Philosophy encourages students to develop their skills in critical and rational thinking and in constructing and evaluating arguments.

In Unit 1/2, students develop the key skills: clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. The subject encourages students to think critically on their own thinking, as well as on the views of Philosophers.

WHAT STUDENTS WILL LEARN

The Good Life

In the first areas of study, students study multiple philosophers' viewpoints and arguments on how one lives a good life. Students develop their own philosophy on how an individual lives a good life within the 21st Century, considering the ethical complexities of living within a range of environments. We consider both global and localised case studies in our exploration of the great philosophical questions to how one lives a good life, including but not limited to:

- What role do pleasure and self-discipline play in a good life?
- What is the nature of happiness and what is its role in the good life?
- What role do love and friendship play in the good life?
- To what extent is the good life dependent on freedom and authenticity?
- What obligations, if any, do we have to others?
- What is the role of rights and justice in the good life?
- What does a good life have to do with being morally good?
- What is the relationship between the good for the individual and the good for others?

On Believing

In the later areas of study, students continue to explore the viewpoints and arguments of a range of philosophers. This time, they explore aspects of beliefs and how we inform them. Once more, students refine their own viewpoints throughout the areas of study. Key questions pertaining to this unit involve the following:

- What role should experience, testimony and expertise play in the formation of and justification for belief?
- What responsibilities, if any, do we have to ourselves and others regarding belief, belief formation and justification?
- In what circumstances should we trust assertions made by others?
- What should we do in light of others holding beliefs that disagree with our beliefs?

POSSIBLE FUTURE PATHWAYS

The skills learnt in VCE Philosophy are highly regarded for careers that involve conceptual analysis, strategic thinking, ethical awareness, insightful questioning and carefully reasoned arguments.

Areas which students may be led to following the study of Philosophy include:

- Arts
- Law
- Education





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HUMANITIES CURRICULUM

VM WORK RELATED SKILLS UNITS 1/2 (11HWVM)

OVERVIEW

Work Related Skills Units 1 and 2 are designed to help students develop the skills, knowledge and personal attributes necessary for success in employment and further education. Students investigate future career options, develop a deeper understanding of industry needs, and build confidence in their own capabilities through research, personal reflection and practical applications. The units place strong emphasis on employability skills, communication, planning, teamwork and self-management.

In Unit 1, students explore their own career goals, understand labour market trends, and learn how to evaluate and present career and education pathways.

In Unit 2, students develop the skills and capabilities needed in contemporary workplaces, including communication, problem-solving and digital literacy, and learn how to present themselves effectively for employment through resumes, job applications and mock interviews

WHAT STUDENTS WILL LEARN

Career Planning and Labour Market Research

Students will research and interpret information about employment growth areas and emerging industries. They will identify reliable career information and reflect on personal aspirations and capabilities.

Decision-Making and Goal Setting

Students will apply career decision-making tools like SWOT analysis to work related problems and will be able to set and refine short and long-term goals, which align with personal strengths and industry trends.

Workplace Skills and Capabilities

Students understand and demonstrate employability skills such as communication, teamwork and self-management. They will be able to distinguish between transferable skills and specialist technical skills and identify and evaluate their personal strengths using a variety of evidence.

Job Applications and Interview Skills

Students will write professional resumes and cover letters, apply for mock jobs and participate in interview simulations. They will also gather artefacts and evidence to support their job applications.

POSSIBLE FUTURE PATHWAYS

Work Related Skills Units 1 and 2 support students to build a strong foundation for future education, training or employment. Potential future pathways include:

- Apprenticeships and Traineeships
- Employment in a chosen industry
- Further study in TAFE or other training providers
- Vocational leadership roles
- Enterprise or small business development





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LANGUAGES CURRICULUM

FRENCH UNITS 1/2 (11LFR)

OVERVIEW

In Unit 1/2 French students develop their understanding of French language and culture through studying a range of topics related to their personal world, French-speaking communities and the world around them. They build on their knowledge of vocabulary and grammar and reflect on the connection between language and culture and how it affects an individual's use of language.

Students will extend their skills through a variety of speaking, listening, reading, writing and viewing tasks. They will exchange ideas and opinions about their personal world, interpret written and spoken French in a range of contexts and present information for a range of audiences.

WHAT STUDENTS WILL LEARN

Interpersonal Communication

Students will establish and maintain an informal conversation about their personal world. Students will respond to spoken, written or visual texts in French, by participating in a written exchange in French, in which they consider context, audience and purpose.

Interpretive Communication

Students will read, listen to or view texts in French and respond to these texts in writing in both English and French. Students will locate and use information from two different texts, summarising content and combining information from the two texts. Students will read, listen to or view texts in French. They will analyse and use information from these texts in an extended written response in French.

Presentational Communication

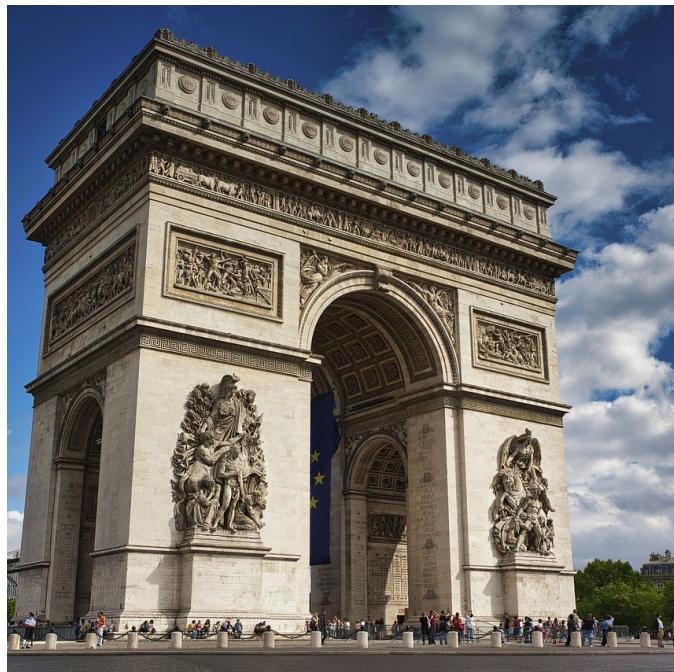
Students will present ideas and information in writing in French, for a particular audience and purpose. This presentation should be aimed at a specific audience and should narrate, entertain, retell, recount or interpret information and ideas. Students will deliver an oral presentation based on a cultural product or practice that they have researched. They will explain information and ideas orally in French, about an aspect of culture within a French-speaking community.

POSSIBLE FUTURE PATHWAYS

Unit 1/2 French is ideal for students who have enjoyed Year 10 French and are interested in learning to communicate more fluently in French and in broadening their linguistic and cultural horizons to embrace a wide range of opportunities in the future.

It may also suit students who have completed Year 10 French and are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

- International Law
- Tourism
- International Aid
- Fashion
- Translating
- Education
- Journalism





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MATHEMATICS CURRICULUM

FOUNDATION MATHEMATICS UNITS 1/2 (11MFM)

OVERVIEW

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work, recreation and at study. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving numbers and data, financial literacy, time and location, measurement and design and the use of software tools and devices. The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

WHAT STUDENTS WILL LEARN

Students will complete a range of activities, assessments, and investigations from the following areas:

Algebra, number, and structure

Students will cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts

Data analysis, probability, and statistics

Students will cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.

Financial and consumer mathematics

Students will cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.

Space and measurement

Students will cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Foundation Mathematics include:

- Construction
- Automotive
- Beauty Therapy
- Electrical





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MATHEMATICS CURRICULUM

GENERAL MATHEMATICS UNITS 1/2 (11MGM)

OVERVIEW

General Mathematics provides for different combinations of student interests and prepares students to study Further Mathematics at a Unit 3 and 4 level. The course is designed for students to gain and demonstrate knowledge and skills that relate to real world applications of mathematics.

WHAT STUDENTS WILL LEARN

Students will complete a range of Work Requirements and School Assessed Coursework in each of the 5 modules:

Data analysis and statistics

Students will cover types of data, display, and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data. They will also cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Algebra, number, and structure

Students will cover the concept of a sequence and its representation by rule, table and graph, arithmetic, or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

Functions, relations, and graphs

Students will cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications. They will cover direct and inverse variation, transformations to linearity and modelling of some nonlinear data.

Discrete mathematics

Students will cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay. They will use graphs and networks to model and solve a range of practical problems, including connectedness, shortest path, and minimum spanning trees.

Discrete mathematics

Students will cover units of measurement, accuracy, computations with formulas for different measures, similarity, and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

POSSIBLE FUTURE PATHWAYS

Mathematics forms a basis for students to be able to calculate and solve problems in their daily lives and future careers. Areas which students may be led to following the study of General Mathematics include:

- Education
- Health Science
- Psychology
- Nursing





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MATHEMATICS CURRICULUM

MATHEMATICS METHODS UNITS 1/2 (11MMM)

OVERVIEW

Mathematical Methods Units 1/2 is designed to challenge students' mathematical application and thinking. It encompasses the study of algebra, calculus, circular functions, graph sketching and probability.

Assumed knowledge from Year 10 Mathematical Methods or Specialist Mathematics will be drawn on, as applicable, in the development of related content from the areas of studies. Analysis and application of skills, with and without the use of technology, becomes a focus in these units.



WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Functions, relations, and graphs

Students will cover the graphical representation of simple algebraic functions of a single real variable and the key features of functions and their graphs such as axis intercepts, domain, co-domain and range, stationary points, asymptotic behaviour, and symmetry.

Calculus

Students will cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, differentiation, and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

Data analysis, probability, and statistics

Students will cover the concepts of experiment, outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They will also cover the use of lists, tables, and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional, and independent events.

Algebra, number, and structure

Students will focus on the algebra of polynomial functions of low degree and transformations of the plane and explore the algebra of some simple transcendental functions and transformations of the plane.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Mathematical Methods include:

- Engineering
- Computer Programming
- Law
- Physiotherapy



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MATHEMATICS CURRICULUM

SPECIALIST MATHEMATICS UNITS 1/2 (11MSM)

OVERVIEW

Specialist Mathematics Unit 1/2 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.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Algebra, number, and structure

Students will cover the development of formal mathematical notation, definition, reasoning, and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems. They will cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

Discrete mathematics

Students will study sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

Data analysis, probability, and statistics

Students will study linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

Space and measurement

Students will cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction, and movement in the plane and related applications.

Functions, relations, and graphs

Students will cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses, and hyperbolas and the cartesian, parametric and polar forms of these relations.



POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Specialist Mathematics include:

- Analytics
- Biomedical Science
- Engineering
- Computer Programming



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MATHEMATICS CURRICULUM

VM NUMERACY UNITS 1/2 (11MNVM)

OVERVIEW

VCE Vocational Major (VM) Numeracy enables students to develop everyday numeracy skills through thinking, problem-solving, evaluating, and communicating to meet the demands of their personal, community, vocational and further study needs. Students build mathematical understanding across number, measurement, shape, data, systems, and processes, applying these skills in real-world contexts such as financial management, civic participation, health, recreation and work. Through applied learning, students strengthen their ability to use mathematics purposefully, critically and flexibly in their daily lives, workplaces and communities.



WHAT STUDENTS WILL LEARN

Numeracy in Applied Contexts

Numeracy development is delivered through six contextual learning blocks, each approximately six weeks long and culminating in an applied project (School-Assessed Coursework). Each block is aligned with mathematical concepts and capabilities from the curriculum:

- Personal Numeracy – Number; Quantity & Measure
- Financial Numeracy – Number
- Vocational Numeracy – Shape; Quantity & Measure; Relationships
- Health Numeracy – Data; Systematics
- Civic Numeracy – Data; Uncertainty
- Recreation Numeracy – Dimension & Direction; Systematics

In each context, students engage with authentic scenarios that connect mathematics to their everyday lives, work, and communities. Projects include tasks such as planning an 18th birthday party, designing a pool, buying a first car, and planning a trip. These applied learning experiences build mathematical confidence and encourage meaningful engagement with numeracy through both familiar situations.

Developing Problem Solving and Reasoning

Students are supported to make sense of problems, select and apply suitable strategies, and communicate their reasoning. Applied projects are multi-part and require students to analyse, interpret, and evaluate numerical information. Tasks will allow students to engage critically with numeracy, build resilience in problem solving, and reflect on the reasonableness and implications of their findings.

Representing Mathematics and Using Tools

Digital tools and technology are embedded throughout all learning blocks to support the clear and effective representation of mathematical ideas. Students use spreadsheets to manage and analyse financial data; apply computer-aided design (CAD) and mapping software to model real-world spaces; and use tools such as Graphs, Canva, and video to communicate mathematical thinking. Students are encouraged to reflect on their results through estimation, checking, and discussion, and to justify the choices they make. These routines reinforce the understanding that numeracy is not only about calculation, but also about reasoning, communication, and informed decision-making in real-world contexts.

POSSIBLE FUTURE PATHWAYS

Students can undertake further study at Technical and Further Education facilities and apprenticeships.

Areas which students may be led to following the study of Numeracy include:

- Building and Construction
- Business and Finance
- Community Services and Health
- Engineering and Manufacturing
- Hospitality and Tourism



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SCIENCE CURRICULUM

BIOLOGY UNITS 1/2 (11SBI)

OVERVIEW

There are many challenges in keeping an organism alive and well. Students will dive into the inner workings of the cell and body systems, then establish an understanding of how the organism survives different abiotic factors.

Finally, students explore how the organisms survive and reproduce to pass on their genetic material. Students will also undertake an independent investigation and a research task to hone their skills of scientific methodology.

WHAT STUDENTS WILL LEARN

UNIT 1

How do cells function?

Students will examine the structure and functioning of prokaryotic and eukaryotic cells, the plasma membrane, and cellular growth, replacement and death.

How do plant and animal systems function?

Students will explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals.

RESEARCH PROJECT

Students will undertake research into a contemporary bioethical issue.

UNIT 2

How is inheritance explained?

Students will explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

How do inherited adaptations impact on diversity?

Students will explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

PRACTICAL INVESTIGATION

Students design and conduct a practical investigation into how organisms regulate their functions.

POSSIBLE FUTURE PATHWAYS

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; and problem-solving. The study of Biology is part of the possible pathways to further study in Science. Biology related careers are broad; areas students may follow after studying Biology include, but are not limited to:

- Medicine
- Nursing
- Research
- Immunology
- Marine Biology





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SCIENCE CURRICULUM

CHEMISTRY UNITS 1/2 (11SCH)

OVERVIEW

Chemistry is the study of matter.

In Year 11 Chemistry students will investigate how chemical structures of materials explain their properties and reactions. Students will be introduced to quantitative concepts including the mole and the composition of organic substances, including polymers and plastics. Water is studied in depth and students will investigate solubility, concentration, acids and bases and reactions involving water and redox reactions.

WHAT STUDENTS WILL LEARN

UNIT 1

How do the chemical structures of materials explain their properties and reactions?

Students focus on the nature of chemical elements, their atomic structure, type of bonding and their place in the periodic table. The reactions of metals and ionic compounds will be explored and the separation of mixtures using chromatography.

How are materials quantified and classified?

Students will investigate the mole concept and classify different organic molecules into their family and plastics and their place in a circular economy.

Research investigation

Here students have the opportunity to investigate how chemical principles can be applied to create a more sustainable future.

UNIT 2

How do chemicals interact with water?

Students will explore the properties of water and the reactions that take place with water, including acid-base and redox reactions.

How are chemicals measured and analysed?

Analytical techniques will be used to test the solubility and concentrations of ions, analyse acids and bases using titrations, study gas laws and use colorimetry and UV-spectroscopy to analyse water.

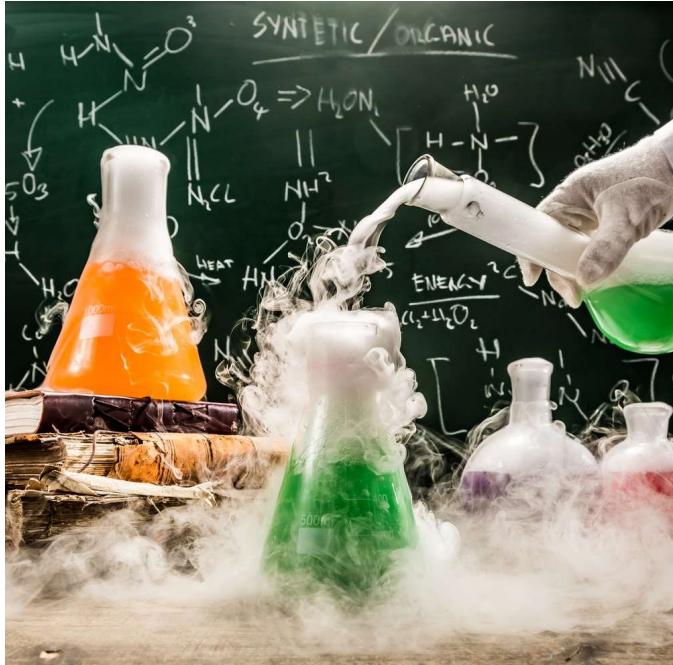
PRACTICAL INVESTIGATION

Students design and conduct a practical investigation on how quantitative scientific investigations develop our understanding of chemical concepts.

POSSIBLE FUTURE PATHWAYS

Studying chemistry also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; teamwork; and problem-solving. The study of Chemistry is part of the possible pathways to further study in science. Chemistry-related careers are broad; areas which students may be led to following the study of Chemistry include, but are not limited to:

- Analytical Chemist
- Chemical Engineer
- Pharmacologist
- Dietician
- Food Chemist
- Environmental Scientist





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SCIENCE CURRICULUM

ENVIRONMENTAL SCIENCE UNITS 1/2 (11SES)

OVERVIEW

Students explore the four interacting systems that make up the Earth (the atmosphere, biosphere, hydrosphere and lithosphere) and consider the natural and human-induced changes to ecosystems. The biotic and abiotic components of local ecosystems are investigated. The concept of pollution is also explored and related back to the four Earth systems.

WHAT STUDENTS WILL LEARN

How are Earth's systems organised and connected?

Students will examine the processes and interactions occurring within and between Earth's four interrelated systems - the atmosphere, biosphere, hydrosphere and lithosphere.

How do Earth's systems change over time?

Students will be supported to develop practical techniques and undertake fieldwork to examine change or disruption to ecosystems and local landscapes over time.

How can we manage pollution to sustain Earth's systems?

Students will explore how the chemical and physical characteristics of pollutants impact on Earth's four systems, and a range of options for managing impacts of pollution.

How can we manage food and water security to sustain Earth's systems?

Students will compare the advantages and limitations of different agricultural systems for achieving regional and global food security.

PRACTICAL AND RESEARCH INVESTIGATIONS

Throughout Units 1 and 2 students will undertake Practical and Research Investigations to develop their key science skills.

POSSIBLE FUTURE PATHWAYS

Studying Environmental Science also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; and problem-solving. Environmental careers are broad; areas which students may be led to following the study of Environmental Science include, but are not limited to:

- Environmental Consultant
- Environmental Engineer
- Marine Biologist
- Sustainability Consultant





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SCIENCE CURRICULUM

PHYSICS UNITS 1/2 (11SPH)

OVERVIEW

Physics is the study of the laws of nature. Physics investigations range from the microscopic world of elementary particles to the cosmological scale of the universe, from the properties of materials to the behaviour of living organisms. Physics is crucial to understanding the world around us. Students will have opportunities to explore questions related to the natural and constructed world and to engage in a range of inquiry tasks, applying physics principles and developing key science skills.

WHAT STUDENTS WILL LEARN

How are light and heat explained?

Students will study light and thermal energy, forming an understanding of reflection, refraction and dispersion. They will also investigate energy transfers.

How is energy from the nucleus utilised?

Students will explore energy that is derived from the nuclei of atoms and the transfer of energy through fission and fusion. They will learn about radiation and the effect on human cells and tissues.

How can electricity be used to transfer energy?

Students will develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Students will investigate and apply a basic DC circuit model.

How is motion understood?

Students observe, investigate and analyse the motion objects and the effects of forces by applying mathematical models.

OPTIONS

How does physics inform contemporary issues and applications in society?

Students choose one of eighteen options that explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application.

PRACTICAL INVESTIGATION

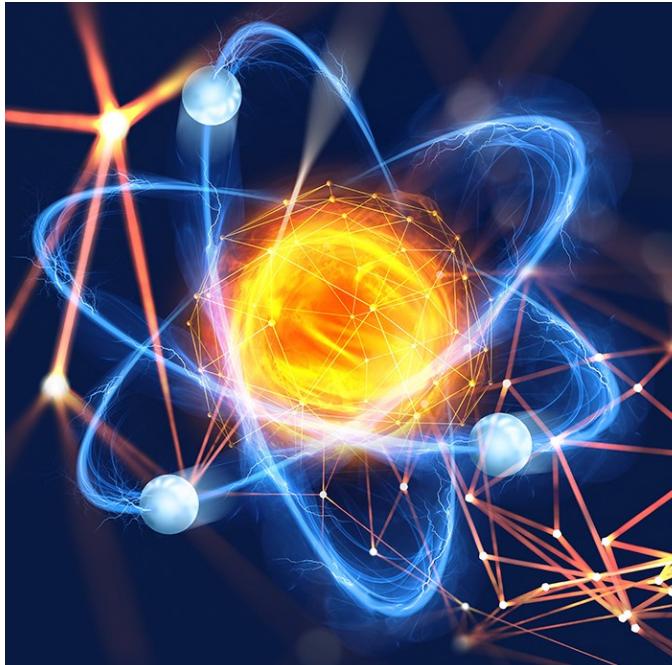
How do physicists investigate questions?

The students undertake an independent practical investigation to refine their Key Science Skills.

POSSIBLE FUTURE PATHWAYS

Studying Physics also provides an opportunity for students to develop skills which are directly related to work life, such as, communication; planning and organising; teamwork; and problem-solving. The study of Physics is part of the possible pathways to further study in science. Physics-related careers are broad; areas include, but are not limited to:

- Engineer
- Accelerator Operator
- Research Analyst
- Meteorologist
- Electrical Engineer
- Structural Engineer
- Mechanical Engineer





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SCIENCE CURRICULUM

PSYCHOLOGY UNITS 1/2 (11SPY)

OVERVIEW

Human behaviour is fascinating!

In order to understand it in year 11 psychology, first, we study the brain and development and then focus on group behaviour and how other people can influence our behaviour.

Psychology is the study of the mind and behaviour, so year 11 psychology is a wonderful introduction to this field.

WHAT STUDENTS WILL LEARN

UNIT 1

What influences psychological development?

Students will investigate how biological, psychological and social factors influence different aspects of a person's psychological development.

How are mental processes and behaviour influenced by the brain?

In this area of study, students examine how our understanding of brain structure and function has changed over time and analyse the roles of specific areas of the brain.

How does contemporary psychology conduct and validate psychological research?

Students will investigate how science is used to explore and validate contemporary psychological research. They will apply to knowledge to answer a research question.

UNIT 2

How are people influenced to behave in particular ways? Students will analyse how social cognition influences individuals to behaviour in specific ways and evaluate factors that influence behaviour.

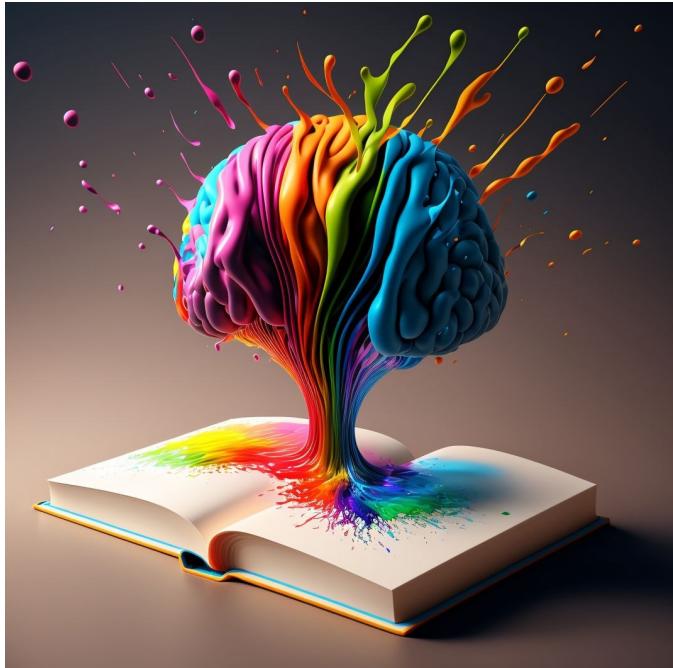
What influences a person's perception of the world?

Students will explore two aspects of human perception- vision and taste and analyse the relationship between sensation and perception of stimuli. Student-directed practical investigation: Students design and conduct a practical investigation related to internal and external influences on perception and/or behaviour.

POSSIBLE FUTURE PATHWAYS

Psychology-related careers are broad; areas which students may be led to following the study of Psychology include, but are not limited to:

- Counselling
- Neuropsychology
- Developmental Psychology
- Educational Psychology
- Health Sciences
- Sport Sciences
- Organisational Psychology





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TECHNOLOGY CURRICULUM

APPLIED COMPUTING UNITS 1/2 (11TAC)

OVERVIEW

In Unit 1 Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2 students create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

WHAT STUDENTS WILL LEARN

Data Visualisations

Students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings.

Programming

Students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution.

Innovative Solutions

Students work on an innovative solution in a collaborative environment. They may choose to study subject areas that include artificial intelligence, wearable technology, creating digital systems, games development and multimedia authoring.

Network Security

Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

Project Management

Students use software to record the identification and sequencing of tasks, time allocation, dependencies, milestones and critical path. They record and monitor progress of their solution through the problem-solving methodology.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:

- VCE Applied Computing: Informatics Units 3&4
- VCE Applied Computing: Software Development Units 3&4

Areas which students may be led to following the study of VCE IT include:

- Computer Technician and/or Programmer Software/Game Developer





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TECHNOLOGY CURRICULUM

FOOD STUDIES UNITS 1/2 (11TFS)

OVERVIEW

In Unit 1, students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world.

In Unit 2, students investigate food systems in contemporary Australia.

Students will also be expected to cook with and use food products that may contain allergens and animal products.

Please note that this subject will attract a fee of \$200

WHAT STUDENTS WILL LEARN

Food Around the World

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world.

Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non- indigenous settlers to establish a secure and sustainable food supply.

Australia's Food Systems

In this area of study students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

Food in the Home

In this area of study students further explore food production, focusing on domestic and small-scale food production.



POSSIBLE FUTURE PATHWAYS

Food Studies provides a rich curriculum with a focus on nutrition, food choice, agriculture, the food industry, packaging and health and wellbeing.

Areas which students may be led to following the study of Food Studies include:

- VCE Food Studies Units 3&4

Areas which students may be led to following the study of Food Studies include:

- Health Sciences
- Nutrition
- Food Sciences



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TECHNOLOGY CURRICULUM

PRODUCT DESIGN & TECHNOLOGY UNITS 1/2 (11TPD)

OVERVIEW

This study enables students to use design thinking and develop their understanding of product development and how these occur in a variety of contexts and environments. They apply design practice by generating and communicating multiple creative ideas, concepts and product design options.

Students will gain an understanding of sustainability and the responsibility the designer has to address social, environmental, and economic considerations when designing and creating for the needs of the broader community.

Students will have the opportunity to focus their studies on Fashion or Wood.

Please note that this subject will attract a fee of \$165

WHAT STUDENTS WILL LEARN

Sustainable Product Redevelopment

Students work with existing products deemed technically, functionally, or stylistically obsolete. They focus on sustainability as they redevelop the product into a functional alternative product utilising as much material within the existing product as practical.

Collaborative Design

Students work together in small design teams to design/construct a product/s with purpose and function for a specific end-user. They will focus on the design/planning stage incorporating a design brief, evaluation criteria, production plan etc. prior to working together to construct the product. Students will work closely with their end-user to ensure the product meets expectations.

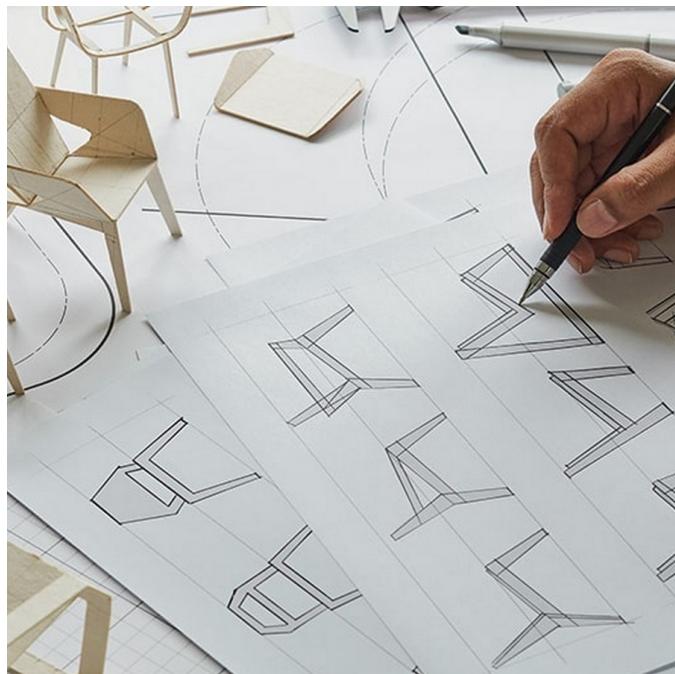
POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:

- VCE Product Design and Technology Units 3&4

Areas which students may be led to following the study of VCE Product Design and Technology- Fashion include:

- Interior Design
- Arts
- Apprenticeships





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TECHNOLOGY CURRICULUM

SYSTEMS ENGINEERING UNITS 1/2 (11TSE)

OVERVIEW

This study enables students to study fundamental mechanical and electrotechnical engineering principles, including the representation of mechanical and electrotechnical 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. Students apply their knowledge and construct functional systems.

Please note that this subject will attract a fee of \$165

WHAT STUDENTS WILL LEARN

Mechanical Systems

Students study fundamental mechanical engineering principles and the components required when producing an operational system. They learn how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically. Using the systems engineering process students research, design and plan a mechanical system. They make a model or develop a prototype to test aspects of their design. They consider relevant factors that influence the creation and use of their system and document their findings and process.

Electro-technological Systems

Students focus on electro-technological engineering principles and the components and materials that make operational electro-technological systems. Using the systems engineering process, students research, design, plan and model an operational electro-technological system. They use a range of materials, tools, equipment, machines and components and manage identified risks while producing their designed system. Using appropriate equipment, students' test the system and diagnose its performance, making necessary modifications and adjustments.

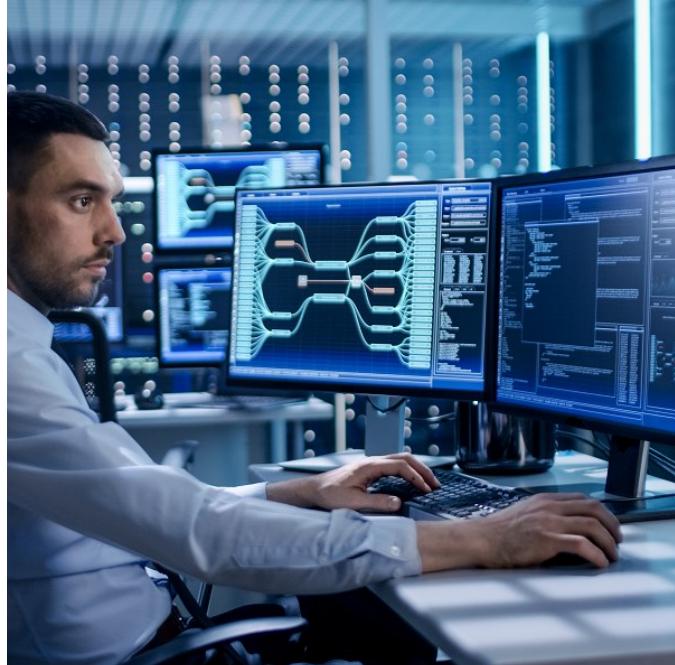
POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:

- Systems Engineering Units 3&4

Areas which students may be led to following the study of Systems Engineering include:

- Engineering
- Design and Manufacturing
- Apprenticeships





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UNIT 3 & 4 SUBJECT HANDBOOK

Head of Year 12: Daniel Toma



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RESPICE LUCEM

ARTS CURRICULUM

ART CREATIVE PRACTICE UNITS 3/4 (12AAR)

OVERVIEW

Unit 3/4 Art Creative Practice is a continuation of skills built in Art Creative Practice Unit 1/2.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. Students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. The course is underpinned by three interpretive lenses that guide the discussion and creation of artworks.

The Interpretive Lenses are as follows:

- Structural Lens which covers all the structural elements of artworks
- Personal Lens which looks at personal influences and approaches
- Cultural Lens which covers social cultural and historical elements of artworks

WHAT STUDENTS WILL LEARN

Investigation and Presentation

Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice and Body of work. They identify ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist.

Personal Investigation Using the Creative Practice

Students continue to develop a Body of Work through Inquiry learning. They use the Creative Practice to develop their own visual responses inspired by ideas and experiences.

Documentation and Critique of the Creative Practice

Students continue to use the Creative Practice to develop, refine and resolve the ideas they developed in Unit 3. They present a critique to evaluate and reflect upon their use of the Creative Practice.

Resolution and Presentation of a Body of Work

Students further refine the Body of Work commenced in Unit

Continue their ongoing exploration of personal responses and use the feedback received from their critique, to refine and resolve their ideas and visual language.

Comparison of Artists, their Practice and their Works

Students critically analyse and interpret the meanings and messages of artworks. Using appropriate terminology and the interpretive lenses, they compare the meanings and messages of historical and contemporary artworks.

POSSIBLE FUTURE PATHWAYS

Many tertiary Art courses use an interview process for admittance into courses and require a folio.

Folio building skills and terminology developed in Art Making and Exhibiting Unit 1/2 Photography can also be used in Art Creative Practice Unit 3/4.

Art develops creative thinking skills that are transferable into many different pathways for students including the following:

- Visual Arts Courses
- Design Fine Art Courses
- Creative-based Careers such as Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape Design, Architect, Set Design, Costume Design, Computer Animation and Illustration.





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ARTS CURRICULUM

ART MAKING AND EXHIBITING: PHOTOGRAPHY UNITS 3/4 (12ASA)

OVERVIEW

In VCE Art Making and Exhibiting, photographic art making, and the investigation of artworks is guided by inquiry learning. It provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity and builds a sense of individual identity.

In Unit 3, students engage in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They investigate how artists use visual language to communicate meaning in artworks. Students use their Visual Arts journal to record their art making, research artists, artworks and ideas.

In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. The progressive resolution of these artworks is documented in the student's Visual Arts journal.

WHAT STUDENTS WILL LEARN

Collect and Extend – Inspirations, Influences, Making and Reflecting

Students collect ideas and resources to inform their visual experimentation. They use their Visual Arts journal to explore visual language, reflect on their art making and plan artworks. They make artworks based on experimentation and investigation. They integrate the inspirations and influences of other artists and expand on their own ideas.

Connect – Curate, Design and Propose

Students visit a range of galleries, museums and other exhibition spaces and connect these experiences to their own ideas for exhibiting artworks. They focus on planning an exhibition of artworks from the artists they have researched.

Consolidate and Present – Refine, Plan and Resolve

In Unit 4, students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes.

Conserve – Present and Care

Students engage with and explore exhibition spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used in the presentation, conservation and care of artworks.

POSSIBLE FUTURE PATHWAYS

VCE Art Making and Exhibiting develops employability skills and leads directly to tertiary art and design courses. It develops skills that are transferable to Photography, Fine Art, Interior Design, Set Design, Fashion, Landscape Design, Architecture, Set Design, Costume Design, Web Design, Computer Animation, Gaming, Forensic Photography and Illustration.

The folio building skills and concepts covered in Art Making and Exhibiting: Units 3/4 support those involved in Unit 3/4 Art Creative Practice.





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ARTS CURRICULUM

ART MAKING & EXHIBITING: SCULPTURAL UNITS 3/4 (12ASC)

OVERVIEW

In VCE Art Making and Exhibiting, sculptural art making, and the investigation of artworks is guided by inquiry learning. It provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity and builds a sense of individual identity.

In Unit 3, students engage in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They investigate how artists use visual language to communicate meaning in artworks. Students use their Visual Arts journal to record their art making, research artists, artworks and ideas.

In Unit 4, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks. The progressive resolution of these artworks is documented in the student's Visual Arts journal.

WHAT STUDENTS WILL LEARN

Collect and Extend – Inspirations, Influences, Making and Reflecting

Students collect ideas and resources to inform their visual experimentation. They use their Visual Arts journal to explore visual language, reflect on their art making and plan artworks. They make artworks based on experimentation and investigation. They integrate the inspirations and influences of other artists and expand on their own ideas.

Connect – Curate, Design and Propose

Students visit a range of galleries, museums and other exhibition spaces and connect these experiences to their own ideas for exhibiting artworks. They focus on planning an exhibition of artworks from the artists they have researched.

Consolidate and Present – Refine, Plan and Resolve

In Unit 4, students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes.

Conserve – Present and Care

Students engage with and explore exhibition spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used in the presentation, conservation and care of artworks.

POSSIBLE FUTURE PATHWAYS

VCE Art Making and Exhibiting develops employability skills and leads directly to tertiary art and design courses. It develops skills that are transferable to Photography, Fine Art, Interior Design, Set Design, Fashion, Landscape Design, Architecture, Set Design, Costume Design, Web Design, Computer Animation, Gaming, Forensic Photography, and Illustration.

The folio building skills and concepts covered in Art Making and Exhibiting: Units 3/4 support those involved in Unit 3/4 Art Creative Practice.





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ARTS CURRICULUM

DANCE UNITS 3/4 (12ADA)

OVERVIEW

Unit 3/4 Dance continues to involve students as performers, choreographers and audience. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis.

The study of VCE Dance also helps develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place.

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

WHAT STUDENTS WILL LEARN

Dance Perspectives

Students will explore dance works from selected choreographers and analyse the dance design of each work whilst considering the influences on the choreographer's choices.

Choreography, Performance and Analysis of Dance-Making and Dance Work

Students will choreograph, rehearse and perform solo dance work and analyse the processes used to realise the solo dance work.

Dance Technique, Performance and Analysis of a Learnt Dance Work

Students will learn, rehearse and perform duo or group dance work created by another choreographer. Students will also analyse and document the processes involved in realising the learnt dance work – learning, rehearsing, preparing for performance and performing.

POSSIBLE FUTURE PATHWAYS

VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works.

The study also prepares students to be discerning, reflective and critical viewers of dance and may provide pathways to training and tertiary study in dance performance and associated careers within the dance industry.





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ARTS CURRICULUM

DRAMA UNITS 3/4 (12ADR)

OVERVIEW

In Unit 3/4 Drama, students will explore a range of performance styles and through the manipulation of conventions, dramatic elements and production areas, devise and present ensemble and solo performances to an audience.

Students will use performance and expressive skills to explore and develop role and character.

Students will also analyse and evaluate their own work as well as a professional performance from the prescribed VCAA playlist.

(Please note that there will be an added cost for the professional performance).

WHAT STUDENTS WILL LEARN

Devising and Presenting Ensemble Performance

Students will work collaboratively to devise and present characters in an eclectic ensemble performance. During this process, students will document the use of play-making techniques and how these have been applied to explore performance styles, conventions, dramatic elements and production areas. Students will manipulate performance and expressive skills to present their ensemble to an audience and a panel of assessors for the purpose of moderation.

Analysing a Devised Ensemble Performance

Students will describe, reflect upon, interpret, analyse and evaluate the construction and presentation of their ensemble performance.

Analysing and Evaluating a Professional Drama Performance

Students analyse and evaluate a professional drama performance selected from the prescribed VCAA VCE Drama Unit 3 Playlist.

Demonstrating Techniques of Solo Performance

In response to stimulus material, students will devise and present a short solo performance that demonstrates the conventions of transformation of time, place and character and the application of symbol. Students will also complete an annotated report that describes the transformation techniques and how symbol has been applied in the short solo performance.

Devising a Solo Performance

Students will draw on their prior knowledge and use a range of play-making techniques to create a 7-minute solo performance in response to a prescribed structure, published annually by the VCAA.

The solo performance is an external examination which is assessed by VCAA appointed assessors.

Analysing and Evaluating a Devised Solo Performance

Students will analyse and evaluate the creative processes used in the creation, development and presentation of a devised solo performance.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 Drama may provide pathways to training and tertiary study in the film, television, theatre and radio industries.

Areas which students may be led to following the study of Drama include:

- Teaching and/or Drama Therapy
- Acting, Directing, Script Writing, Drama Criticism





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ARTS CURRICULUM

MEDIA UNITS 3/4 (12AME)

OVERVIEW

In Unit 3 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.

In unit 4 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.

WHAT STUDENTS WILL LEARN

Narrative and Ideology

Students examine fictional and/or non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products.

Media Production Development

Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

Media Production Design

Students use industry specific design and planning, both in written and visual documentation, to complete a media production design.

Media Production

Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in preproduction and production leads to the realisation of their production design. They undertake personal reflection and seek feedback on their work, developing, refining and resolving their product as a result.

Agency and Control in and of the Media

Students discuss issues of agency and control in the relationship between the media and its audience.

POSSIBLE FUTURE PATHWAYS

Media develops creative thinking and problem-solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Media include:

- Visual Arts Courses
- Media
- Design
- Fine Art Courses
- Media and Creative based careers – Advertising, Media Production, Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape Design, Architect, Set Design, Costume Design, Computer Animation and Illustration.





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ARTS CURRICULUM

MUSIC PERFORMANCE UNITS 3/4 (12AMP)

OVERVIEW

This subject is designed for students who include improvisation/embellishment and collaborative practice in their music making. Additionally, this study suits students who may use recordings as their primary reference material and wish to develop a personal voice in their performances.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

Students' primary focus is to create a live performance at which they will present primarily as a soloist or in a group context. All students must present at least one work with another live performer and present at least one work that is their "re-imagining" of an existing work.

WHAT STUDENTS WILL LEARN

UNIT 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

UNIT 4

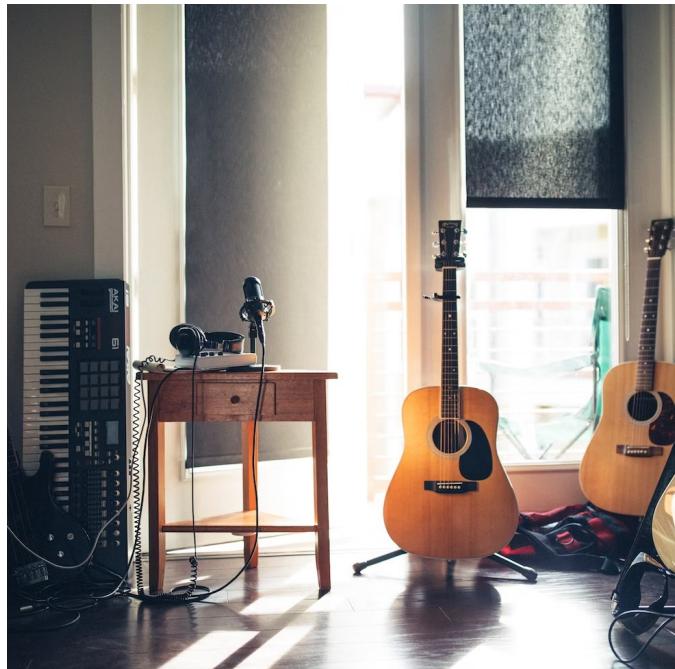
Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 Music may equip students with skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

Areas which students may be led to following the study of Music include:

- Musical Direction
- Music Copyright Law
- Music Therapist
- Composer / Arranger
- Audio Recording and Production
- Event Management
- Sessional Musician
- Theatre Orchestra/Pit Musician
- Touring Musician
- Entertainment Park/TV Musician
- Teaching (private tuition and in schools)





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ARTS CURRICULUM

THEATRE STUDIES UNITS 3/4 (12ATS)

OVERVIEW

Theatre Studies is a highly collaborative and engaging subject, which allows students to investigate theatre both in theory and practice, create theatre and analyse professional productions.

Students work collaboratively to bring a script to life for a public performance and later individually to create a monologue performance. Not every student has to be an actor as this subject also caters to those who would prefer to be behind the scenes as well. Students can focus on any two of the following: Acting, Directing, Set Design, Properties Design, Costume Design, Make-up Design, Sound Design and Lighting Design.

WHAT STUDENTS WILL LEARN

Staging Theatre

Students will interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Interpreting a Script

Students will outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Analysing and Evaluating Theatre

Students will see performances from the prescribed VCAA Theatre Studies Unit 3/4 playlist and analyse and evaluate them.

(Please note that there will be an added cost for the professional performances).

Interpreting a Monologue & Researching and Presenting Theatrical Possibilities

Students focus on the interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination. Students apply selected production roles and develop an interpretation of the monologue that is performed or presented to a panel of VCAA appointed assessors.

POSSIBLE FUTURE PATHWAYS

Theatre Studies links well to other VCE subjects such as English (studying a text, discussing themes and intended meaning), Drama (developing performance skills) and Art (developing artistic concepts and justifying them, analysing visual and artistic choices).

Theatre Studies develops skills that are highly regarded by employers including confidence, working collaboratively and problem-solving.

Areas which students may be led to following the study of Theatre Studies include:

- Theatre Performance
- Theatre, Sound, Lighting Production
- Communication
- Costume Design
- Makeup Design
- Stage Management
- Business Management





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ARTS CURRICULUM

VISUAL COMMUNICATION DESIGN UNITS 3/4 (12AVC)

OVERVIEW

In Unit 3 and 4 students solidify their understanding of the design process as well as their understanding of 'good design'. Students examine the practices of contemporary designers and explore design practice through a range of practical tasks. They analyse designs from the messages, objects, environments and interactive experiences design fields.

Students then complete a folio of work addressing a design problem they have identified through human-centred research methods. They apply a range of drawing techniques, methods, media and materials during the design process. Students participate in critiques where they provide feedback to peers whilst also responding to feedback. They develop, refine and present design solutions for two communication needs.

WHAT STUDENTS WILL LEARN

Professional Design Practice

Students investigate the professional practice of designers, examining how they work with other industry professionals, designers and clients. They compare and contrast how they collaborate and resolve design problems. They also complete a range of practical tasks that explore contemporary design practices.

Design Analysis

Students learn how visual language is used to effectively communicate ideas and information to audiences. Drawing on conceptions of good design, students describe, analyse and evaluate how aesthetic decisions reflect the purposes, contexts and audiences or users of the selected design examples.

Design Process: defining problems and developing ideas

Students apply human centred research methods to identify and define a design problem. They use their research to write a design brief identifying two communication needs for a client.

Design Process: refining and resolving design concepts

Students develop and refine design solutions for each communication need. They apply a range of media, methods and materials as well as design elements and principles to explore design solutions. They devise and deliver a pitch for each communication need.

Presenting design solutions

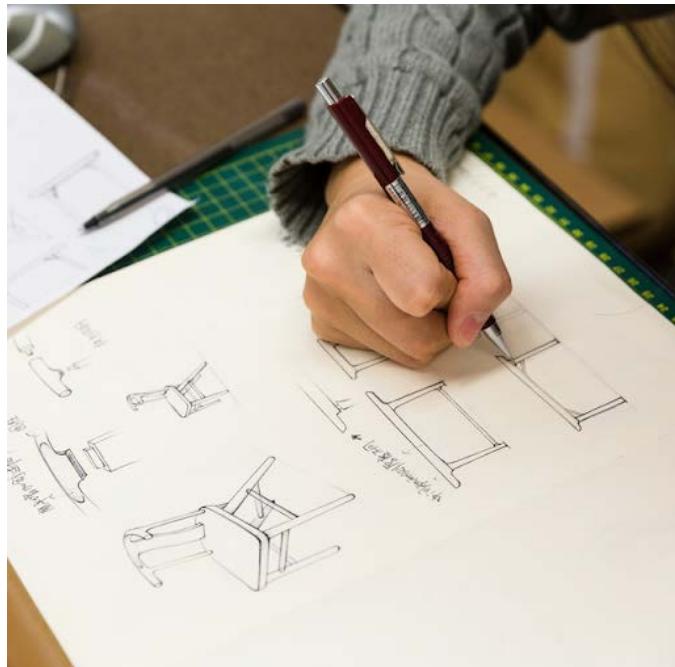
Students refine and present their final design solutions using appropriate presentation formats, including presentation boards, prototypes, models or mockups.

POSSIBLE FUTURE PATHWAYS

Many university and TAFE courses within the Art and Design field require the presentation of a folio and interview for admittance into courses. The folio created during Unit 3&4 can be used for admittance into these courses.

Areas which students may be led to following the study of VCD include: Communication Design, Visual Arts, Architecture, Web Design, Furniture Design, Game Design, Fashion Design, and Fine Art courses.

Creative based careers: Graphic Designer, Illustrator, Architect, Landscape Designer, Web Designer, Game Designer, Animation, Set Designer, Fashion Designer, Jewellery Design, Product Designer, Interior Designer, and Art director.





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ENGLISH CURRICULUM

ENGLISH LANGUAGE UNITS 3/4 (12EEL)

OVERVIEW

Unit 3/4 is the continuation of a student's study of English Language, following on from Unit 1/2. Students analyse how language varies in different contexts along a continuum of formal and informal registers. They extend on these skills by analysing both spoken and written texts from a variety of contexts.

Students focus on the role of language in developing and maintaining identity, particularly in a contemporary Australian context.

Students are required to use descriptive and metalinguistic tools to form interpretations on how language is used to create different identities with Australia. Emphasis is placed on interpreting and analysing lexical choice, situational and cultural contexts and linguistic patterning that occurs in texts in order to achieve a desired outcome.

Students must select at least one subject from the English Group (English, English Language, Literature). Three units from the English group, including a Unit 3–4 sequence must be satisfactorily completed.

WHAT STUDENTS WILL LEARN

Informality

Students will study linguistic features that make a written or spoken text informal in nature. They will demonstrate their ability to analyse these features through an analytical commentary and short answer questions.

Formality

Students will study linguistic features that make a written or spoken text more formal in nature. They will demonstrate their ability to analyse these features through analytical commentary and short answer questions.

Language Variation in Australian Society

Students will examine how different Australian accents and the use of Standard Australian English is used to cultivate individual and shared national identities. Students gather linguistic examples from the real world and linguistic theory to use as evidence in essays.

Individual and Group Identities

Students will write an essay and analytical commentary to examine how societal attitudes, personal associations, individual prejudices and language construct individual and group identities.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English Language forms the basis for students to be able to communicate with others effectively and to better understand the world around them. English Language specifically gives students a unique perspective on the role English plays within the modern world.

Areas which students may be led to following the study of English Language include:

- Science
- Arts
- Psychology
- Law
- Linguistics
- Education





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ENGLISH CURRICULUM

ENGLISH/EAL UNITS 3/4 (12EEN)

OVERVIEW

Unit 3/4 is the culmination of a student's study of English. Following on from Unit 1/2, students focus on how the English language is used to create meaning in print and digital texts of varying complexity.

Texts selected for study are drawn from a range of time periods, countries, cultures and genres, and a variety of text types are explored. Students are required to write both creatively and analytically.

Students are required to think critically and provide their own unique interpretations of what they read and view. Strong emphasis is placed upon class discussion and contributions from students.

WHAT STUDENTS WILL LEARN

Framework of Ideas

Students will engage with writing through an exploration of experiences and traditions relating to play. They will be required to engage with a variety of texts from different cultures, and which use different language features and structures. Students will show their understanding through the creation of a piece of writing which draws on mentor texts.

Reading and Responding

Students will show their understanding of the authorial choices and messages present in one novel and one film. They will do this through an analytical essay.

Analysing and Presenting an Argument

Students will write a thorough analysis of language after reading multiple pieces of persuasive writing taken from the real-world media.

Students will present an argument through an oral presentation which shows their understanding of an issue and the formulation of their own contention.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English forms a basis for students to be able to communicate with others effectively and to better understand the world around them.

Areas which students may be led to following the study of English Language include:

- Arts
- Communications
- Law
- Writing
- Publishing
- Education
- Advertising





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EST 1919

RESPICE LUCEM

ENGLISH CURRICULUM

LITERATURE UNITS 3/4 (11ELI)

OVERVIEW

Unit 3/4 is the culmination of a student's study of Literature. Following on from Unit 1/2, students delve into the lives and experience of others, analysing through text the ways in which our context colours how we experience the world.

Students will explore the ways meaning can change as texts are adapted and transformed. They consider the way imaginative techniques are used to create and recreate literary works.

WHAT STUDENTS WILL LEARN

Adaptations and Transformations

Students will focus on the form of texts and how structure contributes to meaning. Students explore the form of a set text by constructing a close analysis, then reflecting on the implications of adapting that text for a new context. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas.

Developing Interpretations

Students will explore the ways we can read and understand texts by developing, considering and comparing interpretations of a set text. Students are required to develop their own interpretations of a text, considering a range of contexts. They are also required to consider the viewpoints of others through investigation of supplementary readings. Students then develop a second interpretation of the text and are required to demonstrate a deeper analysis of the set text.

Creative Responses to Texts

Students will focus on imaginative techniques in literary works in order to construct their own creative transformation of a text. They will develop an understanding of language, voice, form and structure in order to create their own writing.

Close Analysis of Texts

Students will scrutinise language, style, concerns and construction of texts. They will examine the ways specific passages in texts contribute to the text as a whole. They will be required to write expressively to develop a close analysis, using detailed references to the text. Students will consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response.



POSSIBLE FUTURE PATHWAYS

The English group forms a basis for effective communication and understanding of the world and prepares students for further study and the workplace.

Many university courses have a minimum requirement in terms of English score.

Areas which students may be led to following the study of Literature include:

- Arts
- Communications
- Journalism
- Education
- Publishing
- Writing
- Advertising
- Law



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EXCELLENCE IN LEARNING, RESILIENCE IN LIFE, THRIVING IN COMMUNITY

ENGLISH CURRICULUM

VM LITERACY UNITS 3/4 (12ELVM)

OVERVIEW

VCE Vocational Major (VM) Literacy focuses on the development of the knowledge and skills required to be literate in Australian society today. The key knowledge and skills encompass a student's ability to interpret and create texts that have purpose and are accurate and effective, with confidence and fluency.

WHAT STUDENTS WILL LEARN

Accessing & Understanding Texts

Students will demonstrate the ability to locate, read and understand the purpose, audience and content present in a variety of texts. They will be required to develop confidence in understanding and accessing texts which reflect real-world situations. Students will learn to recognise the structures and features of texts which are created for different purposes, audiences and contexts.

Creating & Responding to Texts

Students will create organisational, informational and procedural texts that reflect a specific workplace or vocational experience. They will focus on texts with real-world applications and will respond to these texts in order to demonstrate their understanding of how these texts inform and shape the organisations they interact with.

Speaking for Advising & Advocating

Students will showcase speaking skills to demonstrate their understanding of language's ability to influence specific audiences. They will learn to comply with the principles of copyright and the conventions of attribution and will learn about and use the elements of oral communication. Students will investigate how logic, reasoning and emotion can influence audiences.

Literacy for Advocacy

Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Creating & Responding to Texts

This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students will read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.



POSSIBLE FUTURE PATHWAYS

Students can undertake further study at Technical and Further Education facilities and apprenticeships.

Areas which students may be led to following the study of Literacy include:

- Building and Construction
- Community Services and Health
- Manufacturing and Engineering
- Sport and Recreation



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EST 1919

RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

CERT III SPORTS AND RECREATION 2ND YEAR (EIS STUDENTS ONLY) (12PSR)

OVERVIEW

The Excellence in Sport Program allows students to combine their studies and intensive training in either Basketball, Netball or Australian Rules Football. 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.

Please be aware there is a cost associated with the EIS Program: \$300 for the first year in the program and \$200 for any subsequent years.

Please note that only students who have completed the first year of the program can select the second year.

WHAT STUDENTS WILL LEARN

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 the Certificate III in Sport and Recreation.

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.

Upon completion of the second year of this course, students will obtain a Certificate III in Sport and Recreation.

This will contribute towards the VCE completion and ATAR if students choose it to

POSSIBLE FUTURE PATHWAYS

Upon completion of the Certificate III in Sport and Recreation, pathways may include employment into various workplaces such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.





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EST 1919

RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

HEALTH AND HUMAN DEVELOPMENT UNITS 3/4 (12PHD)

OVERVIEW

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. 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 globe, and through a lens of social equity and justice. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

WHAT STUDENTS WILL LEARN

Australia's Health in a Globalised World

Students look at health, wellbeing and illness as a global concept and the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement and use this knowledge as the background to an 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 research health improvements and evaluate successful programs.

Health and Human Development in a Global Context

Students examine health and wellbeing, and human development in a global context. They use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Area of Study 2 looks at global action to improve health and wellbeing and human development. 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.



POSSIBLE FUTURE PATHWAYS

Offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.



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EST 1919

RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

OUTDOOR & ENVIRONMENTAL STUDIES UNITS 3/4 (YEAR 11 ONLY) (12POE)

OVERVIEW

Unit 3/4 focuses on the ecological, historical, and social contexts of relationships between humans and outdoor environments. Students also explore sustainable use and management of outdoor environments which helps students understand the future needs of the Australian population.

*Units 3/4 Outdoor Education can only be studied during a student's Year 11 year.

Please note that there is a fee of \$500 per unit of study for this course to cover the camps associated with the program. Total for the year will be \$1,000.

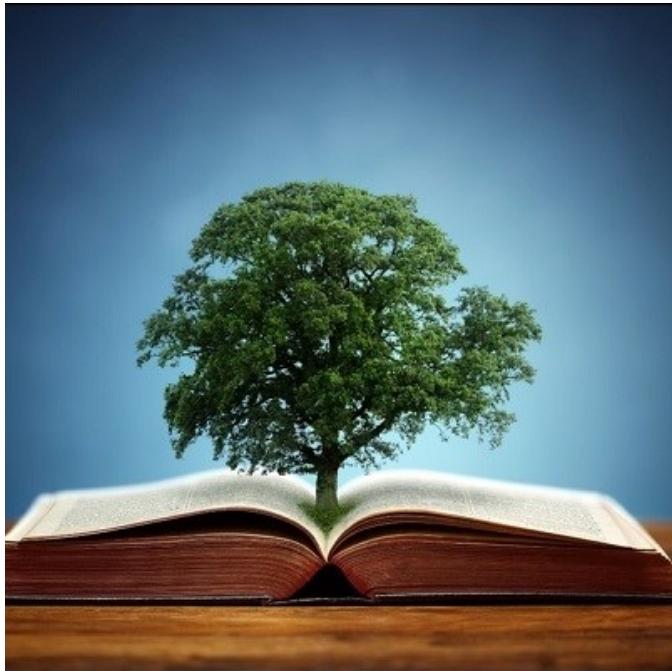
WHAT STUDENTS WILL LEARN

Relationships with Outdoor Environments

Students consider a number of factors that influence relationships with outdoor environments by examining the dynamic nature of relationships between humans and their environment.

Sustainable Outdoor Relationships

Students analyse 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 acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. Through these experiences students are able to apply the practical skills and theoretical knowledge about outdoor environments.



POSSIBLE FUTURE PATHWAYS

Outdoor and Environmental Studies offers students a range of pathways including 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.



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EST 1919

RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

PHYSICAL EDUCATION UNITS 3/4 (12PPE)

OVERVIEW

In 3/4 Physical Education students develop an understanding of the theoretical underpinnings of performance in physical activity with practical application.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement. Students also investigate the relative contribution and interplay of the three energy systems to performance in physical activity.

Students will analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance.

WHAT STUDENTS WILL LEARN

Movement Skills and Energy for Physical Activity

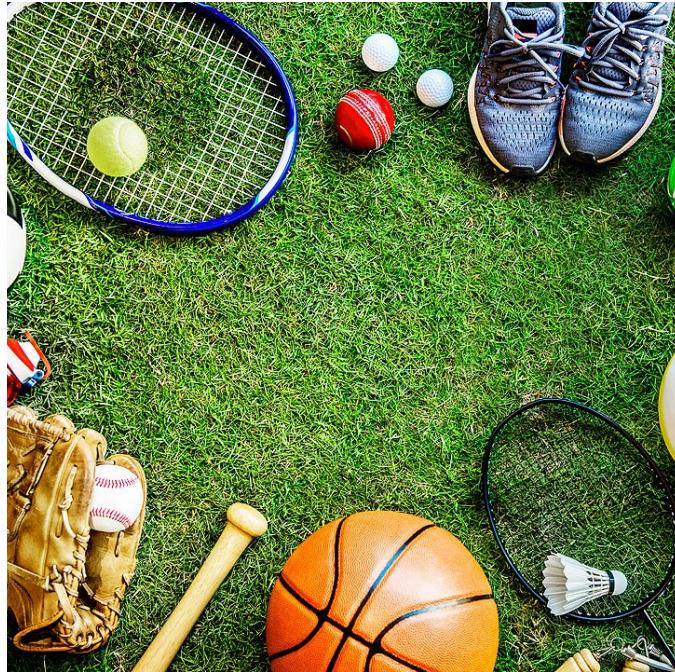
Introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Training to Improve Performance

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.

POSSIBLE FUTURE PATHWAYS

The study 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, sport development and coaching and health promotion and related careers.





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EST 1919

RESPICE LUCEM

HEALTH & PHYSICAL EDUCATION CURRICULUM

VM PERSONAL DEVELOPMENT UNITS 3/4 (12PPDVM)

OVERVIEW

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by investigating interrelationships between individuals and communities. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

WHAT STUDENTS WILL LEARN

In Unit 3 of PDS, students complete units on Social Awareness & Interpersonal Skills, Effective Leadership and Effective Teamwork. In Area of Study 1, students will apply themselves learning social skills such as verbal and non-verbal communication, appreciating social diversity and conflict resolution. In Area of Study 2, students should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts. On completion of Area of Study 3, students should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team.

In Unit 4 of PDS, students will focus on participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will engage in a process of planning, implementing, and evaluating a response to a selected community issue. They will conduct research, analyse findings, and make decisions on how to present work. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Personal Development include:

- Carpentry
- Plumbing
- Electrical
- Hair & Beauty
- Early Childhood Care
- Hospitality





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

ACCOUNTING UNITS 3/4 (12HAC)

OVERVIEW

Accounting plays an integral role in the successful operation and management of a business. VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Unit 3/4 will build on the skills and concepts introduced to students in Unit 1/2, with a focus on financial accounting for a trading business, budgeting and decision-making.

Students study both theoretical and practical aspects of accounting. Throughout their studies, students will put their theoretical knowledge to practice by preparing records and reports using manual methods and information and communication technology (ICT).

Students will also develop an understanding that when making business decisions and providing advice to business owners, they will need to consider both financial and ethical (social and environmental) aspects.

WHAT STUDENTS WILL LEARN

Recording and Analysing Financial Data

Students will record financial data using a double entry system, explain the role of the General Journal, General Ledger and inventory cards in the recording process, and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Preparing and Interpreting Accounting Reports

Students will record transactions and prepare, interpret and analyse accounting reports for a trading business.

Extension of Recording and Reporting

Students will record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Budgeting and Decision-Making

Students will prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

POSSIBLE FUTURE PATHWAYS

VCE Accounting enables students to develop critical thinking, decision making and analytical skills that can be applied to a business context or to personal financial planning.

Areas which students may be led to following the study of Accounting include:

- Accounting
- Business Ownership
- Finance
- Commerce
- Management
- Economics
- Banking
- Forensic Accounting





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

ANCIENT HISTORY UNITS 3/4 (12HAC)

OVERVIEW

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, Greek and Roman societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

WHAT STUDENTS WILL LEARN

Living in an Ancient Society

Students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. They examine the causes and consequences of the conflict between Greece and Persia.

People in Power, Cities in Crisis

Students investigate how the interests and actions of individuals led to the demise of the Republic, beginning with the elections of Tiberius Gracchus and later Gaius Gracchus as tribunes, their attempts at reform and their deaths. Students analyse the involvement of Cornelius Sulla, Pompey Julius Caesar and Octavian/Augustus during the fall of the Republic and what this reveals about the different roles, motives and influence of these key individuals.

POSSIBLE FUTURE PATHWAYS

Ancient History provides various pathways for students through the developing of their inquiry, analysis, critical thinking, and extended response writing skills.

Areas which students may be led to following the study of Ancient History include:

- History
- Archaeology
- Sociology
- Philosophy
- Languages
- Education
- Research
- Journalism
- Law





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

BUSINESS MANAGEMENT UNITS 3/4 (12HBM)

OVERVIEW

Unit 3/4 Business Management examines managing a business and transforming a business.

In Unit 3, students will explore the key processes and issues concerned with managing both staff and business operations efficiently and effectively and strategies to achieve the business objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies to compare theoretical perspectives with current practice.

In Unit 4, 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.

WHAT STUDENTS WILL LEARN

Business Foundations

Students will discuss key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Human Resource Management

Students will analyse theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.

Operations Management

Students will analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Reviewing Performance- The Need for Change

Students will explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Implementing Change

Students will evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

POSSIBLE FUTURE PATHWAYS

Business Management aims to develop enterprising behaviours that can help establish a business, problem-solving and decision-making skills.

Areas which students may be led to following the study of Business Management include:

- Commerce
- Accounting and Finance
- Supply Chain Management
- Economics
- Event Management
- Human Resource Management





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

ECONOMICS UNITS 3/4 (12HEC)

OVERVIEW

VCE Economics is designed to improve students' understanding of the world and what drives many key decisions. Economics in general is about how to allocate scarce resources to best satisfy living standards.

The course will involve the study of Micro and Macroeconomics and build on skills and knowledge developed in Unit 1/2. Microeconomics is the study of individuals and markets, whilst Macroeconomics is about the whole economy and how the Federal Government seeks to manage the economy to improve our living standards.

WHAT STUDENTS WILL LEARN

An Introduction to Microeconomics: the Market System, Resource Allocation and Government Intervention

Students will extend on Unit 1/2 by looking at how markets allocate scarce resources to satisfy consumer wants via the forces of demand and supply. They will consider why government intervention may be required to better allocate resources and investigate how and why this intervention often leads to unintended consequences that ultimately lower living standards.

Domestic Macroeconomics Goals

Students will investigate the key goals of the Federal Government and how we measure the economy's performance.

Australia and the International Economy

Students investigate the importance that international trade has on our quality of life. This will involve looking at the exchange rate, the Terms of Trade and our Balance of Payments and the impact of our savings investment shortfall on our foreign liabilities.

Aggregate Demand Policies and Domestic Economic Stability

Students investigate how the Federal Government uses Budgetary and Monetary Policy to manage Aggregate Demand and achieve its key goals. Students will evaluate if the government has achieved its goals and what has been influencing our performance, focusing on the last 2 years.

Aggregate Supply Policies

Students investigate how the Federal Government uses Budgetary and Monetary Policy to manage Aggregate Supply and achieve its key goals. Students will evaluate if the government has achieved its goals and what has been influencing our performance, focusing on the last 2 years.

POSSIBLE FUTURE PATHWAYS

The Reserve Bank of Australia provide information on their website about employment opportunities in the field of economics, which can be found across most sectors of industry and government.

Areas which students may be led to following the study of Economics include:

- Commerce
- Accounting
- Finance
- Business



HUMANITIES CURRICULUM

GEOGRAPHY UNITS 3/4 (12HGE)

OVERVIEW

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. Students develop a range of investigative skills, including conducting fieldwork, and utilise spatial and digital technologies.

In Unit 3, students investigate three major processes that are changing land cover in many regions across the world. These processes are: deforestation, desertification and melting glaciers.

In Unit 4, 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.

WHAT STUDENTS WILL LEARN

Land Use Change

Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change.

Land Cover Change

Students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting ice sheets.

Population Dynamics

Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements.

Population Issues and Challenges

Students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Geography include:

- Science
- Sustainability
- Geomatics





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EST 1919

RESPICE LUCEM

HUMANITIES CURRICULUM

LEGAL STUDIES UNITS 3/4 (12HLS)

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. In Unit 3/4, students build on their knowledge of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

WHAT STUDENTS WILL LEARN

The Victorian Criminal Justice System

Students will explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

The Victorian Civil Justice System

Students will analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

The People and the Australian Constitution

Students will discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

The People, the Parliament and the Courts

Students will discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these lawmakers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

- Law
- Law Enforcement
- Immigration
- Education
- Social Work



HUMANITIES CURRICULUM

PHILOSOPHY UNITS 3/4 (12HPH)

OVERVIEW

As a subject, Philosophy is primarily concerned with questions on ethics, knowledge and metaphysics. Philosophy encourages students to develop their skills in critical and rational thinking and in constructing and evaluating arguments.

In Unit 3/4, students closely study a range of extracts from philosophical texts. Through this, students develop the key skills: clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. The subject encourages students to think critically on their own thinking, as well as on the views of Philosophers.

WHAT STUDENTS WILL LEARN

Mind and Bodies

In the first Area of Study, students study the nature of the mind and body, examining concepts relating to these and analysing, comparing and evaluating viewpoints and arguments concerning the relationship between mind and body within the set texts, and discuss contemporary debates.

Personal Identity

Students question the possibility of whether the self or identity continues over time. Along with the Philosophers studied, students will learn thought experiments, moral questions and contemporary debates that can influence identity.

Conceptions of the Good Life

Students explore ancient and modern Philosophers' views on what makes life worth living. Students will learn key concepts, analysis skills and evaluation skills.

Living the Good Life in the 21st Century

In the final Area of Study, students develop and justify responses on how technology affects our quality of life in the 21st Century.

POSSIBLE FUTURE PATHWAYS

The skills learnt in VCE Philosophy are highly regarded for careers that involve conceptual analysis, strategic thinking, ethical awareness, insightful questioning and carefully reasoned arguments.

Areas which students may be led to following the study of Philosophy include:

- Arts
- Law



HUMANITIES CURRICULUM

VM WORK RELATED SKILLS UNITS 3/4 (12HWVM)

OVERVIEW

Work Related Skills Units 3 and 4 focus on building and demonstrating the practical and interpersonal skills needed to thrive in a modern workplace. Students explore the nature of workplace culture and relationships, gain an understanding of workplace rights and responsibilities, and develop strong communication and collaboration skills. They also prepare a professional portfolio and present it to a panel, simulating a real-world employment or training application.

Unit 3 focuses on industrial relations, communication, collaboration and personal accountability in the workplace.

Unit 4 culminates in the development and presentation of a personal portfolio that reflects students' skills, knowledge, and readiness for future employment or education.

WHAT STUDENTS WILL LEARN

Workplace Culture and Wellbeing

Students will understand the features of a positive and inclusive workplace. They will be able to identify the roles of statutory bodies, unions and advocacy groups. Students will also examine how diversity, collaboration and communication contribute to workplace success.

Workplace Rights and Responsibilities

Students will learn about the National Employment Standards and Fair Work Act. They will understand worker classifications, pay and conditions, and dispute resolution processes. Students will identify and analyse issues such as bullying, discrimination and harassment.

Communication and Collaboration

Students will apply effective listening and questioning techniques. They will learn how to build professional relationships and networks and how to work in teams and use digital tools for collaboration.

Portfolio Development and Presentation

Students will collect and evaluate evidence of skills and achievements and create a physical or digital portfolio suitable for a chosen industry or education pathway. They will prepare for and participate in a formal interview-style presentation.

POSSIBLE FUTURE PATHWAYS

Work Related Skills Units 3 and 4 offer students the tools and experience to succeed in a variety of post-school settings. Pathways may include:

- Apprenticeships and Traineeships
- Employment in a chosen industry
- Further study in TAFE or other training providers
- Vocational leadership roles
- Enterprise or small business development





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EST 1919

RESPICE LUCEM

LANGUAGES CURRICULUM

FRENCH UNITS 3/4 (12LFR)

OVERVIEW

In Unit 3/4 French students continue to develop their understanding of French language and culture through studying a range of topics related to their personal world, French-speaking communities and the world around them. They build on their knowledge of vocabulary and grammar and reflect on the connection between language and culture and its role in the community.

Students will further extend their skills through a variety of speaking, listening, reading, writing and viewing tasks. They will exchange ideas and opinions about their personal world, interpret written and spoken French in a range of contexts and present information for a range of audiences.

WHAT STUDENTS WILL LEARN

Interpersonal Communication

Students will participate in a 3–4-minute role-play in French, focusing on negotiating a solution to a personal issue.

Students will participate in a 3–4-minute interview about a cultural product or practice, in which they provide information and respond to questions.

Interpretive Communication

Students will read, listen to and view texts in French, and respond to these texts in writing in French. Students will locate and use information from three different texts, connecting and comparing ideas and identifying different points of view in each of the texts.

Students will read, listen to and view texts in French. They will analyse and use information from these texts in an extended written response in French, in a different text type to the texts provided as stimulus material.

Presentational Communication

Students will present ideas and information in writing in French, for a particular audience and purpose. They will produce a personal, informative or imaginative piece of writing. Students will present ideas information, concepts and ideas about an issue, in a persuasive or evaluative piece of writing in French.

POSSIBLE FUTURE PATHWAYS

Unit 3/4 French is ideal for students who have enjoyed Unit 1/2 French and are interested in further developing their communication skills in French, deepening their understanding of the French-speaking cultures and broadening their linguistic and cultural horizons to embrace a wide range of opportunities in the future.

It may also suit students who have completed Unit 1/2 French and are aiming to do well in VCE, given that the study of a language at VCE level can lead to bonus points on ATAR scores.

Possible links to further studies include:

- International Law
- Tourism
- International Aid
- Fashion
- Translating
- Education
- Journalism





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RESPICE LUCEM

MATHEMATICS CURRICULUM

FOUNDATION MATHEMATICS UNITS 3/4 (12MFM)

OVERVIEW

Foundation Mathematics has a strong emphasis on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.



WHAT STUDENTS WILL LEARN

Students will complete a range of activities, assessments and investigations from the following areas:

Algebra, number and structure

Students will cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.

Data analysis, probability and statistics

Students will cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.

Financial and consumer mathematics

Students will cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.

Space and measurement

Students will cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.

POSSIBLE FUTURE PATHWAYS

Foundation Mathematics is designed to support each individual student's occupational pathway, links to further tertiary studies, apprenticeships, full time employment, connections with the wider community.



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RESPICE LUCEM

MATHEMATICS CURRICULUM

GENERAL MATHEMATICS UNITS 3/4 (12MGM)

OVERVIEW

Unit 3/4 is the culmination of a student's study of Mathematics. This study assumes knowledge and skills from the Unit 1/2 General Mathematics course.

The course is designed for students to gain and demonstrate knowledge and skills that relate to real world applications of mathematics.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Data analysis, probability and statistics

Students will cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

Discrete mathematics: recursion and financial modelling

Students will cover the use of first-order linear recurrence relations and the time value of money to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Discrete mathematics: Matrices

Students will cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Discrete mathematics: Networks and decision mathematics

Students will cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score of a mathematics course. Mathematics forms a basis for students to be able to calculate and solve problems in their daily lives and future careers. Areas which students may be led to following the study of General Mathematics include:

- Agriculture
- Arts
- Banking
- Business
- Criminology
- Education
- Environmental Science
- Exercise and Sport Science
- Food Technology
- Health Science
- Law
- Psychology
- Midwifery
- Nursing
- Science





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MATHEMATICS CURRICULUM

MATHEMATICS METHODS UNITS 3/4 (11MMM)

OVERVIEW

The study of Mathematical Methods Units 3/4 further encompasses the study of algebra, calculus, graph sketching and probability.

Assumed knowledge from Units 1/2 Mathematical Methods will be drawn on, as applicable, in the development of related content from the areas of study.

Analysis and application of skills, with and without the use of technology, becomes a greater focus in this course.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Functions, relations and graphs

Students will cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain, co-domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored in a variety of modelling contexts and theoretical investigations.

Algebra, number and structure

Students will cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms.

Calculus

Students will cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, antiderivatives and integration of these functions. This material is to be linked to applications in practical situations.

Data analysis, probability and statistics

Students will cover discrete and continuous random variables, their representation using tables, probability functions; the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Mathematical Methods include:

- Accounting
- Engineering
- Biomedical Science
- Commerce





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MATHEMATICS CURRICULUM

SPECIALIST MATHEMATICS UNITS 3/4 (12MSM)

OVERVIEW

Specialist Mathematics Units 3/4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1/2, Specialist Mathematics Units 1/2 topics 'Number systems and recursion' and 'Geometry in the plane and proof'.

Designed to extend those students who are very proficient in Mathematics.

Students must also concurrently be studying or have previously studied Mathematical Methods Units 3/4.

WHAT STUDENTS WILL LEARN

Students will undertake SACs in the following areas of study:

Discrete mathematics: Logic and proof

Students will cover the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counterexamples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus.

Functions, relations and graphs

Students will cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

Algebra, number and structure: Complex numbers

Students will cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Calculus

Students will cover the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations drawing from a variety of fields.

Space and measurement

Students will cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Specialist Mathematics include:

- Analytics
- Computer Programming
- Geospatial Science
- Pharmaceutical Science





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MATHEMATICS CURRICULUM

VM NUMERACY UNITS 3/4 (12MNVM)

OVERVIEW

VCE Vocational Major (VM) Numeracy enables students to develop everyday numeracy skills through thinking, problem-solving, evaluating, and communicating to meet the demands of their personal, community, vocational and further study needs. Students build mathematical understanding across number, measurement, shape, data, systems, and processes, applying these skills in real-world contexts such as financial management, civic participation, health, recreation and work. Through applied learning, students strengthen their ability to use mathematics purposefully, critically and flexibly in their daily lives, workplaces and communities.

WHAT STUDENTS WILL LEARN

Numeracy in Applied Contexts

Numeracy development is delivered through six contextual learning blocks, each approximately six weeks long and culminating in an applied project (School-Assessed Coursework). Each block is aligned with mathematical concepts and capabilities from the curriculum:

- Personal Numeracy – Number; Quantity & Measure
- Financial Numeracy – Number
- Vocational Numeracy – Shape; Quantity & Measure; Relationships
- Health Numeracy – Data; Quantity & Measurement
- Civic Numeracy – Data; Uncertainty
- Recreation Numeracy – Dimension & Direction; Systematics

In each context, students engage with authentic scenarios that connect mathematics to their everyday lives, work, and communities. Projects include tasks such as looking in to nutritional values of processed and home made meal, Designing a Golf Course or a Workplace Layout with Scale and Dimensions and or planning finances to out. These applied learning experiences build mathematical confidence and encourage meaningful engagement with numeracy through both familiar situations.

Developing Problem Solving and Reasoning

Students are supported to make sense of problems, select and apply suitable strategies, and communicate their reasoning. Applied projects are multi-part and require students to analyse, interpret, and evaluate numerical information. Tasks will allow students to engage critically with numeracy, build resilience in problem solving, and reflect on the reasonableness and implications of their findings.

Representing Mathematics and Using Tools

Digital tools and technology are embedded throughout all learning blocks to support the clear and effective representation of mathematical ideas. Students use spreadsheets to manage and analyse financial data; apply computer-aided design (CAD) and mapping software to model real-world spaces; and use tools such as Graphs, Canva, and video to communicate mathematical thinking. Students are encouraged to reflect on their results through estimation, checking, and discussion, and to justify the choices they make. These routines reinforce the understanding that numeracy is not only about calculation, but also about reasoning, communication, and informed decision-making in real-world contexts.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Numeracy include:

- Building and Construction
- Business and Finance
- Community Services and Health
- Engineering and Manufacturing
- Hospitality and Tourism





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SCIENCE CURRICULUM

BIOLOGY UNITS 3/4 (12SBI)

OVERVIEW

Life is beautiful!

From genes to proteins, reproduction to growth, evolution to diversity, Biology is the study of living organisms, including their structure, function, growth, origin and evolution. VCE Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. Life, from the cellular to organism level will be explored and studied.

WHAT STUDENTS WILL LEARN

UNIT 3

What is the role of nucleic acids and proteins in maintaining life?

Students will analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

How are biochemical pathways regulated?

Students will analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

UNIT 4

How do organisms respond to pathogens?

Students will analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

How are species related over time?

Students will analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Students will design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges.

POSSIBLE FUTURE PATHWAYS

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; and problem-solving. The study of Biology is part of the possible pathways to further study in science. Biology-related careers include, but are not limited to:

- Medicine
- Nursing
- Research
- Immunology
- Marine Biology
- Zoology





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RESPICE LUCEM

SCIENCE CURRICULUM

CHEMISTRY UNITS 3/4 (12SCH)

OVERVIEW

The global demand for energy and materials is increasing as the world population increases. The study of chemistry is an important step to increasing the efficiency of our energy options and the production of materials. Carbon is the basis for all life on Earth, but it is also found in fuels, food and medicine. They will learn skills in analytical chemistry. The students will undertake a practical investigation related to sustainable production of energy and/or materials.

WHAT STUDENTS WILL LEARN

UNIT 3

What are the current and future options for supplying energy?

Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

How can the rate and yield of chemical reactions be optimised?

Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

UNIT 4

How are organic compounds categorised and synthesised?

Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society

How are organic compounds analysed and used?

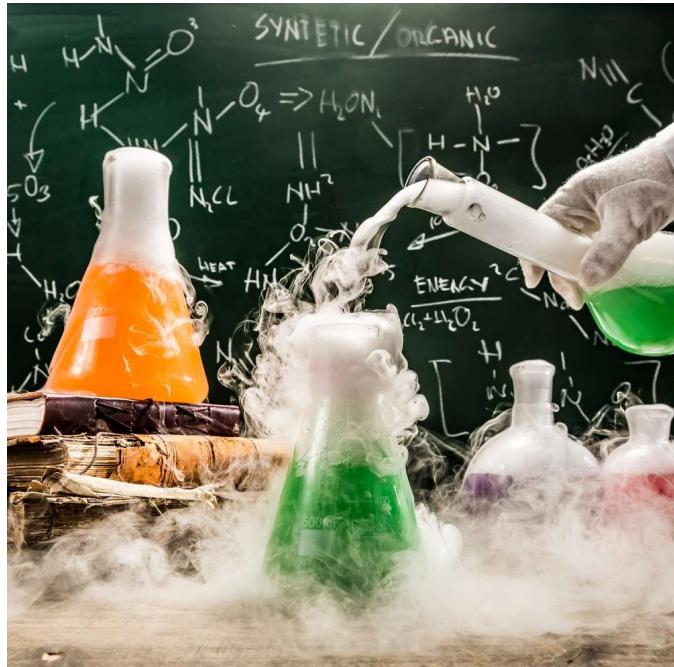
Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

POSSIBLE FUTURE PATHWAYS

Studying chemistry also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; teamwork; and problem-solving. The study of Chemistry is part of the possible pathways to further study in science. Chemistry-related careers are broad; areas which students may be led to following the study of Chemistry include, but are not limited to:

- Analytical Chemist
- Chemical Engineer
- Pharmacologist
- Dietician





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SCIENCE CURRICULUM

ENVIRONMENTAL SCIENCE UNITS 3/4 (12SES)

OVERVIEW

The focus of environmental science at this level is environmental management through the examination and application of sustainability principles. Management of the biosphere is explored and scientific principles in evaluating biodiversity management are applied. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.

WHAT STUDENTS WILL LEARN

UNIT 3

Students will explore the importance of Earth's biodiversity and how it has changed over time. Students will explain the principles of sustainability and environmental management.

UNIT 4

Students will analyse the major factors that affect Earth's climate. They will compare the advantages and disadvantages of using a range of energy sources and evaluate their suitability.

PRACTICAL INVESTIGATION

The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

Studying Environmental Science also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; and problem-solving. The study of Environmental Science is part of the possible pathways to further study in science. Environmental careers may include, but are not limited to:

- Environmental Consultant
- Environmental Engineer
- Marine Biologist
- Sustainability Consultant





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SCIENCE CURRICULUM

PHYSICS UNITS 3/4 (12SPH)

OVERVIEW

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. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

WHAT STUDENTS WILL LEARN

UNIT 3

What are the current and future options for supplying energy
Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

How can the rate and yield of chemical reactions be optimised
Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

UNIT 4

How are organic compounds categorised and synthesised
Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society

How are organic compounds analysed and used

Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

POSSIBLE FUTURE PATHWAYS

Studying Physics also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork and problem-solving. The study of Physics is part of the possible pathways to further study in science. Physics-related careers include, but are not limited to:

- Engineer
- Research Analyst
- Autonomist
- Meteorologist
- Electrical Engineer
- Mechanical Engineer
- Electrician





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SCIENCE CURRICULUM

PSYCHOLOGY UNITS 3/4 (12SPY)

OVERVIEW

Do you ever wonder why you think and feel the way you do? Do you want to discover what happens when you feel stressed? What about learning more about the mysteries of sleep?

If yes to any of the questions above, then Psychology Units 3 and 4 is for you! Psychology is the study of the development of the mind and behaviour including biological structures and processes that underpin both. Students can develop an understanding of themselves and their relationships with others through the study of Psychology.

WHAT STUDENTS WILL LEARN

UNIT 3

Students will explore the remarkable role the Nervous System plays, in allowing us to respond to internal and external stimuli. They will be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

UNIT 4

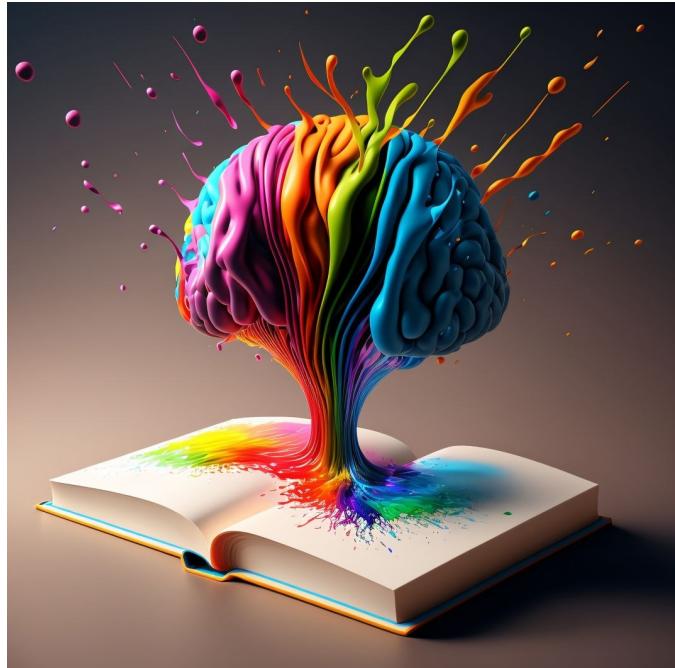
Students will analyse the demand of sleep and evaluate the effects of sleep disruption on a person's psychological functioning. Students will discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobias and discuss protective factors that contribute to the maintenance of mental wellbeing. The students will then refine their Key

Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

Psychology-related careers are broad; areas which students may be led to following the study of Psychology include, but are not limited to:

- Counselling
- Developmental Psychologist
- Educational and Organisational Psychology
- Health and Sport Science





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RESPICE LUCEM

TECHNOLOGY CURRICULUM

APPLIED COMPUTING: DATA ANALYTICS UNITS 3/4 (12TAC)

OVERVIEW

In Unit 3 Students continue apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.

In Unit 4 Students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information.

WHAT STUDENTS WILL LEARN

Data Analytics

Students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.

School Assessed Task

Students propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

Cyber Security

Students investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

Project Management

Students prepare a project plan, taking into account all stages of the problem-solving methodology

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of VCE Applied Computing include:

- Computer Technician
- Programmer
- Software Developer
- Game Developer





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TECHNOLOGY CURRICULUM

FOOD STUDIES UNITS 3/4 (12TFS)

OVERVIEW

In Unit 3, students investigate the many roles and everyday influences of food.

In Unit 4, students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

Please note that this subject will attract a fee.

WHAT STUDENTS WILL LEARN

The Science of Food

On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical activities to examine specific dietary needs.

Food Choices, Health and Wellbeing

On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Navigating Food Information

On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Environment and Ethics

On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Food Studies include:

- Health and Food Sciences
- Nutrition





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TECHNOLOGY CURRICULUM

PRODUCT DESIGN & TECHNOLOGY UNITS 3/4 (12TPD)

OVERVIEW

Unit 3/4 is the culmination of a student's study of Product Design & Technology and presents the opportunity to apply design principles and skills to design for an end-user.

Students examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications. Application of risk assessment to apply appropriate, efficient, and safe methods of working with materials, tools, equipment and machines.

Students apply project management techniques of time and sequence and choose appropriate processes. Analysis and evaluation of the appropriateness of production activities and product design.

They will gain an understanding of product design in industry including in depth case studies of Australian and international designers/manufacturers. Product comparison and evaluation is covered through practical analysis.

Students will have the opportunity to focus their studies on Fashion or Wood.

Please note that this subject will require students to purchase their own materials.

WHAT STUDENTS WILL LEARN

Applying the Product Design Process

Students focus on designing a product to meet the needs of an end-user. The relevance of the design process as applied to industry-based design is considered as students work on applying the process to their own designs. Students will work closely with their end-user in order to ensure all needs are met during the design stage.

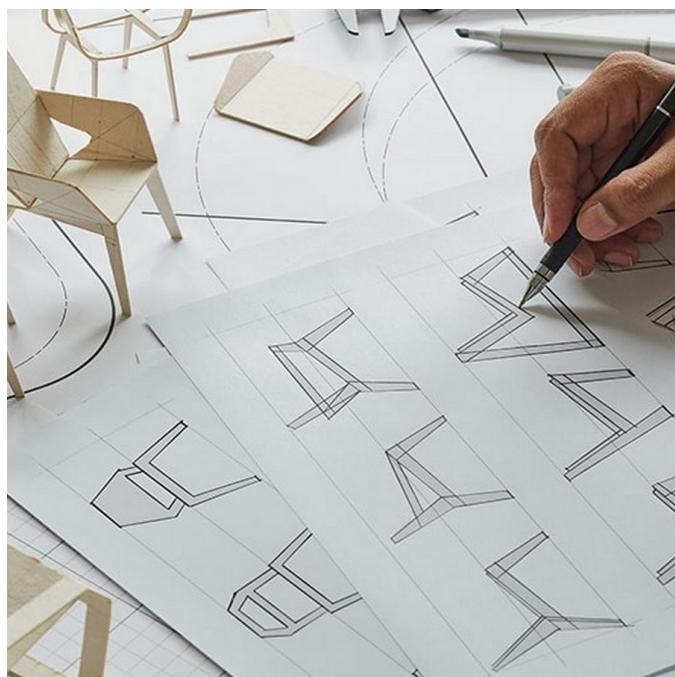
Product Development & Evaluation

Students work on developing/manufacturing the products designed during Unit 3. They will apply appropriate skills in the safe use of relevant tools/machinery in order to construct a product that successfully meets the end-user's needs. Upon product completion they will evaluate the product using the pre-set evaluation criteria created during Unit 3.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of VCE Product Design and Technology- Fashion include:

- Interior Design
- Arts
- Apprenticeships





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TECHNOLOGY CURRICULUM

SYSTEMS ENGINEERING UNITS 3/4 (12TSE)

OVERVIEW

Unit 3/4 is the culmination of a student's study of Systems Engineering and presents the opportunity to apply principles and skills to design and manufacture one substantial controlled integrated system.

There is a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. Students further develop their understanding and interpretation of symbolic representation of technological systems.

Please note that this subject will require students to purchase their own materials.

WHAT STUDENTS WILL LEARN

Integrated and Controlled Systems

Students learn about the integration, calibration and control of mechanical and electro-technological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms. Students use fundamental physics and applied mathematics to solve systems engineering problems. They apply theoretical concepts and principles and use the systems engineering process to manage the design and planning of an integrated and controlled system and to commence its production.

They gain an understanding of energy sources and the application of technologies to convert energy sources into power for engineered systems. They consider the relevance of designing systems that are beneficial to the economy, environment and society.

Systems Control

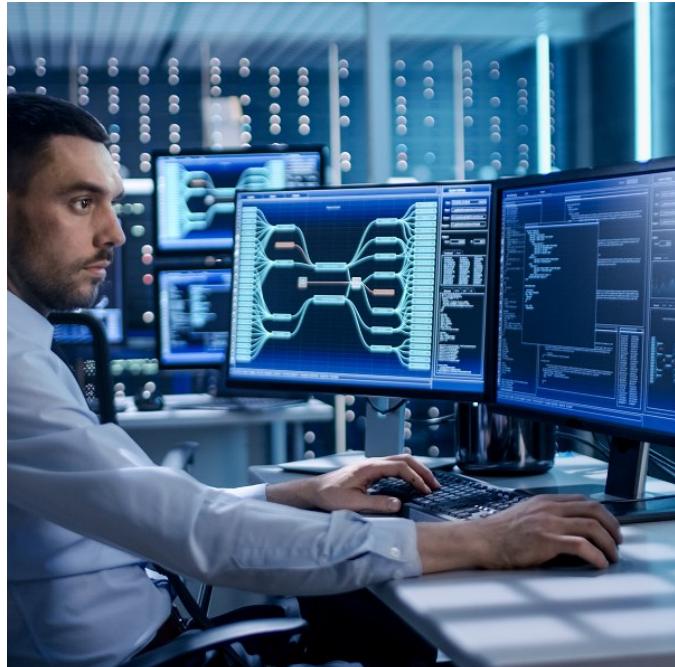
Students continue the development of the integrated and controlled system they have researched, designed, and planned. They support the production, testing, diagnosis and evaluation of their systems, subsystems and use of components with appropriate documentation, and with reference to technical data. In their evaluation they refer to the systems engineering process and the factors that have influenced the creation and use of the system. They also consider improvements that could be made to both the system and the process.

Students focus on new or emerging systems engineering technologies and processes. They consider scientific, technological, environmental, economic and societal and human factors that led to the development of the new or emerging technology and develop an understanding of how it operates and is used.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Systems Engineering include:

- Engineering
- Design and Manufacturing
- Apprenticeships





LILYDALE HIGH SCHOOL

VET SUBJECT HANDBOOK

Vocational Education and Training (VET) Subjects

Vocational Education and Training (VET) courses offer students the opportunity to gain industry-recognised qualifications while completing their secondary education. Students graduate with dual qualifications – their VCE/VCE-VM and a Vocational Certificate – opening pathways to further education, apprenticeships, or direct employment. VET subjects can contribute a four units to a students VCE/VCE-VM program (Unit 1-4 sequence)

Delivery and Structure

Lilydale High School offers VET courses through the Yarra Valley VET Cluster and local Registered Training Organisations (RTOs). VET subjects may involve up to one full day per week of study off campus, extended hours, or occasionally holiday classes. Most VET classes run on Wednesdays, at various locations in the Yarra Valley and surrounding areas. Students are responsible for arranging their own transportation to and from these training sites each week.

Enrolment Information

VCE Students **may** choose VET as one of their subjects in their 2026 course selections. Students in VCE-VM **must** select a VET subject in their 2026 course selections.

All VET enrolments must be finalised by submitting an Expression of Interest Google Form (available from the Careers office) by the end of Term 2.

Places are not guaranteed – courses will only run if minimum numbers are met across the cluster of participating schools. Confirmation of VET courses will not be available until Term 4.

Students will be expected to attend an orientation session at the providers location in late November/early December.

Important Considerations for Students

- VET is a two-year commitment and cannot be added later.
- All costs related to transport, excursions, uniform (if applicable) or personal protective clothing (if applicable) are the responsibility of the student.
- Students are encouraged to speak to the VET Co-ordinator early to discuss options and secure a place.
- VET is a valuable option for students who are motivated, hands-on learners looking for practical skills and a head start on their future career.
- 100% attendance is required in all VET subjects



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VET CURRICULUM

CERTIFICATE III IN ACTING (SCREEN)

OVERVIEW

This course develops student knowledge of the variety of careers available in the Film and Television industries and develops students' acting and technical competence. It provides the fundamental information for entry into this industry while developing actor skills and individual student growth. This course is run at Lilydale High School by the Australian College of Dramatic Arts on Wednesdays at 3:30pm-5:30pm (first year) and 6pm-8pm (second year).

WHAT STUDENTS WILL LEARN

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



POSSIBLE FUTURE PATHWAYS

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

Study Pathways

- Diploma of Dramatic Art in Acting (NIDA)
- Diploma of Technical Production (NIDA)
- Associate Diploma of Dramatic Arts in theatre Crafts (NIDA)
- Bachelor of Creative Arts (Drama) or (Dance) – Deakin University
- Graduate Diploma of Dramatic Art in Movement (NIDA)
- Graduate Diploma in Production Management (NIDA)
- Bachelor of Fine Arts (Production) University of Melbourne
- Bachelor of Arts (Performing Arts) – Federation University



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VET CURRICULUM

CERTIFICATE II IN ANIMAL CARE

OVERVIEW

Animal Care provides training and skill development in areas of the animal care and management industry and will focus on exhibited animals in the Lilydale High Zoology Centre. This course is run at Lilydale High School by National Training Masters on Wednesday's at 12pm - 4pm.

WHAT STUDENTS WILL LEARN

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.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate III in Animal Studies
- Certificate III in Wildlife and Exhibited Animal Care
- Certificate III in Captive Animals
- Certificate IV in Veterinary Nursing
- Diploma of Animal Technology





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VET CURRICULUM

CERTIFICATE II IN AGRICULTURE

OVERVIEW

This training program aims to give students an overview of the Agriculture Industry and the potential career paths within it. Students will learn: 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. This course is run at Mt Lilydale Mercy College in Lilydale and the College's sheep paddocks in Wandin on Wednesday from 12:15pm to 4:15pm.

WHAT STUDENTS WILL LEARN

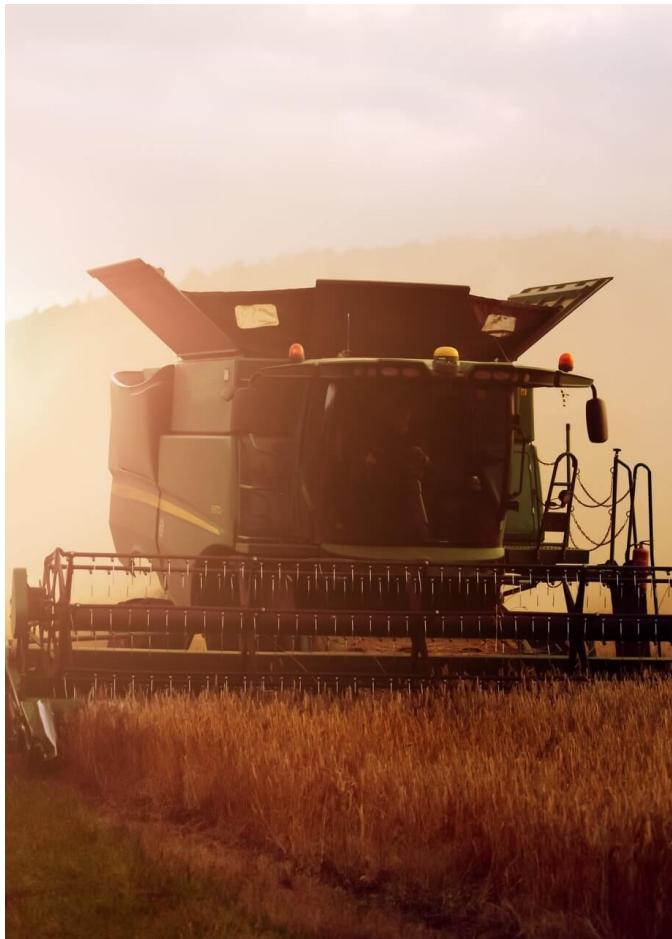
Students in first year will learn about safe workplace health and safety procedures, installing, maintaining and repairing farm fencing. They will also learn about the health and welfare of livestock. In second year, students will learn how to operate and care for basic machinery and equipment, handle livestock using basic techniques, carry out basic electric fencing and participate in environmentally sustainable work practices.

POSSIBLE FUTURE PATHWAYS

This program is designed to introduce students to a variety of career pathways such as traineeships and apprenticeships in the Agricultural Industry (farmhand, station hand, livestock transport driver, farm operator). Students also wishing to pursue a career in Horticulture, Winemaking and Viticulture would benefit from completing the certificate.

Study Pathways

- Certificate III Agriculture
- Certificate IV Agriculture
- Certificate III Horticulture
- Certificate IV Horticulture
- Diploma of Agriculture





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VET CURRICULUM

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

OVERVIEW

This course is designed to provide you with an understanding of the basic skills and knowledge required to become an allied health assistant. 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. This course is run at Box Hill Institute (Elgar Road Campus) on Wednesday at 1:00 pm 4:00pm.

Note: This program provides partial completion of the qualification during the standard course timeframe. Students can achieve the full certification by completing additional units at the conclusion of their high school studies, which will require extra time commitment and associated costs.

WHAT STUDENTS WILL LEARN

Students in first year will learn how to communicate and work effectively in health or community services, comply with infection prevention and control policies and procedures, participate in workplace health and safety, organise personal work priorities and respond effectively to behaviours of concern. In second year, students will interpret and apply medical terminology appropriately, recognise healthy body systems, transport individuals and will engage with health professionals and the health system. Over the two-year course students will be required to complete a minimum of 4 hours placement (Structured Workplace Learning) per year of the program (total 8 hours). It is up to the student and school to ensure that this requirement is organised and met in consultation with Box Hill Institute.



POSSIBLE FUTURE PATHWAYS

This program is designed to introduce students to a variety of career pathways in the health care sector such as therapy or allied health assistant. With further training students can enter careers as a podiatry assistant, physiotherapy assistant, speech pathology assistant or occupational therapy assistant.

Study Pathways

- Certificate IV Allied Health
- Certificate IV Health Care



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VET CURRICULUM

CERTIFICATE II IN APPAREL, FASHION AND TEXTILES

OVERVIEW

This course focuses on foundation skills in the fashion design process and is highly suitable for those who have a creative flair and interested in fashion. The subjects will include design, pattern making, garment construction, fashion illustration and textiles. Over the two-year course you will produce a design folio and several garments of your choice using industry standard equipment in our creative design hub. This course is run at Box Hill Institute (Nelson Campus) on Wednesday at 1:30pm – 5:30pm.

WHAT STUDENTS WILL LEARN

In first year, students will learn to how to work safely, apply quality standards, produce simple garments, draw and interpret basic sketches, modify patterns and use a sewing machine for fashion design. In second year, students will learn how to participate in environmentally sustainable work practices, design and produce simple garments, check product quality, operate computing technology in a textile, clothing and footwear workplace and identify fibres, fabrics and textiles used in the industry.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate IV Design
- Diploma Social Media Marketing
- Bachelor of Fashion
- Bachelor of Fashion Merchandising





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VET CURRICULUM

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

OVERVIEW

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. This course is run at Ringwood Training on Wednesday at 8:00am - 1:00pm.

WHAT STUDENTS WILL LEARN

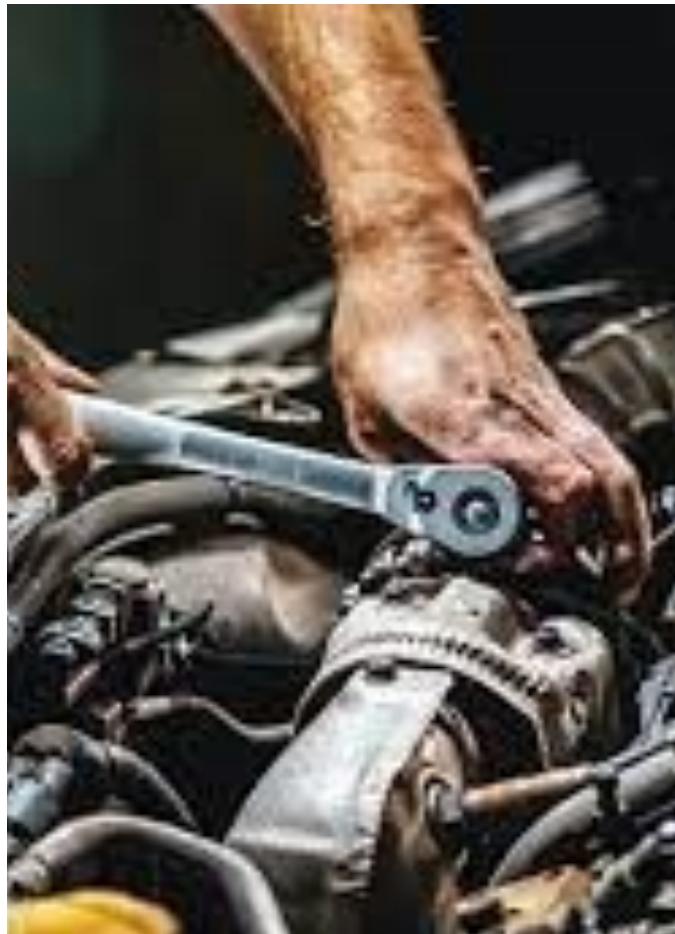
In first year, students will follow environmental and sustainability best practice and in an automotive workplace and learn about safe working procedures in a workshop. Students will learn how to resolve routine problems in an automotive workplace, how to identify automotive mechanical systems and components and use and maintain tools and equipment in an automotive workplace. Students will also learn how to inspect, test and service batteries and carry out basic vehicle servicing operations. In second year, students will learn to communicate effectively in an automotive workplace, construct and test basic electronic circuits, operate electrical test equipment, solder electrical wires and circuits, dismantle and assemble single cylinder four stroke and petrol engines and dismantle and assemble multicylinder four stroke petrol engine.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate III Automotive – as part of an apprenticeship
- Certificate IV in Automotive Studies
- Diploma of Automotive Studies
- Advanced Diploma in Automotive Studies





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VET CURRICULUM

CERTIFICATE II IN BUILDING AND CONSTRUCTION (CARPENTRY)

OVERVIEW

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. This course is run on Wednesday at Box Hill Institute (Lilydale Campus) from 1:30pm - 4:30pm or all day (8:00am - 4:00pm) at Swinburne Institute (Croydon).

NOTE: The Box Hill Institute course provides partial completion of the qualification during the standard course timeframe. Students can achieve the full certification by completing additional units at the conclusion of their high school studies, which will require extra time commitment and associated costs.

WHAT STUDENTS WILL LEARN

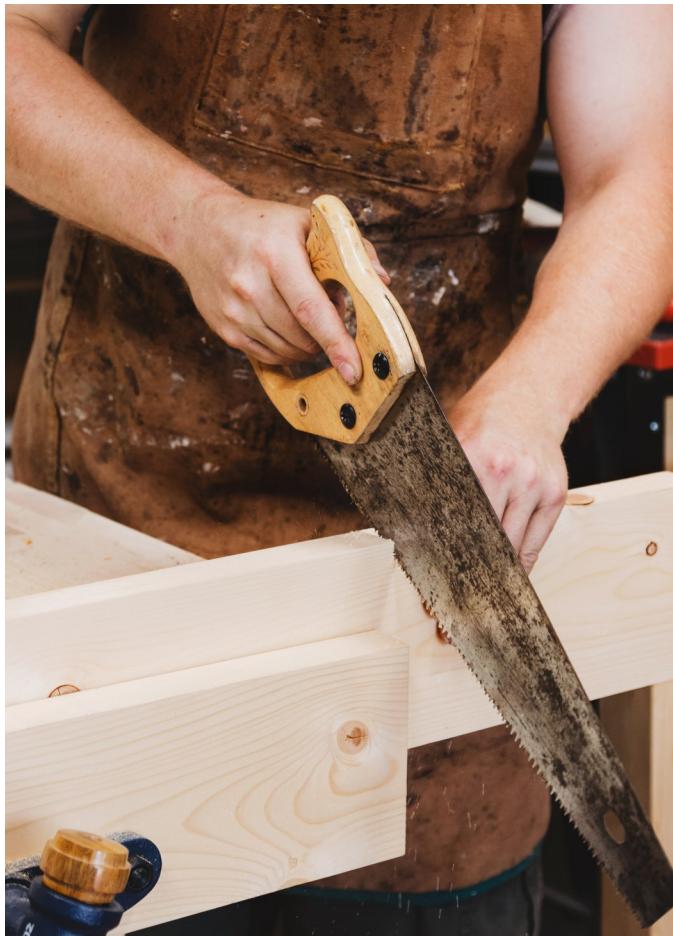
In first year, students will focus on working safely in the construction industry and will apply their knowledge of OHS requirements, policies and procedures in the workplace. Students will learn how to communicate effectively in the workplace, identify and handle carpentry tools and equipment. They will also learn basic levelling procedures, carry out measurements and calculations and provide basic emergency life support (1 full day attendance required). In second year, students will learn how to interpret and apply basic plans and drawings, perform basic setting out, construct basic sub-floor, install basic windows and door frames, install interior fixings, install basic external cladding and work effectively and sustainably in the construction industry.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate III Carpentry – as part of an Apprenticeship
- Certificate IV Building and Construction





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CERTIFICATE III IN BEAUTY SERVICES

OVERVIEW

This course has a strong emphasis on communication and retail techniques necessary for a career in beauty. It teaches the basic skills and knowledge required as a beautician to provide a range of beauty services including nail, waxing, lash and brow and basic make-up services. After successful completion you will possess a range of well-developed technical and customer service skills where discretion and judgement are required. This course includes client consultation on beauty products and services. This course is completed at Box Hill Institute (Box Hill campus) on Wednesday from 1:30pm to 5:30pm.

Note: This program provides partial completion of the qualification during the standard course timeframe. Students can achieve the full certification by completing additional units at the conclusion of their high school studies, which will require extra time commitment and associated costs.

WHAT STUDENTS WILL LEARN

In first year, students will apply safe hygiene, health and work practices. Students will learn how to design and apply make-up, apply make-up for photography, provide manicure and pedicure services, provide salon services to clients, apply cosmetic tanning products and nail art. In second year, students will learn how to conduct salon financial transactions, provide basic lash and brow services, research and apply beauty industry information, comply with organisational requirements within a personal services environment and will learn how to advise on beauty products and services.

POSSIBLE FUTURE PATHWAYS

This course may lead to work in beauty salons and hairdressing salons that provide beauty services.

Study Pathways

- Certificate IV Beauty Therapy
- Diploma of Beauty Therapy





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CERTIFICATE III IN COMMUNITY SERVICES

OVERVIEW

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. This course is completed at CIRE Training (Lilydale Campus) on Wednesday from 9:00am to 1:00pm.

WHAT STUDENTS WILL LEARN

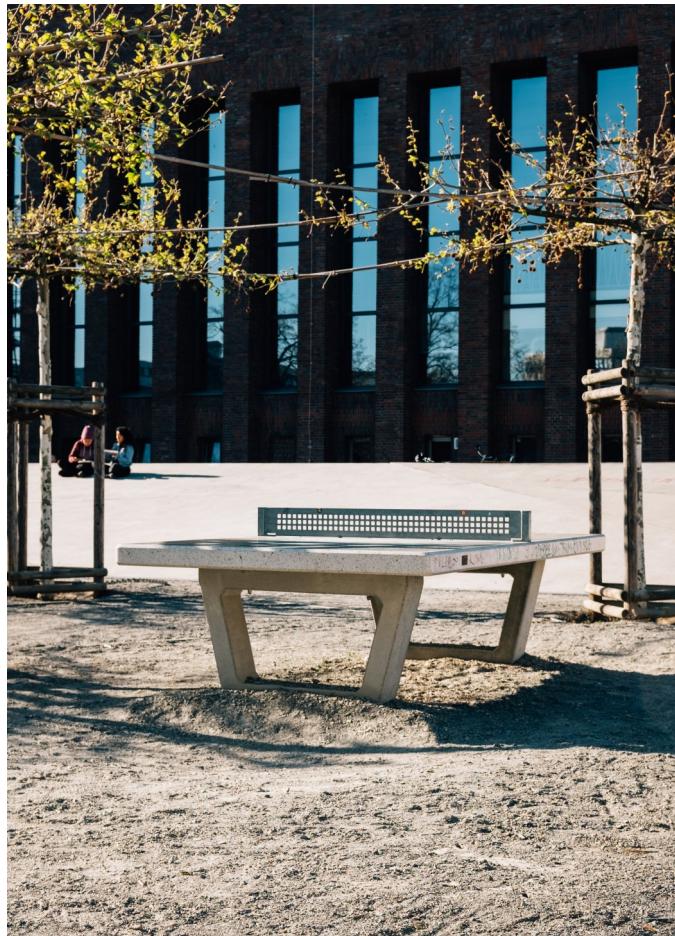
Students in first year will learn how to respond to client needs, communicate and work in health and or community services, work with diverse people, follow safe work practices or direct client care, provide first point of contact. In second year, students will learn how to manage personal stressors in the work environment, work with a community development framework, comply with infection prevention and control policies and procedures, be an effective volunteer, provide first aid, organise personal work priorities. Students are required to undertake 8 hours of structured workplace learning in a registered community service setting. Students complete the hours across the program with 4 hours in the first year and 4 hours in the second year.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate IV in Community Services
- Diploma of Community Services





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VET CURRICULUM

CERTIFICATE II IN CONSERVATION AND ECOSYSTEM MANAGEMENT

OVERVIEW

The VET subject Conservation and Land Management is a great choice for individuals interested in preserving and sustaining our environment. You may have a personal passion for conservation or be interested in pursuing a career with Parks Victoria. The qualification enables individuals to select an Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these. This course is conducted at Lilydale Heights College on Wednesday from 1:30pm to 4:30pm.

WHAT STUDENTS WILL LEARN

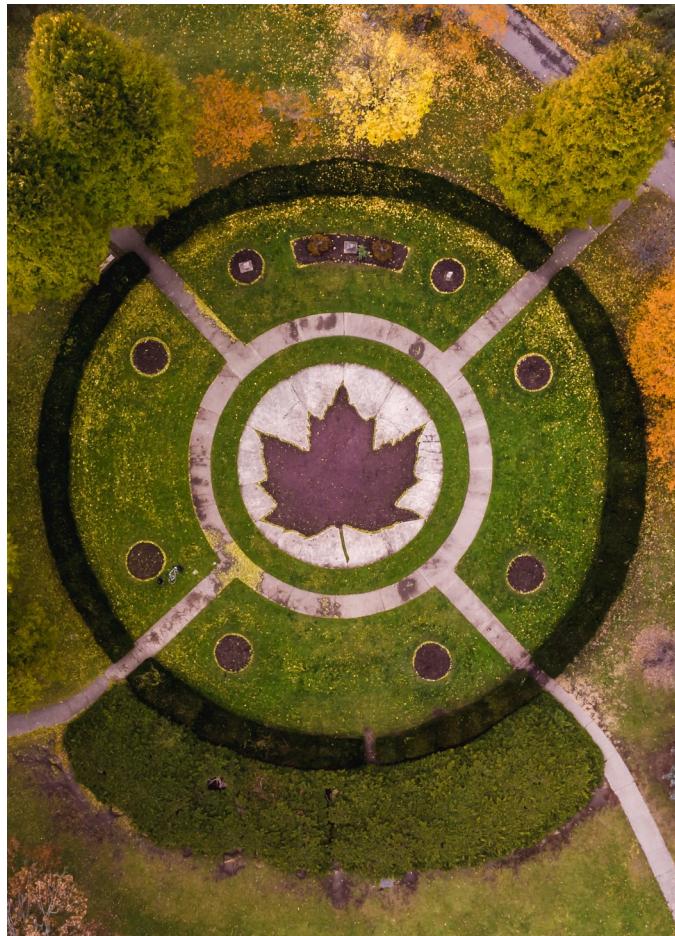
In the Certificate II in Conservation and Ecosystems Management students study 1 unit of competency over two years. These include the two core units related to work health and safety processes and environmentally sustainable work practices. Electives may include recognition of fauna and flora, collection of native seed and planting trees and shrubs. Additionally, we will learn about the maintenance of cultural places, conduct visual inspection of park facilities and provide visitor information. Two units involve the valuable life skills of providing basic emergency life support and first aid in a remote location. We also will investigate business technology, assist with landscape construction work, learn how to observe and report on weather and read and interpret maps.

POSSIBLE FUTURE PATHWAYS

Students who complete this qualification may find employment as a Conservation Worker - Land Management, Earthworks Conservation Worker or Conservation Worker - Parks and Wildlife. Through further education students may be able to work in national parks, pest control or environment conservation

Study Pathways

- Certificate III in Lands, Parks and Wildlife
- Diploma of Conservation and Land Management





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CERTIFICATE II IN COOKERY

OVERVIEW

This 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. This course is run at Ranges TEC Lilydale on Wednesday 12:30pm- 4:30pm (first year) and Thursday 4:00pm - 9:00pm (second year).

WHAT STUDENTS WILL LEARN

In the first year of the course, students will participate in safe work practices and learn about hygienic practices for food safety. They will prepare Asian appetisers and snacks and learn how to prepare and present dishes using basic methods of cookery. Students will learn how to clean kitchen premises and equipment and receive, store and maintain stock. In second year of the course students will produce stocks, sauces and soups as well as producing vegetable, fruit, egg and farinaceous dishes. Students will also learn how to prepare pastries.

POSSIBLE FUTURE PATHWAYS

The Certificate II in Cookery 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.

Study Pathways

- Certificate III in Cookery (Apprenticeship)
- Certificate IV Hospitality
- Diploma of Hospitality (Management)
- Diploma of Tourism.





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CERTIFICATE II IN DANCE

OVERVIEW

Certificate II in Dance is a practical and theoretical program for students interested in dance. The course provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the performing arts industry. Students can select elective units from the following dance styles: Jazz, Contemporary, Street and Tap. This course is run at Mt Lilydale Mercy College on Wednesday from 12:15pm - 5:15pm.

Note: Students must have prior dance experience to complete this course.

WHAT STUDENTS WILL LEARN

In their first-year students will learn how to work effectively with others, develop basic dance techniques, follow basic safe dance practices and develop a basic level of physical condition for dance performance. In second year, students will prepare for performance, incorporate artistic expression into basic dance performances, develop and apply creative arts industry knowledge and develop audition techniques.

POSSIBLE FUTURE PATHWAYS

This course may lead to the following career opportunities; professional dancer, studio dance teacher, choreographer, dance studio owner, dance therapist, dance assistant and casting agent.

Study Pathways

- Certificate III in Dance
- Certificate IV in Dance
- Diploma of Dance
- Bachelor of Dance





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CERTIFICATE III IN DESIGN FUNDAMENTALS

OVERVIEW

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. This course is run at Box Hill Institute (Elgar Campus) on Wednesday from 1:30pm to 5:30pm.

WHAT STUDENTS WILL LEARN

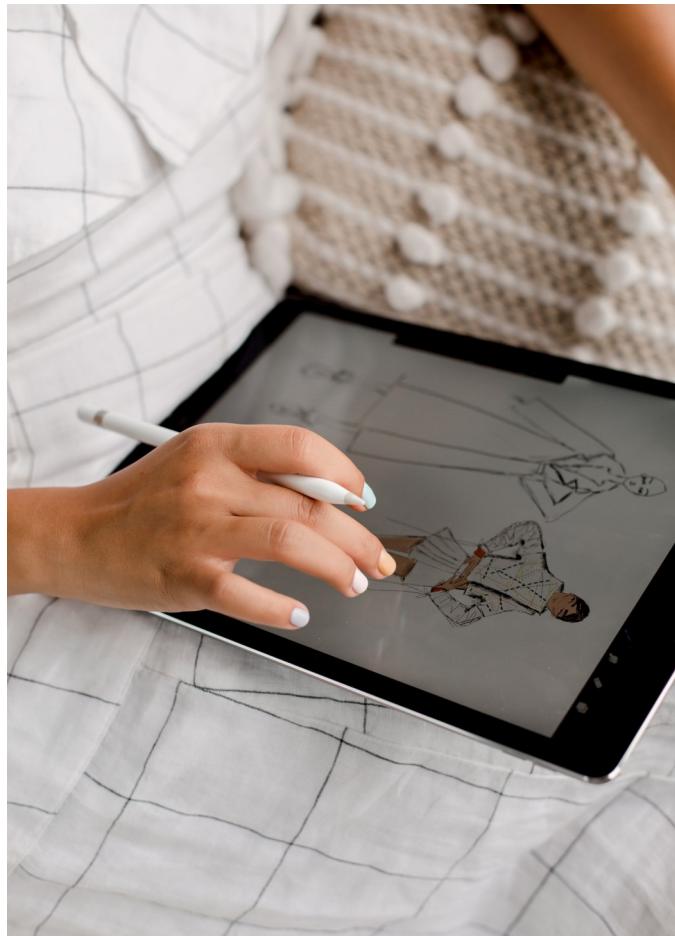
In the first year of the course students will produce drawings to communicate ideas, learn how to follow a design process, explore the use of colour and apply the creative design process to 2D forms. In second year, students will learn how to create visual design components, develop and refine illustrative work, capture photographic images and source and apply design industry knowledge.

POSSIBLE FUTURE PATHWAYS

This qualification provides a pathway into a career in design. This may be in a junior role working with a designer. Additionally, other future pathways and options include work in graphic pre-press, multimedia, web design, print finishing, printing and screen printing.

Study Pathways

- Certificate IV in Design
- Diploma of Applied Fashion Design and Technology
- Diploma of Interior Design and Decoration





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CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

OVERVIEW

This course covers the fundamentals of childhood development and caring for children. In this course you will gain comprehensive knowledge in social, emotional, physical and educational needs for infants and young children. This course is run at CIRE Training in Lilydale on Wednesday from 1:00pm to 4:30pm.

Note: This program provides partial completion of the qualification during the standard course timeframe. Students can achieve the full certification by completing additional units at the conclusion of their high school studies, which will require extra time commitment and associated costs.

WHAT STUDENTS WILL LEARN

In the first year of this course students will participate in workplace health and safety, learn about the health and safety of children, promote and provide healthy food and drinks, learn how to organise personal work priorities and development. In second year, students will learn how to use an approved learning framework to guide their practice, provide experiences to support children's play and learning, use information about children to inform practice and support children to connect with their world. The VCAA strongly recommends 80 hours of structured workplace learning (SWL) placement over the duration of the program.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate III Early Childhood Education and Care (complete remaining units)
- Diploma of Early Education and Care
- Bachelor of Early Childhood Education





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CERTIFICATE II IN ELECTROTECHNOLOGY STUDIES

OVERVIEW

The course provides training in basic electrical theory, electrical workshop practices, wiring and basic installation skills and the use of hand and power tools. It provides the opportunity for those wishing to gain employment in the electro-technology industry with the required prerequisite knowledge and skills for a range of apprenticeships. This course is run at Box Hill Institute in Lilydale on Wednesdays from 1:30pm - 5:00pm.

Note: Students must be capable of high level mathematics for this course (ideally Mathematical Methods). Due to limited availability of places students may be given a numeracy assessment before enrolment to determine if they meet the minimum standards of this course.

Note: An additional 4 hours of study each week is recommended for this course

Note: This program provides partial completion of the qualification during the standard course timeframe. Students can achieve the full certification by completing additional units at the conclusion of their high school studies, which will require extra time commitment and associated costs.

WHAT STUDENTS WILL LEARN

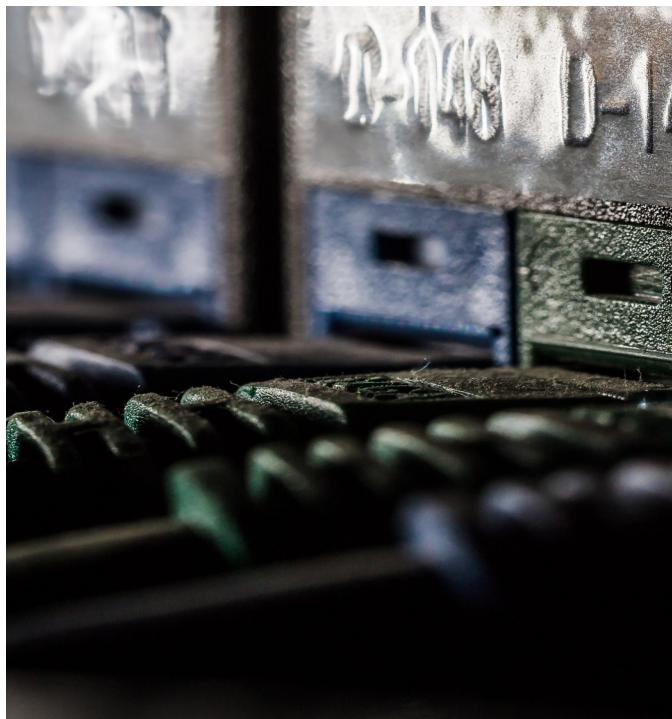
In the first year of this course, students will focus on working safely in the Construction Industry. They will learn about occupational health and safety regulations, codes and practices in the workplace and will attain their first aid certificate. Students will learn how to fabricate, assemble and dismantle utilities industry components, solve problems in ELV single path circuits, fix and secure electrotechnology equipment and perform intermediate engineering computations. In second year, students will learn how to install a sustainable extra low voltage energy power system, use test instruments in the electrotechnology industry, carry out a basic electrotechnology project and use network cabling for extra low voltage (ELV) equipment and devices. Students will learn how to attach cords and plugs to electrical equipment for connection to a single phase 23-volt supply.

POSSIBLE FUTURE PATHWAYS

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

Study Pathways

- Certificate III in Electrotechnology Electrician - In an apprenticeship
- Certificate III in Renewable Energy- ELV
- Certificate III in Electronics and Communications
- Certificate III in Computer Systems Equipment





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VET CURRICULUM

CERTIFICATE II IN ENGINEERING

OVERVIEW

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. This course is run at Ringwood Training in Ringwood on Wednesday's from 8:00am - 12:30pm.

WHAT STUDENTS WILL LEARN

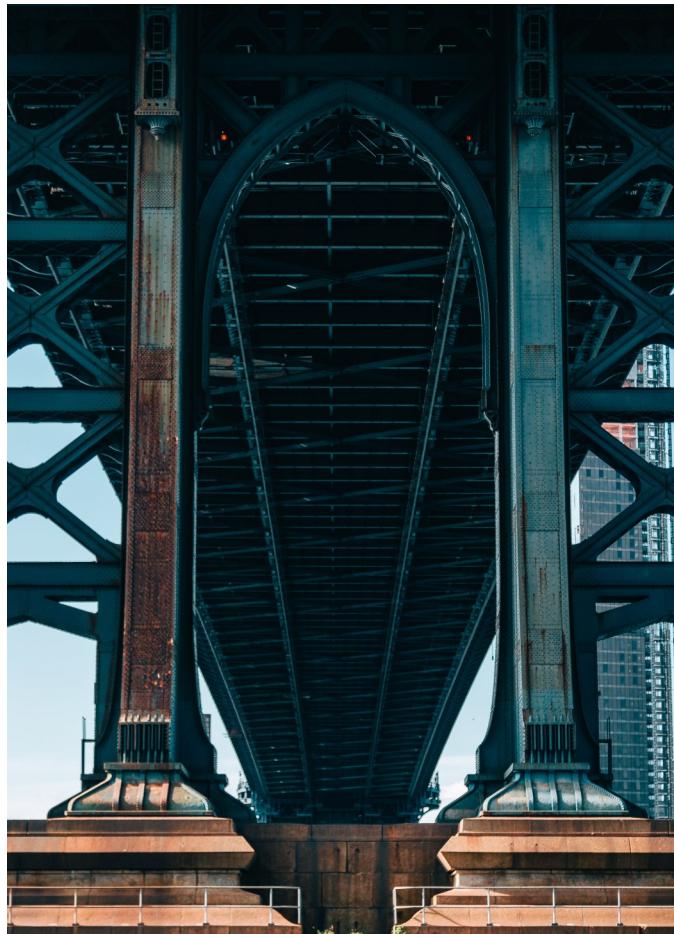
In the first year of the course, students will learn how to apply principles of Occupational Health & Safety in the work environment. They will develop an individual career plan for the engineering industry and perform basic machining processes. Students will learn how to apply basic fabrication techniques, interact with computing technology and use power and hand tools. In the second year of the course, students will perform computations, participate in environmentally sustainable work practices, produce basic engineering sketches and drawings, handle engineering and produce basic engineering components and products using fabrication or machining.

POSSIBLE FUTURE PATHWAYS

A student who successfully completes the Certificate II in Engineering will have attained the necessary theoretical and practical skills required for entry level jobs in the metals and fabrication industry. Students can also gain apprenticeships in the Metal Manufacturing Industries, Maintenance Engineer, Aircraft Mechanic, Drafting, Panel Beating, Welding, Vehicle Body Maker.

Study Pathways

- Certificate III in Engineering Fabrication Trade (apprenticeship)
- Certificate IV in Engineering
- Diploma of Engineering





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CERTIFICATE II IN EQUINE STUDIES

OVERVIEW

Equine Studies prepares students to work in equine related industries. The course is run on Wednesdays at Box Hill Institute (Box Hill Campus) and at offsite locations from 1:30 to 5:00pm.

Note: Students must have the physical ability to be able to safely handle horses and complete tasks such as mucking out stables, moving equipment and tacking up horses.

Note: Ambulance cover and tetanus vaccination is required when working with horses.

Note: Students must have basic horse riding and handling skills to complete this course.

WHAT STUDENTS WILL LEARN

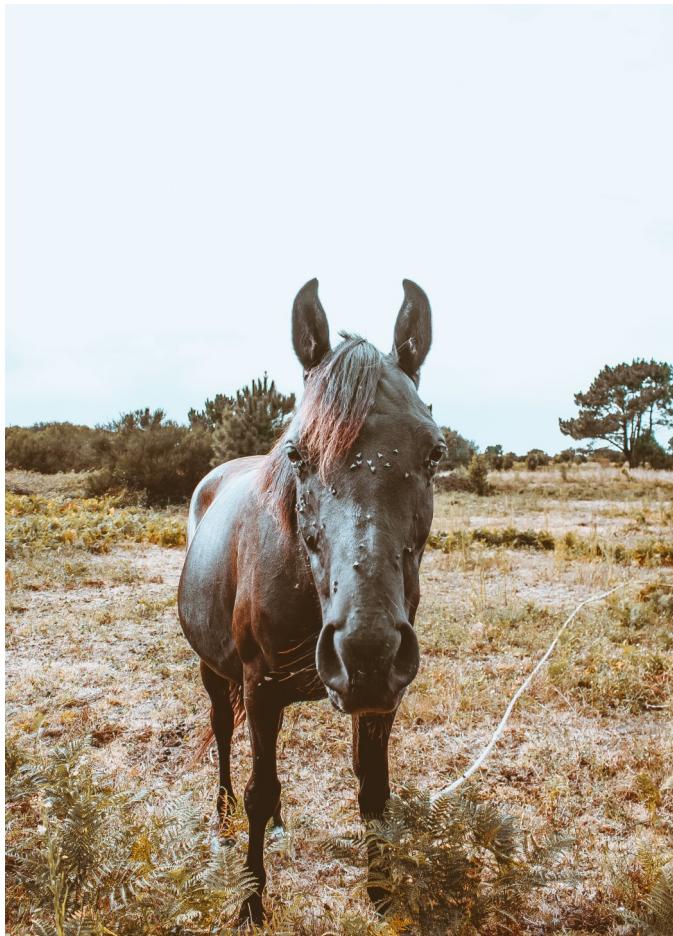
The course covers: handling horses safely, providing daily care for horses, providing basic emergency life support, working effectively in the equine industry and for equine organisations. The second year covers: equine form and function, equine anatomy and physiology, monitoring horse health and welfare, determining the nutritional requirements for horses and responding to equine injury and disease. Students will be required to attend full day practical training sessions as part of this course (2 days in Year 1 and 3 days in Year 2).

POSSIBLE FUTURE PATHWAYS

After successful completion, you may wish to apply for employment opportunities as an animal attendant, stable or stud hand, horse breeder, veterinary nurse or riding coach. Other possible industries are horse racing and retail.

Study Pathways

- Diploma of Equine Stud Management
- Diploma of Sports Marketing
- Diploma of Race (Thoroughbred) Training
- Certificate IV in Horse Management
- Certificate IV in Veterinary Nursing
- Certificate III in Farrier
- Certificate III in Racing Steward





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VET CURRICULUM

CERTIFICATE II IN HORTICULTURE

OVERVIEW

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. This course is run at Ranges TEC in Lilydale on Wednesdays from 12:30pm - 5:00pm.

WHAT STUDENTS WILL LEARN

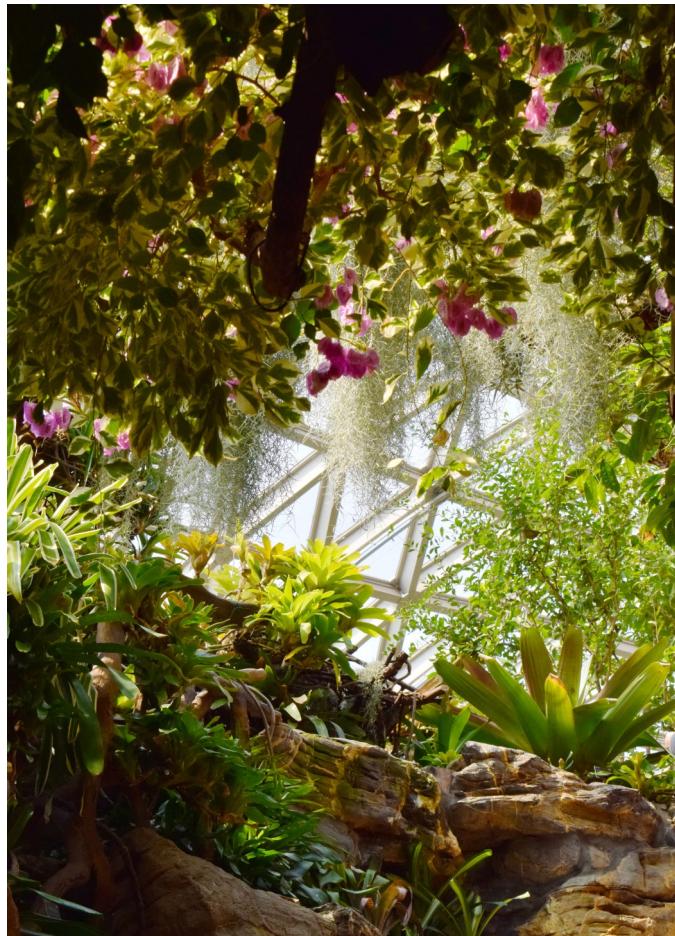
In the first year of this course, students will assist with landscape construction work. They will learn how to install aggregate paths, care for nursery plants, undertake propagation activities, recognise plants and will learn how to plant and prune trees and shrubs. In second year, students will learn how to construct low profile timber or modular retaining walls, lay paving, operate basic machinery equipment. Students will assist with soil or growing media sampling and testing and treat plant pests, diseases, disorders and weeds.

POSSIBLE FUTURE PATHWAYS

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.

Study Pathways

- Certificate III in Horticulture
- Certificate III in Horticulture – Landscape
- Certificate III in Irrigation
- Certificate IV in Conservation and Land Management
- Certificate IV in Horticulture
- Diploma in Horticulture
- Diploma in Conservation and Land Management
- Advanced Diploma in Conservation and Land Management





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VET CURRICULUM

CERTIFICATE III IN INFORMATION, DIGITAL & MEDIA TECHNOLOGY (VR & GAMING)

OVERVIEW

This two-year course aims to provide students with practical skills in the use of IT applications, hardware, software and computer networks, one or more national training qualifications. Acquiring these skills will enhance students' employment opportunities and pathways to further education. This course is run at Ringwood Training in Ringwood on Wednesdays 12:30pm - 4:30pm.

Note: This program provides partial completion of the qualification during the standard course timeframe. Students can achieve the full certification by completing additional units at the conclusion of their high school studies, which will require extra time commitment and associated costs.

WHAT STUDENTS WILL LEARN

In first year of the course, students will develop and extend their critical and creative thinking skills. They will learn how to securely manage personally identifiable information and workplace information. They will also learn how to apply introductory programming techniques and apply simple modelling techniques. In second year, students will identify IP, ethics and privacy policies in an ICT environment, provide IT advice to clients, set up a basic system administration, maintain and repair ICT equipment and software and will install, configure and secure a small office and home office network.

POSSIBLE FUTURE PATHWAYS

Possible employment as a Network Administrator or entry into further education including computer systems, games design, engineering and telecommunications.

Study Pathways

- Certificate IV in Information Technology
- Diploma in Information Technology (Gaming)





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VET CURRICULUM

CERTIFICATE III IN INTERIOR DECORATION (RETAIL SERVICES)

OVERVIEW

Explore the interior decoration industry in a retail environment. Investigative tasks will be used to immerse you in the introduction to interior design elements, such as materials and finishes, lighting, furniture and accessories; design industry and its value in society and the relevance of history in contemporary design practical tasks (entry-level). This course is run at Box Hill Institute (Box Hill Campus) on Wednesdays from 1:30pm - 5:00pm.

WHAT STUDENTS WILL LEARN

In first year, students will learn how to work safely, communicate and work together in a workplace environment. Students will learn how to make measurements and calculations, evaluate the nature of design in a specific industry context, explore the use of colour, and source and apply information on the history and theory of design. In second year, students will create visual design components, produce drawings to communicate ideas. They will learn how to estimate and cost jobs, advise customers on interior decoration, engage the customer and participate in environmentally sustainable work practices.

POSSIBLE FUTURE PATHWAYS

This entry level qualification provides students with interior decoration knowledge and skills in the day-to-day operations of a retail/department store and the customer service skills in providing customers with interior decoration advice.

Study Pathways

- Certificate IV in Interior Decoration
- Certificate IV in Design
- Diploma of Interior Design
- Diploma of Visual Merchandising
- Diploma of Graphic Design





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CERTIFICATE III IN MUSIC PERFORMANCE

OVERVIEW

This program aims to provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries, enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths. 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. This course is run at Billanook College in Mooroolbark on Wednesdays from 1:30pm - 4:30pm.

WHAT STUDENTS WILL LEARN

First year students will learn about health and safety in a workplace and copyright arrangements. They will compose simple songs or musical pieces, apply their knowledge of style and genre to music industry practice and develop ensemble skills for playing and singing music. In second year, students will develop their technical skills in performance. They will perform music as a soloist or part of a group, develop improvisation skills and develop and maintain their stagecraft skills.

POSSIBLE FUTURE PATHWAYS

Employment pathways may include; artist/venue manager, instrumental music teacher, live sound engineer, musician, performer, recording engineer

Study Pathways

- Certificate IV in Music Industry
- Diploma of Music





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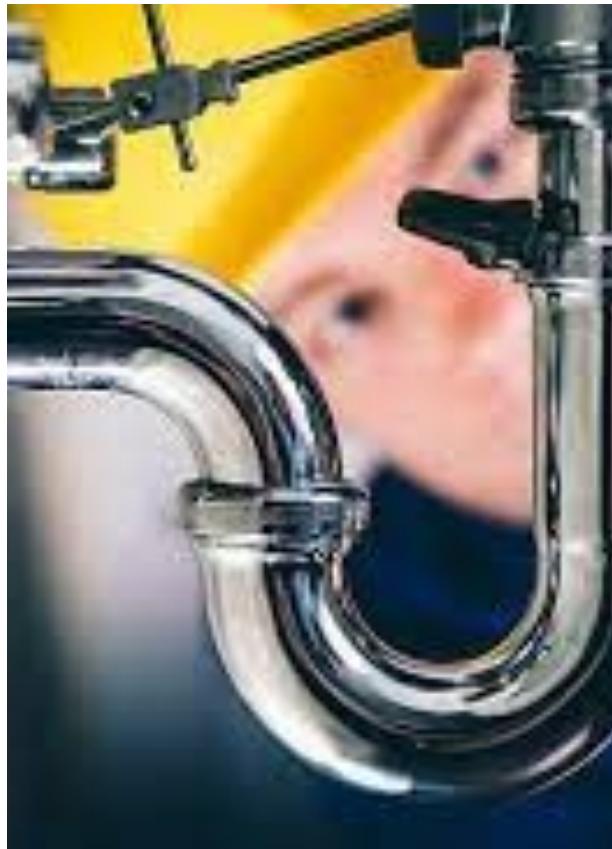
CERTIFICATE II IN PLUMBING

OVERVIEW

Seeking entry to the plumbing industry or want to prepare for a plumbing and gas fitting apprenticeship. This course 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. This course is run at Swinburne Institute (Croydon) on Wednesdays from 8:30pm to 4:30pm.

WHAT STUDENTS WILL LEARN

In the first year of the course, students will focus on workplace health and safety requirements, policies and procedures in the construction industry. Students will learn how to apply basic sheet metal practices, produce technical drawings, perform basic oxy-acetylene welding and cutting. They will be taught how to use basic hand and power tools used in the plumbing industry. Students will also learn how to use and apply basic leveling equipment for plumbing and how to carry out measurements and calculations. In second year of the course students will complete basic first aid training. They will learn how to read and interpret plans and specifications, use basic electric welding equipment and techniques, cut and penetrate building materials and structures. The second year of the course will also focus on identifying career pathways as well as preparing them to work in the plumbing industry.



POSSIBLE FUTURE PATHWAYS

After completion of this course, students will have the knowledge to undertake an apprenticeship in plumbing.

Study Pathways

- Certificate III in Plumbing (Apprenticeship)
- Certificate IV in Plumbing and Services