

Lilydale Heights College Senior School

CURRICULUM HANDBOOK

VCE – VCAL – VET

YEAR 11

2021

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SENIOR SCHOOL STUDY OPTIONS

Students at Lilydale Heights College have a range of study options.

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education (VCE) including a Vocational Education & Training (VET) Certificate
- Victorian Certificate of Applied Learning (VCAL)

All students should take the opportunity to investigate the three study options to ensure their choice best suits their individual needs.

The information in this booklet is designed to explain these choices to you so that your choices may be informed choices leading you through a successful two years of study.

If at any time you are uncertain of details and/or do not fully understand what is written here, please contact any one of the following teachers on 9735 1133 during school hours.

Please note that all information in this booklet is accurate at the time of printing. For the latest study designs refer to www.vcaa.vic.edu.au.

SENIOR SCHOOL CONTACTS

Mr Bryce Denny

Curriculum Leader

Ms Emma Steeper

Senior School Leader

Mrs Marg Logan

VCAL Coordinator

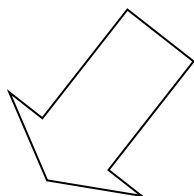
Ms Juliet Honey

Careers Coordinator/VET Coordinator

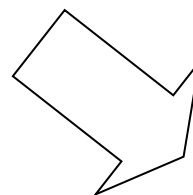
As you read through the Lilydale Heights College Senior School Handbook, there is a range of study advice incorporated into the pages. Please consider each piece of advice carefully.

Making the decision: VCE or VCAL?

What am I interested in?
What am I good at?
How do I best learn?
What do I want to do when I leave school?
What subjects do I need (prerequisites) for specific
University and TAFE courses?



- I may want to attend University/TAFE after completing secondary school
- I have the necessary literacy and numeracy skills to complete VCE
- I want a broad course of study



- I am interested in finding employment or going to TAFE after completing school
- My preferred learning style is applied and hands-on
- I want to combine work and study as part of my education
- I know what profession I want to head into
- I have completed work experience in the pathway I want to follow

VCE at Lilydale Heights College

Compulsory Components

VCE UNITS

12 Units – Year 11

10 Units – Year 12

English Units 1 – 4

Optional Components

VET Certificates

(includes VCE unit credits)

VCE Enrichment Program

VCAL at Lilydale Heights College

Attend College for classes 3
days per week

Compulsory Components

Literacy

Numeracy

Personal Development Units

Work Related Skills

VET Certificate/Part-time

School Based Traineeship

Work Placement

THE VICTORIAN CERTIFICATE OF EDUCATION OVERVIEW

The Victorian Certificate of Education is usually a two-year course of study for students in their last years of secondary education. The majority of students study Units 1 and 2 in the first year and Units 3 and 4 in the second year.

As in previous years, students have the opportunity to include Vocational Education & Training (VET) courses as part of their VCE program. Details of VET courses are included later in the booklet.

VCE REQUIREMENTS

At Lilydale Heights College students study:

- Six (6) units in each semester of their first VCE year and
- Five (5) units in each semester of their final year.

To be awarded the VCE a student must satisfactorily complete a minimum of SIXTEEN UNITS, which include:

- Three (3) units from the English group: English Units 1 & 2, plus English or EAL or Literature Units 3 & 4.
- Three pairs of Units 3 & 4 studies other than English
(This means Unit 3 & 4 English or Literature, plus Unit 3 & 4 in three or more subjects).
- To receive an ATAR students must successfully complete English 3 & 4 and three other Unit 3 & 4 sequences

VCE ENRICHMENT PROGRAM

It is possible to:

- Commence some Unit 1 and 2 studies in Year 10 with appropriate teacher recommendation
- Complete a Unit 3 and 4 sequence at Year 11 if the student completed Unit 1 and 2 in Year 10 and has teacher recommendation to continue. In exceptional situations students may have the opportunity to begin a study at a Unit 3 and 4 level without completing Units 1 and 2 in the subject.

The aim of this program is to provide students with the opportunity to excel in their VCE program and to provide a flexible program that meets the individual needs of students.

SUMMARY/INITIAL VCE AND VET CERTIFICATES OFFERED

To be awarded the VCE a student must:

- **Satisfactorily** complete a minimum of SIXTEEN UNITS
- **three** out of **four** compulsory units of English
- **Three pairs** of Units 3 and 4 other than English

At Lilydale Heights College students study:

Six (6) units in each semester
of their **first** VCE year
and

Five (5) units in each semester of their final year.

TITLE	Units Offered			
	1	2	3	4
ENGLISH				
English	◆	◆	◆	◆
English as an Addition- al Language (EAL)	◆	◆	◆	◆
Literature	◆	◆	◆	◆
THE ARTS				
Media	◆	◆	◆	◆
Studio Art	◆	◆	◆	◆
Theatre Studies	◆	◆	◆	◆
VET Music Industry	◆	◆	◆	◆
Visual Communication Design	◆	◆	◆	◆
HUMANITIES				
Business Management	◆	◆	◆	◆
History	◆	◆	◆	◆
Legal Studies	◆	◆	◆	◆
HEALTH & PHYSICAL EDUCATION				
Health & Human Development	◆	◆	◆	◆
Outdoor & Environmental Studies	◆	◆	◆	◆
Physical Education	◆	◆	◆	◆

TITLE	Units Offered			
	1	2	3	4
MATHEMATICS				
General Mathematics	◆	◆		
Further Mathematics			◆	◆
Mathematical Methods	◆	◆	◆	◆
SCIENCE				
Biology	◆	◆	◆	◆
Chemistry	◆	◆	◆	◆
Physics	◆	◆	◆	◆
Psychology	◆	◆	◆	◆
TECHNOLOGY				
Food Studies	◆	◆	◆	◆
Product Design & Technology	◆	◆	◆	◆
Applied Computing	◆	◆		
Software Development			◆	◆
LANGUAGES				
Japanese	◆	◆	◆	◆

VET Courses (Units 1-4) are available through the Yarra Valley and Mullum VET Clusters.

VCAL OVERVIEW

THE VICTORIAN CERTIFICATE OF APPLIED LEARNING

The delivery of VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking pathways to further vocational education and training and/or employment.

Key features of the VCAL program are:

- Curriculum that focuses on the nature of work
- Commitment to negotiated learning
- Opportunities for learning new work and life skills
- Valuing and recognising achievements in all areas
- Raising self esteem in students
- Encouragement of active citizenship, personal development and growth
- Partnership approaches to program planning and delivery that link students to the broader community

WHO IS VCAL FOR?

- Students seeking a vocational pathway eg. work, apprenticeships/traineeships
- Students who learn best where learning is practical and 'hands on'
- Students who are motivated and enterprising

WHAT QUALIFICATIONS DO STUDENTS ACHIEVE?

- VCAL Certificate (Intermediate or Senior)
- Certificate II (or III) in a VET course of their selection
- Part-time school based apprenticeship/traineeship

VCAL LEARNING PROGRAMS

There are two VCAL award levels offered at the College:

- Intermediate – Year 11
- Senior – Year 12

- **ALL VCAL students must be enrolled in a VET subject**
- **ALL VCAL students must participate in a work placement**

VOCATIONAL EDUCATION AND TRAINING (VET)

VET offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCAL
- develop skills that will equip students for the workforce and further study.

Where can VET be undertaken?

Lilydale Heights College is part of the Yarra Valley and Mullum VET Clusters. These clusters provide a range of courses available to students within the local area. VET courses are hosted at various schools and some at TAFE providers.

How does VET contribute to the VCE?

VET may contribute to the VCE at the Units 1 & 2 or Units 3 & 4 level. Some VET studies are scored, some are unscored.

How does VET contribute to the VCAL?

VET contributes to the VCAL through satisfying the requirements of the Industry Specific Skills or Work Related Skills strands. Each completed 90-hour block of VET equals one VCAL unit.

How does VET contribute to the Australian Tertiary Admission Rank (ATAR)?

The contribution of VCE VET programs to the ATAR is as follows:

- Where a scored Units 3 and 4 sequence is available it will contribute directly to the ATAR, either as one of the student's primary four studies or as a fifth or sixth study.
- For unscored VCE VET programs, students who successfully complete a Units 3 and 4 sequence can receive an increment of 10% of the average of the primary four ATAR subject scores.
- VTAC may award students who receive a Units 3 and 4 sequence through Block Credit Recognition a 10% increment towards their ATAR.

How is VET undertaken as part of the VCE/VCAL?

There are three ways to undertake VET.

1. VCE VET Programs

VCE VET programs are put together by the VCAA, lead to nationally recognised qualifications and provide credit towards the VCE or VCAL.

2. Apprenticeships and Traineeships

Students can undertake an apprenticeship or traineeship while still at school as either a school-based apprentice or trainee, or part-time apprentice or trainee. Apprenticeships and traineeships provide credit towards the VCE or VCAL.

3. Block Credit Recognition

Students who undertake qualifications not included in the suite of approved VCAA VCE VET programs may be eligible for credit towards their VCE through Block Credit Recognition. Credit is awarded in the VCE on the basis of achieving units of competency. Credit is determined by the AQF level and the nominal hours of the units of competency.

- **ALL VCAL students must be enrolled in a VET subject, even if they intend to enrol as a School Based Apprentice or Trainee (SBAT)**
- **In addition to selecting "Year 11 VET subject" when making subject selections, students wanting to enrol in a VET course must complete an online VET Application Form. See the Careers Coordinator or Senior School Leader for further details.**

STUDYING: WHAT YOU NEED FOR THE FUTURE

Students should base their VCE studies on future needs. Even if you have not decided on a career path, select subjects that you know you can do well in and that interest you.

Check that these studies provide a PATHWAY to further study and to work.

Never assume you will not go on to TAFE or TERTIARY STUDIES.

Never assume you will leave the College after Year 11.

Check your options with the Careers Coordinator.

Your **SENIOR SCHOOL COUNSELLING INTERVIEWS** with trained staff provides you with the opportunity to ask questions and to seek information.

COME PREPARED WITH THE QUESTIONS YOU NEED ANSWERED.

STUDENT WORK AND ATTENDANCE REQUIREMENTS

The Victorian Curriculum and Assessment Authority has set down a detailed set of procedures which all schools must follow to ensure that VCE assessment is fair and equitable for all students.

It is very important for VCE students to remember that problems can be avoided by:

1. Attending class regularly.
The student must attend at least 90% of classes in each subject.
2. Making good use of time in class to complete the Assessment Tasks, or School-Assessed Coursework.
3. Working on set tasks in class to ensure that the teacher can verify that it is the student's own work.
4. Regular revision throughout the school year.

COURSE ACCEPTANCE and PAYMENT of APPROPRIATE ANNUAL PROGRAM CHARGES

You will appreciate that to offer practical and selected studies for the next year, the College Council must be sure that the course of study is financially viable. Therefore the College requests that payment for practical and selected subjects, or a payment schedule that has been arranged with the Principal, be finalised by the first Friday in December.

Payment is seen as your "confirmation of enrolment" in the chosen course of study. Unfortunately, the College cannot offer places in expensive selective studies without the necessary financial commitment and support needed to provide that subject.

Parents and students need to be aware that Program Charges are set annually by College Council in line with Department of Education and Training (DET) Guidelines, and that these charges complement the basic funding provided by the State Government.

OTHER STUDIES AVAILABLE IN CONJUNCTION WITH THE VCE

Tertiary Studies in Schools - A small number of schools, in conjunction with the University of Melbourne and Monash University, are offering a limited range of first year university subjects to Year 12 students. These are taken in conjunction with VCE studies. Students successfully completing a university subject will be eligible for exemption and credit for that subject upon admission to a university, where that subject is considered an acceptable component of the course for which they are enrolling.

No university subject will count toward satisfactory completion of the VCE, but will be recorded separately on the VCE Statement of Results and can contribute to the ATAR. Entrance to such courses is by selection procedures set down by the universities. Interested students should seek information from Ms Juliet Honey.

VCE/VCAL POLICY

POLICY AS IT APPLIES TO STUDENTS

1. The school communicates assessment expectations to all students at the beginning of the school year. Teachers are responsible for communicating the dates and expectations for each individual assessment to students throughout the year.
2. Satisfactory completion of class work and 90% attendance are required to be eligible to attempt School-Assessed Coursework.
3. Teachers report on student achievements via Compass Learning Tasks and end-of-semester reports. This includes written comments and grades for School-Assessed Coursework tasks as well as unit results.
4. If a student is absent from an assessment due to illness, with a medical certificate or for genuine reasons, the student will be given the opportunity to undertake the task at a different time.
5. To be eligible to undertake an assessment task at an alternative time, students are required to apply for an extension of time to complete the task.
6. The alternative time for the assessment will be organised between the Senior School Leader, the teacher and the student. The assessment time can be organised outside of the normal class-time and when the student does not have scheduled classes.
7. The student must ensure that all unacknowledged work submitted is genuinely their own.
8. The student is required to work on tasks in class so that the teacher can monitor and record the development of the work and attest that the work is that of the student.
9. If the teacher cannot authenticate work, they will discuss the problem with the student and immediately notify the Senior School Leader.

PROCEDURES TO BE FOLLOWED IF WORK CANNOT BE AUTHENTICATED

- All allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the Learning Leader should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- The Learning Leader must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not.
- If this investigation suggests there is any substance to any allegation, the student will be informed and given the opportunity to respond.
- The Learning Leader will determine the impact on the assessment and whether setting another assessment is appropriate.
- If it is a VCE breach the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to provide moral support (but not to represent the student or speak on their behalf).
- The student may be required to demonstrate their understanding or provide evidence that the work submitted is their own.
- If the school is satisfied that a breach of authentication has occurred, a penalty may be imposed. The Principal may reprimand the student, or the school may decide not to accept part or all of the Assessment Tasks or School-Assessed Coursework.
- The student will have the right to appeal to the Victorian Curriculum and Assessment Authority against the penalty, but only if work has been completed by the due date.

STUDENT ENGAGEMENT IN LEARNING FOR THE FUTURE (SELF)

All students from years 7-12 at Lilydale Heights College participate in Student Engagement in Learning for the Future (SELF) classes that have been designed to engage students in their own learning and to foster Excellence, Respect and Responsibility in their lives as College students and as global citizens. All SELF classes have a specific learning focus for the year and have common themes.

In Year 11 and 12 students focus in SELF classes on developing strong study skills such as time management and different revision techniques. They develop skills that allow them to deal with stress and understand how to access assistance when required. They also cover topics such as cyber safety, setting of learning goals, and using feedback effectively to improve future learning.

RESOURCES SUPPORTING THE CURRICULUM

LIBRARY AND INFORMATION RESOURCE CENTRE

The Library and Information Centre has a comprehensive collection of books, magazines, newspapers as well as internet access to meet the curriculum resource needs and the interests of our College community.

We network with other College libraries sharing resources and expertise.

The Centre is open during class times, after school and some recesses and lunchtimes.

CAREER EDUCATION AND DEVELOPMENT

WHAT IS A CAREER?

Originally the term 'career' referred only to paid employment. Today it covers a broader range of activities associated with learning, education, working and lifestyle. It is therefore important to consider all of these aspects of life when thinking about 'career'.

WHAT DOES A CAREERS COUNSELLOR DO?

Careers Counsellors work with people to empower them to explore their understanding of themselves and the world of work and to make meaningful connections between the two. We are assisted by assessments and tools that outline dominant interest areas, personality types or skills and abilities to facilitate the thinking process. However, the key is for the student to use this information to research and evaluate options in their own life. No teacher, counsellor or test will ever be able to give a 'crystal ball' type answer. By encouraging and strengthening students' ability to investigate and evaluate choices for their own lives, we are building skills that they will use all their lives. Research has suggested that future generations will change aspects of their career more than five times in their life. It is imperative, therefore, that we help students build the skills to be able to make these changes confidently and knowledgeably throughout their lives, long after they have left school.

CAREERS CENTRE

The Careers Centre is a dedicated space in C Wing where careers and course information is displayed. Students are welcome to visit the centre during recess, lunchtime and during study periods when the Careers Coordinator is in the office. Students and parents may also make appointments as necessary.

STUDENT WELLBEING

The Student Wellbeing and Engagement Leader, Year Level Liaison and Senior School Leader are all available to students needing assistance or support to continue effective learning and development of personal skills within the College.

Students have access to School Support Services (Psychologists).

The Student Welfare Coordinator can provide assistance in regard to Centrelink payments such as Youth Allowance and Abstudy.

Queries regarding legal issues and youth accommodation can be directed to the Student Welfare Coordinator.

UNIT DESCRIPTIONS – VCE AND VET CERTIFICATES OFFERED AT LILYDALE HEIGHTS COLLEGE

English Learning Area

Students are required to attempt four units from the English group. They must successfully complete three units to obtain their VCE certificate. To obtain an ATAR score students must complete Units 3 & 4 in an English group sequence.

At Lilydale Heights College all VCE students are expected to study English (or EAL) Units 1-4. Students may also choose to study Literature Units 1 & 2 and 3 & 4.

UNITS 1 & 2 – ENGLISH

UNIT ONE

EN011

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own speeches intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts.

UNIT TWO

EN012

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

Assessment
for Units 1 & 2

- Written interpretation of selected text
- Creative piece in response to a selected text
- Oral presentation on a media issue accompanied by written analysis
- Comparative analysis of two selected texts

PREREQUISITE INFORMATION

Successful completion of either Unit 1 or Unit 2 English is a prerequisite for Units 3 & 4 English.

UNITS 3 & 4 – ENGLISH

UNIT THREE

EN013

In this unit students read and respond to texts analytically and creatively. They analyse arguments used within persuasive texts on current media issues.

Assessment for
Unit 3

- Written analysis of use of language in the media
- Written interpretation of a selected text
- Imaginative writing drawn from text study

UNIT FOUR

EN014

In this unit students compare the presentation of ideas, issues, and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment for
Unit 4

- Written comparative text response
- Oral persuasive presentation on a media issue
- Examination

PREREQUISITE INFORMATION

Students must have satisfactorily completed either Unit 1 or Unit 2 English before entering Unit 3.

UNITS 1 & 2 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

UNIT ONE

EN111

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken, and multimodal texts.

UNIT TWO

EN222

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

Assessment
for Units 1 & 2

- Analytical written response on set text
- An analysis of the use of argument and persuasive language in text/s
- A text intended to position an audience
- A comparative analytical response to set texts
- A persuasive text that presents an argument or viewpoint

UNITS 3 & 4 – ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

UNIT THREE

EN333

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Assessment for
Unit 3

- Analytical written response on a set text
- Analysis and comparison of two selected media texts
- Comprehend a spoken text (Aural)

UNIT FOUR

EN444

In this unit students compare the presentation of ideas, issues, and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment for
Unit 4

- Compare and contrast analysis of two selected texts
- Construct a sustained and reasoned point of view on an issue currently debated in the media
- Examination

PREREQUISITE INFORMATION

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students must have satisfactorily completed either Unit 1 or Unit 2 English/EAL and need to meet the VCAA criteria for enrolment in VCE EAL. Enrolment in EAL is available only to students with approved EAL status. Students applying for EAL status (including deaf and hearing-impaired students, and Aboriginal and Torres Strait Islander students whose first language is not English) should indicate this on their VCE Student Personal Details form or VCAL Student Personal Details form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

UNITS 1 & 2 – LITERATURE

UNIT ONE – APPROACHES TO LITERATURE

LI011

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

Assessment for
Unit 1

- Critical analyses of both print and non-print texts
- Creative response
- A close analysis of a selected text
- Examination

UNIT TWO – CONTEXT & CONNECTIONS

LI012

Students explore the ways literary texts are connected with each other and with the world. They deepen their investigation of the ways their own culture and the cultures represented in texts can influence interpretations. Delving into a range of literary texts, students consider the relationships between authors, audiences and contexts. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading and create analytical responses that are evidence-based.

Assessment for
Unit 2

- Extended comparative essay
- Critical analysis and creative response to a selected text
- Examination

UNITS 3 & 4 – LITERATURE

UNIT THREE – FORM & TRANSFORMATION

LI013

In this unit students consider how the form of a text affects meaning and how writers construct their texts. They investigate ways writers adapt and transform texts and therefore how meaning is affected by these adaptations and transformations. They consider how the perspectives of those adapting texts may inform or influence the change in meaning. Students draw on these studies to develop creative responses to texts. They learn how writers develop images of people and places and they develop an understanding of language, voice, form, and structure.

Assessment for Unit 3

- Comparison of a print text and its adaption or transformation in a performance or film
- Creative response to a text
- Close analyses of texts

UNIT FOUR – INTERPRETING TEXTS

LI014

Through close reading, students develop critical and analytical responses to texts. They consider the context of their responses to texts as well as the ideas explored, the style of the language and points of view. They investigate literary criticism that informs both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. The literary criticism explored will reflect different perspectives, as well as assumptions and ideas about the views and values of the texts studied.

Assessment for
Unit 4

- Analysis informed by literary criticism
- Close analyses of texts
- Examination

PREREQUISITE INFORMATION

Students must have satisfactorily completed either Unit 1 or Unit 2 English or Literature before entering Unit 3 Literature.

Mathematics

Learning Area

Mathematics has a variety of options at VCE. To best guide student choice we have included under prerequisites the recommended standards students should have achieved in their current course.

UNITS 1 & 2 – GENERAL MATHEMATICS

UNIT ONE

MA071

Areas of study include Networks, Linear Relations, Linear Graphs, Sequences & Series, Financial Arithmetic

UNIT TWO

MA072

Areas of study include Shape & Measurement, Trigonometry, Univariate Statistics, Bivariate Statistics

Assessment for
Units 1 & 2

- Assignment
- Projects
- Class work

- Tests
- Problem-solving tasks
- Examination

Students will be encouraged to use spreadsheets, statistical software and graphing packages. Students must obtain a CAS ClassPad calculator and use it regularly.

PATHWAYS INFORMATION

Studying Units 1 & 2 in General Mathematics satisfies the requirement for the study of Further Mathematics Units 3 & 4. It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

PREREQUISITE INFORMATION

At Year 10 students should have achieved a Victorian Curriculum grade demonstrating Year 10 competence in all Mathematical strands. Units 1 & 2 in General Mathematics are a recommended prerequisite for Unit 3 & 4 Further Mathematics.

UNITS 3 & 4 – FURTHER MATHEMATICS

UNIT THREE

MA073

This core unit comprises data analysis, and recursion and finance modelling. Data analysis involves investigating various data distributions and recursion. Modelling covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Assessment for
Unit 3

- Data analysis task
- Recursion and financial modelling task
- Class work
- Examination

UNIT FOUR

MA074

This Applications units comprises two modules to be completed in their entirety, from a selection of four possible modules: Matrices, Networks & Decision Mathematics, Geometry & Measurement and Graphs & Relations.

Assessment for
Unit 4

- Any two tasks from Matrices, Networks & Decision Mathematics, Geometry & Measurement
- Class work
- Examination

PREREQUISITE INFORMATION

At Year 11 students should have achieved either a satisfactory result in General Mathematics or Mathematical Methods Unit 1 & 2.

UNITS 1 & 2 – MATHEMATICAL METHODS

UNIT ONE

MA111

This unit involves the study of Functions (linear, quadratic, cubic, truncus, hyperbola, circles and square roots), Algebra (including solving equations, simultaneous equations, substitution and transposition of formulae), Matrices, and Probability (using Venn diagrams).

UNIT TWO

MA112

This unit involves the study of Calculus (including rates of change, differentiation and integration), Probability (including Combinatorics), Exponential, Logarithmic and Circular Functions.

Assessment for
Units 1 & 2

- Assignments
- Tests and Examinations
- Summary or review notes
- Modelling tasks
- Problem solving tasks
- Mathematical investigations
- Technology supported tasks in context

PREREQUISITE INFORMATION

At Year 10 students should have achieved a Victorian Curriculum grade demonstrating Year 10 competence or higher in all Mathematical strands. This is a recommended prerequisite for Mathematical Methods Units 3 & 4 OR Further Mathematics Units 3 & 4.

UNITS 3 & 4 – MATHEMATICAL METHODS

UNIT THREE

MA113

Content for this unit is selected from the following areas of study: Functions and Graphs (including power, exponential, logarithmic circular and polynomial functions), and Algebra and Calculus (including finding derivatives of polynomial, exponential, circular, logarithmic and power functions).

Assessment for
Unit 3

- | | |
|--------------------|---------------|
| • Tests | • Assignments |
| • Application task | • Class work |
| • Examination | |

UNIT FOUR

MA114

Content for this unit is selected from the following areas of study: Calculus (including indefinite and definite integrals), and Probability (including discrete and continuous random variables, binominal and normal probability distributions and statistical inference).

Assessment for
Unit 4

- Two analysis tasks
- Assignments
- Class work
- Examination

PATHWAYS INFORMATION

Mathematical Methods Units 3 & 4 are required for many Engineering, Science and Information Technology tertiary courses.

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

PREREQUISITES

At Year 11 students should have achieved a satisfactory result in Mathematical Methods Units 1 & 2. Discussions must be held with the relevant teachers before applying for Unit 3 & 4.

Languages

Learning Area

UNITS 1 & 2 – JAPANESE SECOND LANGUAGE

LO461/LO462

UNIT ONE

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of topics from prescribed themes. Students access and share information on the topics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

UNIT TWO

In this unit students develop an understanding of aspects of language and culture through the study of topics from prescribed themes. Students analyse visual, spoken and written texts. They access and share useful information on the topics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Assessment for
Units 1 & 2

- Written assessment task
- Listening and reading task
- Oral presentation
- Examination

PREREQUISITE INFORMATION

Students must have studied Japanese at Years 9 & 10.

This is a prerequisite for Units 3 & 4 Japanese.

UNITS 3 & 4 – JAPANESE SECOND LANGUAGE

LO463/LO464

UNIT THREE

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of topics from prescribed themes. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills.

UNIT FOUR

In this unit students investigate aspects of culture through the study of two or more topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Assessment for
Units 3 & 4

- Written assessment task
- Listing and reading task
- Oral presentation
- Examination (Unit 4)

PREREQUISITE INFORMATION

Unit 1 & 2 Japanese are a prerequisite for this subject.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

The study of Japanese may lead to careers in tourism, hospitality, education and foreign affairs.

UNITS 1 & 2 – AUSLAN

LO31/LO32

UNIT ONE

In this unit students begin to develop skills in communicating using Australian sign language through a variety of activities and tasks. Students learn to establish and maintain signed conversations relating to areas of personal experience, describing and commenting on past, present or future events and experiences. Students will learn to recognise and use signed vocabulary, structures and content in order to view and understand signed texts. Students also respond personally to real or imaginary experiences relating to everyday situations.

UNIT TWO

In this unit students learn to participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations, using vocabulary and structures to ask for or give advice and assistance. Students will also learn to view signed texts, extracting and using information in order to summarise, explain and contrast ideas and information from different signed texts. Students learn to recount personal experiences, using a range of vocabulary and expressions appropriate to their topic to narrate events.

Assessment for
Units 1 & 2

- Presentation
- Viewing task
- Conversation
- Examination

PREREQUISITE INFORMATION

It is recommended that students have studied Auslan in Middle School.
This is a recommended prerequisite for Units 3 & 4 Auslan.

UNITS 3 & 4 – AUSLAN

LO33/LO34

UNIT THREE

In this unit students learn to exchange information, opinions and experiences in informal contexts. Students demonstrate knowledge and skills by using grammatical conventions related to exchanging opinions and ideas in informal contexts to present and comment on information. Students analyse and use information from a range of signed texts to create their own original informal signed texts, extracting and reorganising information from a variety of texts on a given topic. Students also express and convey ideas through informal signed texts.

UNIT FOUR

In this unit students exchange information, opinions and experiences in formal contexts, using grammatical conventions related to exchanging opinions and ideas and providing examples and reasons to justify their point of view. Students analyse and use information from a range of signed texts to create original formal signed texts, and also convey their own ideas through formal texts.

Assessment for
Units 3 & 4

- Formal and informal discussion
- Viewing and responding task
- Explanation task
- Examination

PREREQUISITE INFORMATION

Unit 1 & 2 Auslan are recommended prerequisite subjects for this subject.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

The ability to communicate in Auslan facilitates communication between deaf and hearing communities, and in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, and education.

Health & Physical Education

Learning Area

UNITS 1 & 2 – HEALTH AND HUMAN DEVELOPMENT

UNIT ONE – UNDERSTANDING HEALTH & WELLBEING

HH011

This unit looks at health and wellbeing as concepts with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a range of contexts and interpretations with different meanings for different people. 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 the impact of nutrients on the body, and through extended inquiry into one youth health focus area.

UNIT TWO – MANAGING HEALTH & DEVELOPMENT

HH022

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

Assessment for
Units 1 & 2

- Structured questions
- Case study
- Data analysis
- Written report
- Visual presentations
- Test and Examination

UNITS 3 & 4 – HEALTH AND HUMAN DEVELOPMENT

UNIT THREE – AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

HH033

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis of variations in the health status of Australians. Students also look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

UNIT FOUR – HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

HH034

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Assessment for
Units 3 & 4

- Case study
- Written report
- Test and Examination

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

UNITS 1 & 2 – OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT ONE – EXPLORING OUTDOOR EXPERIENCES

OS011

Students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

UNIT TWO – DISCOVERING OUTDOOR ENVIRONMENTS

OS022

Students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. Students will make links between practical experiences and theoretical aspects gaining insight into a variety of responses and relationships with nature.

Units 1 and 2 will include outdoor activities at a cost of \$850.

Assessment for
Units 1 & 2

- Test
- Practical and journal-based questions
- Written work
- Examination

UNITS 3 & 4 – OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT THREE – RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

OS033

Students focus is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Assessment for
Unit 3

- Journal-based questions
- Case study
- Structured questions
- Written responses

UNIT FOUR – SUSTAINABLE OUTDOOR RELATIONSHIPS

OS044

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

Assessment for
Unit 4

- Journal-based questions
- Structured questions
- Written responses
- Data analysis
- Examination

As part of their studies in Units 3 and 4, students are required to participate in outdoor activities which will operate during seven days of school time, at a cost of \$850.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNITS 1 & 2 – PHYSICAL EDUCATION

UNIT ONE – THE HUMAN BODY IN MOTION

PE011

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students evaluate social, cultural and environmental influences on movement. They consider the implications of use of legal and illegal practices to improve performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and harms.

UNIT TWO – PHYSICAL ACTIVITY, SPORT AND SOCIETY

PE022

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

Assessment for
Units 1 & 2

- Test
- Assignment
- Practical laboratories
- Examination

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

UNITS 3 & 4 – PHYSICAL EDUCATION

UNIT THREE – MOVEMENT SKILLS & ENERGY FOR PHYSICAL ACTIVITY

PE033

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Assessment for
Unit 3

- Written responses
- Laboratory
- Tests
- Short answer questions

UNIT FOUR – TRAINING TO IMPROVE PERFORMANCE

PE034

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance at an individual, club and elite level. Improvements in performance depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider physiological and psychological requirements of training to design and evaluate an effective training program.

Assessment for
Unit 4

- Written report
- Participation in training sessions
- Test
- Examination

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

Science

Learning Area

UNITS 1 & 2 – BIOLOGY

UNIT ONE – HOW DO LIVING THINGS STAY ALIVE?

BI011

Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role of homeostatic mechanisms. The role of a keystone species in maintaining the structure of an ecosystem is explored.

Assessment for Unit 1

- Report on a practical activity
- Research report
- Report of a student designed or adapted investigation
- Examination

UNIT TWO – HOW IS CONTINUITY OF LIFE MAINTAINED?

BI022

Students focus on cell reproduction and transmission of biological information from generation to generation by analysing patterns of inheritance. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

Assessment for Unit 2

- Response to a set of selected questions
- Investigation report on an issue
- Report on a practical activity
- Examination

UNITS 3 & 4 – BIOLOGY

UNIT THREE – HOW DO CELLS MAINTAIN LIFE?

BI033

Students investigate the dynamic nature of the cell in terms of key cellular processes, including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions. They apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Assessment for
Unit 3

- Report on at least two practical activities from a workbook
- Response to a set of structured questions
- Examination

UNIT FOUR – HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

BI034

Students analyse evidence for evolutionary change, explain how relatedness between species is determined and elaborate on the consequences of biological change in human evolution. They describe how techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse interrelationships between scientific knowledge and applications in society. Students investigate cellular processes and biological change over time, presenting their methodologies, findings and conclusions.

Assessment for Unit 4

- Report using secondary data
- Structured scientific poster
- Report on a practical activity

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office. These units may lead to careers like nursing, veterinary science, park ranger, medicine and horticulture.

UNITS 1 & 2 – CHEMISTRY

UNIT ONE – HOW CAN DIVERSITY OF MATERIALS BE EXPLAINED? CH011

In this unit students investigate how knowledge of elements can explain the properties of matter and how the versatility of non-metals can be explained. The development and use of materials for specific purposes is an important human endeavour. This unit investigates chemical properties and applications of a range of materials. Students explore and explain relationships between properties, structure and bonding forces within and between particles of various sizes. Students are also introduced to quantitative concepts in Chemistry.

Assessment for
Unit 1

- Research Project
- Tests
- Experimental Reports
- Examination

UNIT TWO – WHAT MAKES WATER SUCH A UNIQUE CHEMICAL? CH022

Students investigate how substances interact with water how substances in water can be measured and analysed. This unit allows students to examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques, exploring the solvent properties of water and analysing issues associated with substances dissolved in water.

Assessment for
Unit 2

- Practical work folio
- Data Analysis
- Tests
- Experimental Reports
- Practical Investigation
- Examination

PREREQUISITE INFORMATION

This is a prerequisite for Unit 3 & 4 Chemistry.

UNITS 3 & 4 – CHEMISTRY

UNIT THREE – HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY? CH033

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and amounts of energy released.

UNIT FOUR – HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED? CH034

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students investigate key food molecules through an exploration of their chemical structures and hydrolytic and condensation reactions.

Assessment for
Units 3 & 4

- Experimental Reports
- Tests
- Examination

PREREQUISITE INFORMATION

Students must complete Units 1 and/or 2 prior to Unit 3 Chemistry.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

Chemistry provides a valuable knowledge base to a great variety of careers from wine making and agriculture to sports medicine and veterinary science. Chemistry is an integral study for careers in physiotherapy, medicine and pharmacology.

UNIT 1 & 2 – PHYSICS

PH011

UNIT ONE – WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts, investigating heat and assessing the impact of human use of energy on the environment. They also evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientific accepted theories that explain how matter and energy have changed since the origins of the Universe.

UNIT TWO – WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

PH022

This unit explores how motion can be described and explained and includes a student-designed practical investigation related to motion and/or one of twelve optional topics involving at least one independent, continuous variable. Students investigate ways in which forces are involved in moving objects and keeping objects stationary. They explore the power of experiments in developing models and theories and study one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Assessments for
Units 1 & 2

- Practical work folio
- Modelling activity
- Tests
- Data Analysis
- Research Report
- Examination

PREREQUISITE INFORMATION

Units 1 & 2 Physics are recommended prerequisites for Unit 3 & 4 Physics.

UNITS 3 & 4 – PHYSICS

UNIT THREE – HOW DO FIELDS EXPLAIN MOTION & ELECTRICITY? PH033

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

UNIT FOUR – HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT & MATTER? PH034

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Assessment for
Units 3 & 4

- Student designed practical investigation.
- Four of the following: multimedia presentation, folio or summary of practical activities, a data analysis, a written report, a test or a response to a media article
- Examination

PREREQUISITE INFORMATION

Students are advised to take Units 1 & 2 Physics prior to Unit 3 Physics.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

Physics units lead to careers such as engineering, electrician, linesman, audiology, sound production, acoustical engineering, optometry, radiology, pilot, physiotherapy, mining, defence and communication.

UNITS 1 & 2 – PSYCHOLOGY

UNIT ONE – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

PY011

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

UNIT TWO – HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

PY022

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Assessment for Units 1 & 2

- Research investigations, data analysis, research evaluation
- Logbook on practical activities
- Visual presentation and test

UNITS 3 & 4 – PSYCHOLOGY

UNIT THREE – HOW DOES EXPERIENCE AFFECT BEHAVIOUR & MENTAL PROCESSES?

PY033

Students examine both macro- and micro-level functioning of the human nervous system to explain how it enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to understanding of the structure and function of the nervous system.

Assessment for
Unit 3

- Test
- Visual presentation
- Research report

UNIT FOUR – HOW IS WELLBEING DEVELOPED & MAINTAINED?

PY034

Students examine the nature of consciousness and how changes in consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact of sleep disturbances. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of mental disorders can be considered as interaction between biological, psychological and social factors.

Assessment for
Unit 4

- Annotated folio
- Visual presentation
- Test
- Examination

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

Psychology units may lead to careers in childcare, teaching, law, social work, police work, nursing, management, advertising, marketing, sports coaching and training, research, or as a Psychologist.

The Humanities

Learning Area

UNITS 1 & 2 – BUSINESS MANAGEMENT

UNIT ONE – PLANNING A BUSINESS

BM011

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

Assessment for
Unit 1

- Case study analysis
- Interview and report of contact with business
- Development of a business plan
- Examination

UNIT TWO – ESTABLISHING A BUSINESS

BM022

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements, establishing a system of financial record keeping, staffing the business and developing a customer base. Students examine features of effective marketing and the needs of a business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

Assessment for
Unit 2

- Case study analysis
- Development of a marketing plan
- Business research
- Examination
- Media analysis

UNITS 3 & 4 – BUSINESS MANAGEMENT

UNIT THREE – MANAGING A BUSINESS

BM033

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these. They investigate strategies to manage both staff and business operations to meet objectives. Students have the opportunity to compare theoretical perspectives with current practice through the use of contemporary business case studies.

Assessment for
Unit 3

- Short analytical case studies
- Essay
- Field study
- Structured questions
- Examination

UNIT FOUR – TRANSFORMING A BUSINESS

BM034

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

Assessment for
Unit 4

- Case study
- Test – case study
- Essay
- Examination

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office. These units give students a comprehensive background they can apply in various business-related courses.

PREREQUISITE INFORMATION: There are no recommended prerequisites for this subject.

UNITS 1 & 2 – TWENTIETH CENTURY HISTORY

UNIT ONE – TWENTIETH CENTURY HISTORY 1918 – 1939

HI031

This unit investigates the significant political, social and cultural changes that characterised the period between the world wars. Students consider the way that societies responded to these changes and how they affected people's lives. The outcomes focus on ideologies and conflicts, and social and cultural change.

Assessment for
Unit 1

- Historical inquiry
- Analysis of primary sources
- Essay
- Analysis of historical interpretations
- Examination

UNIT TWO – TWENTIETH CENTURY HISTORY 1945 – 2000

HI042

This unit considers some of the major themes and principal events of post-World War II history. Students explore the impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. They investigate independence movements in colonies in Africa, the Middle East, Asia and the Pacific, as well as social movements that challenged existing values and traditions such as the civil rights, feminist and environmental movements.

Assessment for
Unit 2

- Historical inquiry
- Analysis of primary sources
- Essay
- Analysis of historical interpretations
- Examination

UNITS 3 & 4 – HISTORY REVOLUTIONS

UNIT THREE – THE AMERICAN REVOLUTION OF 1776

HI013

Students investigate the significant historical causes and consequences of political revolution. Revolutions are major turning points which bring about the collapse and destruction of an existing political order resulting in a pervasive change to society. As processes of dramatically accelerated social change, revolutions have a profound impact where they occur, as well as important international repercussions.

UNIT FOUR – THE FRENCH REVOLUTION OF 1789

HI014

This unit continues the exploration of revolutions in history and considers differing perspectives and different judgments of the history of the revolution. Revolutions involve destruction and construction, dispossession and liberation. They can polarize society and unleash terror, violence and oppression making the survival and consolidation of the revolution the principal concern of the revolutionary state. The process of revolution concludes when a point of stability has been reached and a new order has been created.

Assessment for
Units 3 & 4

- Analysis of primary sources
- Historical inquiry
- Essay
- Evaluation of historical interpretations
- Examination

PREREQUISITE INFORMATION

There are no recommended prerequisites for Units 3 & 4 History.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

The study of History is a pathway to many varied careers and further study in politics, law, education, tourism, foreign affairs, international relations, community work, journalism, the environment, administration and government.

UNITS 1 & 2 – LEGAL STUDIES

UNIT ONE – GUILT AND LIABILITY

LS011

Students examine the need for laws in society. They investigate key features of criminal law, how it is enforced and adjudicated, and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law as well as civil law. Students investigate the processes and procedures followed by courts in hearing and resolving criminal and civil cases.

UNIT TWO – SANCTIONS, REMEDIES AND RIGHTS

LS022

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies. Students undertake a detailed investigation of recent criminal and civil cases to form a judgment about the ability of sanctions and remedies to achieve principles of justice. Students also develop their understanding of the way rights are protected in Australia.

Assessment for
Units 1 & 2

- Structured questions
- Case studies
- Examination

UNITS 3 & 4 – LEGAL STUDIES

UNIT THREE – RIGHTS AND JUSTICE

LS033

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality, and access. In this unit, students examine the methods and institutions in the justice system, considering their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court hierarchy as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Throughout this unit, students apply legal reasoning and information to actual scenarios.

UNIT FOUR – THE PEOPLE AND THE LAW

LS034

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

Assessment for
Units 3 & 4

- Structured questions
- Examination

PREREQUISITE INFORMATION

There are no recommended prerequisites for Units 3 & 4 Legal Studies.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

Studying Legal Studies may lead to employment in the legal field in areas such as legal office work, clerk of courts, the police force, corrections, and as a solicitor or barrister.

Technology

Learning Area

UNITS 1 & 2 – FOOD STUDIES

UNIT ONE – FOOD ORIGINS

FY011

This unit is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. Students explore the origin and cultural roles of food, from early civilisations through to today's industrialised and global world, and also focus on the history and culture of food in Australia. Practical components allow students to explore the use of ingredients available today that were used in earlier cultures as well as ingredients indigenous to Australia and cuisine brought by migrants.

UNIT TWO – FOOD MAKERS

FY022

Students focus on domestic and commercial food production in Australia, including primary production and food processing and manufacturing, and the retail and food service sectors. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing. There is a materials charge of \$200 for Units 1 & 2 in Food Studies.

Assessment for
Units 1 & 2

- School assessed coursework – practical and written activities

UNITS 3 & 4 – FOOD STUDIES

UNIT THREE – FOOD IN DAILY LIFE

FY033

Students focus on the science of food, patterns of eating in Australia and the influences on the food we eat. They investigate the physiology of eating and microbiology of digesting, the absorption of macronutrients, food allergies, food intolerances and the microbiology of food contamination. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They look at relationships between social factors and food access and choice. They apply knowledge in the safe production of nutritious meals and develop a repertoire of healthy meals suitable for children and families.

UNIT FOUR – FOOD ISSUES, CHALLENGES AND FUTURES

FY034

Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety and the use of agricultural resources. Students consider environmental and ethical issues and apply their responses in practical ways. In this unit students also focus on food information and misinformation and the development of food knowledge, skills and habits. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms of food packaging. The practical component of this unit provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines. There is a materials charge of \$200 for Units 3 & 4 in Food Studies.

Assessment for
Units 3 & 4

- School assessed coursework
- Examination

PREREQUISITE INFORMATION

There are no recommended prerequisites for studying Units 3 & 4 Food Studies.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality. It may lead to employment within the hospitality industry as a kitchen hand, apprentice cook, food technologist, caterer or waiter/waitress.

UNITS 1 & 2 – PRODUCT DESIGN & TECHNOLOGY

UNIT ONE – SUSTAINABLE PRODUCT REDEVELOPMENT

DT011

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

UNIT TWO – COLLABORATIVE DESIGN

DT022

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

There is a materials charge of \$200 for Units 1 & 2 in Product Design & Technology.

Assessment for
Units 1 & 2

- Maintain a complete set of notes and drawings
- Completion of relevant investigative assignments
- Completion of an individually designed and constructed product (Unit 1) and a collaborative designed and constructed product (Unit 2) Logbook.
- Examination

UNITS 3 & 4 – PRODUCT DESIGN & TECHNOLOGY

UNIT THREE – APPLYING THE PRODUCT DESIGN PROCESS

DT033

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user. This unit examines different settings and takes students through the product design process as they design for an end-user. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

UNIT FOUR – PRODUCT DEVELOPMENT AND EVALUATION

DT034

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

There is a materials charge of \$200 for Units 3 & 4 in Product Design & Technology.

Assessment for
Units 3 & 4

- Short answer test
- Short written report
- Folio and production work
- Examination

PREREQUISITE INFORMATION

There are no recommended prerequisites for studying Units 3 & 4 Product Design & Technology.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

Studying Product Design and Technology may lead to careers in design and expanding their knowledge of a range of diverse materials. Other occupations may include architects, designers, interior designers and trades such as builders, carpenters etc. These units are appropriate for any occupation that requires making products for clients or customers.

UNITS 1 & 2 – APPLIED COMPUTING

UNIT ONE – APPLIED COMPUTING

IT11

In this unit 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. Students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

UNIT TWO – APPLIED COMPUTING

IT12

In this unit students focus on developing innovative solutions to needs or opportunities they identify, and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to 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. Students engage in all areas of the problem-solving methodology. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect data accessed using a network.

Assessment for
Units 1 & 2

- Annotated visual report
- Wireless network design task
- Presentation
- Folio of software solutions
- Examination

UNITS 3 & 4 – SOFTWARE DEVELOPMENT

UNIT THREE – SOFTWARE DEVELOPMENT

IT23

In this unit students apply the problem solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem solving methodology.

UNIT FOUR – SOFTWARE DEVELOPMENT

IT24

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Assessment for
Units 3 & 4

- Needs analysis and model development
- Software project
- Examination

PREREQUISITE INFORMATION

There are no prerequisites for studying Units 3 & 4 Software Development, although Units 1 & 2 Applied Computing are recommended.

PATHWAYS INFORMATION

VCE Applied Computing and Software Development provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, ICT, networks, robotics, telecommunications, and other careers relating to digital technologies.

The Arts

Learning Area

UNITS 1 & 2 – MEDIA

UNIT ONE – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES ME011

In this unit students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

UNIT TWO – NARRATIVE ACROSS MEDIA FORMS ME022

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society. They 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.

Assessment for
Units 1-2

- Group and individual productions
- Short answer analysis
- Research investigation
- Examination

UNITS 3 & 4 – MEDIA

UNIT THREE – MEDIA NARRATIVES AND PRE-PRODUCTION ME033

In this unit students examine fictional and non-fictional narratives in the form of film, and how they relate to the fundamental ideologies of society. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

UNIT FOUR – MEDIA PRODUCTION AND ISSUES IN THE MEDIA ME044

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Assessment for
Units 3-4

- Production planning and experimentation
- Individual productions
- Short and long form analysis
- Examination

PREREQUISITE INFORMATION

There are no recommended prerequisites for studying Units 3 & 4 Media.

PATHWAYS INFORMATION

These units may lead to careers in advertising companies, events organisations, television, radio, the film industry, and photography.

UNITS 1 & 2 – STUDIO ARTS

UNIT ONE – STUDIO INSPIRATIONS AND TECHNIQUES

SA011

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

UNIT TWO – STUDIO EXPLORATION AND CONCEPTS

SA022

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks.

Assessment for
Units 1 & 2 may include:

- Visual diary
- Short answer responses
- Oral presentation
- Exploration proposal
- Examination
- Finished artwork
- Extended response
- Digital presentation
- Investigation of studio practice

UNITS 3 & 4 – STUDIO ARTS

UNIT THREE – STUDIO PRACTICES AND PROCESSES

SA033

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area or creative exploration. They plan and apply a studio process to explore and develop their ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. Students are expected to visit at least two exhibitions and study specific artworks displayed in these exhibitions during their year of study.

UNIT FOUR – STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

SA034

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluations that explain why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3.

Assessment for
Units 3 & 4

- The presentation of at least two finished artworks with evaluation of studio processes
- An exploration proposal and visual diary
- Examination

PREREQUISITE INFORMATION

It is recommended that students have completed Units 1 & 2 in Studio Art.

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

These units lead to possible careers as gallery owner, art critic, photographer, art lecturer, fine art appraiser, digital imaging, exhibition designer, interior designer, restorer/conservator, multi-media specialist, curatorial consultant, archivist, artist-in-residence.

UNITS 1 & 2 – THEATRE STUDIES

UNIT ONE – PRE-MODERN THEATRE STYLES & CONVENTIONS

TS011

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era (prior to the 1920s). Students creatively work in production roles with scripts from this era, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the era and apply this knowledge to their own works. Students develop knowledge and skills in theatre production processes including dramaturgy, planning, development and performance. Students also develop skills to analyse a performance.

Assessment for
Unit 1

- Group and Individual character-based performances
- Analytical Exercises & Essays
- Examination

UNIT TWO – MODERN THEATRICAL STYLES & CONVENTIONS

TS022

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era (the 1920s to the present). Students work in production roles with scripts from this era, focusing on at least three distinct theatre styles. They study innovations in theatre production in the era and apply this knowledge to their own works. Students develop knowledge about theatre production processes including dramaturgy, planning, development and performance. They study safe and ethical working practices in theatre production and apply skills in performance analysis to the analysis of a play.

Assessment for
Unit 2

- Group and individual character-based performances
- Analytical exercises and essays
- Examination

UNITS 3 & 4 – THEATRE STUDIES

UNIT THREE – PRODUCTION THEATRE

TS033

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Assessment for
Unit 3

- Ensemble performance to an audience
- Individual folio
- Analytical exercises and essays
- Examination

UNIT FOUR – PRESENTING AN INTERPRETATION

TS044

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Assessment for
Unit 4

- Analytical exercises and essays
- Performance examination
- Examination

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office.

These units equip students with acting, stagecraft and analytical skills that may lead to employment in the entertainment industry. Furthermore, these units practice communication skills to a high level that is invaluable in any occupation.

UNITS 1 & 2 – VET MUSIC INDUSTRY: MUSIC PERFORMANCE

This course (CUA30915 Certificate III in Music Industry: Music Performance Specialisation) provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 1 and 2 of the program include core units such as implementing copyright arrangements, working effectively in the music industry, and applying knowledge of genre and style to music industry practice. Elective units provide students with the opportunity to specialise in areas such as composing and developing ensemble skills for playing or singing music.

The course develops students' skills and knowledge in a broad range of music related tasks and provides a foundation to enter the music industry. Many of the skills and knowledge attained are also transferable to other industries.

This subject will be offered on campus at Lilydale Heights College and will be open to students from other schools within the Yarra Valley VET Cluster.

Students who complete units 1 and 2 may continue on to study units 3 and 4, which offer scored assessment.

UNITS 3 & 4 – VET MUSIC INDUSTRY: MUSIC PERFORMANCE

This course allows students to continue developing fundamental music industry knowledge as well as technical performance skills. Students have the opportunity to prepare for performance and perform as part of a group or as a soloist.

Units 3 and 4 offer scored assessment that contributes to the ATAR of students who are completing the VCE.

This course provides pathways to further education and entry-level employment opportunities within the music and related industries. It may lead to further study or employment in music performance, sales, recording, mixing, management, and related fields.

Completion of units 1 and 2 in VET Music Industry (Music Performance) are a prerequisite for the study of units 3 and 4.

UNITS 1 & 2 – VISUAL COMMUNICATION DESIGN

UNIT ONE – INTRODUCTION TO VISUAL COMMUNICATION DESIGN VC011

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.

UNIT TWO – APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS VC022

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas. They investigate how typography and imagery are used and develop an understanding of the design process as a means of solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment for
Units 1 & 2 may include:

- Folio of drawings
- Written case study
- Visual case study
- Presentation of designs
- Oral case study
- Digital presentation

UNITS 3 & 4 – VISUAL COMMUNICATION DESIGN

UNIT THREE – VISUAL COMMUNICATION DESIGN PRACTICES VC033

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students establish a brief for a client and apply design thinking through the design process. They use observational and visualisation drawings to generate a wide range of ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

UNIT FOUR –VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION VC044

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Assessment for
Units 3 & 4 may include:

- Folio of drawings
- Written case study
- Examination
- Presentation of designs
- Visual case study

PREREQUISITE INFORMATION

There are no recommended prerequisites for studying Units 3 & 4 Visual Communication Design.

PATHWAYS INFORMATION

These units may lead to careers in graphic design, advertising companies, visual and print media, website design and creative arts.

VOCATIONAL EDUCATION AND TRAINING (VET)

To provide a broader range of VET studies, schools and TAFEs share enrolments of their VET programs across a local area. Students studying a VET program will travel to the host school or TAFE once a week. Lilydale Heights College is a member of both the **Yarra Valley VET Cluster** and the **Mullum VET Cluster**. Students will attend the home school for their VCE or VCAL program and attend the school that offers their VET study of choice. This may mean students miss other VCE classes. It is the student's responsibility to be organised and up-to-date with required work for all classes. Some classes may run outside normal school hours on any day. Students will be required to arrange their own transport.

Please note: VCE students are only able to select a VET study that is run on a Wednesday. VET Programs that are run as a full day are available by negotiation only as these pose a higher level of disruption to a student's VCE program.

VET studies are a two-year program. Year 11 VCE students are not able to apply to commence a VET program in Year 12. Some courses are VCE VET programs and contribute towards credits in VCE and some are a scored VCE VET which will contribute to a study score. Please check details with the Senior School Leader or the VET Coordinator.

Students looking to enrol in a Certificate III level qualification should speak to the Senior School Leader or the VET Coordinator as these qualifications can limit future access to government funding for apprenticeships and traineeships.

Students applying to study a VET course must complete the online VET Application Form in addition to their online subject selections. See the Careers Coordinator or Senior School Leader for further details.

As part of the VET Application students need to ensure that they have a Unique Student Identifier (USI). This can be applied for online at <https://www.usi.gov.au>.

VET studies carry additional costs above the normal subject fees. These costs will vary and in some cases the fees may be in excess of \$1000. Please ensure that you are aware of the costs involved in your chosen VET study before applying to enrol.

In Term 1 there is a Census Date where enrolments for VET are confirmed. After this date students wishing to withdraw from a VET study will still need to pay all VET fees in full.

To enrol in a VET study a \$500 deposit is required at the time of enrolment. If you are experiencing financial difficulties, please speak to the Business Manager.

COURSE	CURRENT HOST VENUE <i>*subject to change</i>	Day and Time offered
Certificate III in Acting (Screen)**	Lilydale High School	Wednesdays 3:30 – 6:30pm
Certificate II in Animal Studies	Lilydale High School	Wednesdays 12:30 – 3:30pm 1 st yr 3:30 – 6:30pm 2 nd yr
Certificate II in Automotive (Pre-Apprenticeship)	Healesville High School Yarra Hills Secondary College	Wednesdays 8:00am – 3:00pm Wednesdays 1:00 – 4:30pm
Certificate II in Building & Construction	Healesville High School Mount Lilydale Mercy College Ranges TEC	Wednesdays 8:00am – 3:00pm Wednesdays 1:15 – 5:15pm Wednesdays 8:00am – 3:00pm
Certificate II in Electrotechnology (Pre-vocational)	Ranges TEC	Wednesdays 8:00am – 12:30pm 1 st yr 1:00 – 5:30pm 2 nd yr
Certificate II in Engineering	Ranges TEC Mt Lilydale Mercy College	Wednesdays 12:30 – 5:00pm Wednesdays 1:15 – 5:00pm
Certificate II in Engineering	Ringwood Training	Wednesdays 12:00 – 4:30pm
Certificate II in Furniture Making	Ranges TEC Upper Yarra Secondary College	Wednesdays 9:00am – 3:00pm Wednesdays 12:30 – 5:00pm
Certificate II in Horticulture	Ranges TEC	Wednesdays 12:30 – 5:00pm

Certificate II in Hospitality	Aquinas College – Ringwood	Wednesdays 1:30 – 5:30pm
Certificate III in Information, Digital Media & Technology – Virtual Reality & Game Design)**	Ringwood Training	Wednesdays 1:00 – 4:30pm
Certificate III in Information, Digital Media and Technology – IT Networking (partial completion)**	Ringwood Training	Wednesdays 1:00 – 4:30pm
Certificate II in Kitchen Operations	Upper Yarra Secondary College Mt Lilydale Mercy College Ranges TEC	Wednesdays 9:00am – 3:00pm Wednesdays 1:15 – 5:15pm (1 st yr only) Wednesdays 1 st yr 12:30ppm Thursdays 4:00 – 8:30pm 2 nd yr
Certificate II in Kitchen Operations	Aquinas College – Ringwood	Wednesdays 1:30 – 5:30pm
Certificate III in Music Industry – Sound Production**	Aquinas College	Wednesdays 1:30 – 5:30pm
Certificate III in Music Industry- Music Performance**	Lilydale Heights College	Wednesdays 1:30 – 4:30pm
Certificate III in Screen and Media**	Mt Lilydale Mercy College Billanook College	Wednesdays 1:15 – 5:00pm Wednesdays 1:15 – 5:00pm
Certificate III in Sport and Recreation**	Upper Yarra Secondary College	Wednesdays (time TBA)
Certificate III in Sport and Recreation (Cricket)**	Lilydale High School	Wednesdays 1:45 – 4:00pm

***These courses may affect future opportunities eg an apprenticeship or traineeship program. Please speak to the Senior School Leader or VET Coordinator before applying to enrol in these programs.*

In some cases we may be able to arrange enrolment in a VET Study other than those listed For more information on the course content for their qualifications please go to www.yvvc.org.au or www.mullumvetcluster.com.au or speak to the VET Coordinator.

VCAL PROGRAM

YEAR 11 AND 12 VCAL LEARNING PROGRAM

YEAR 11 – INTERMEDIATE CERTIFICATE

YEAR 12 – SENIOR CERTIFICATE

YEAR 11 and YEAR 12 VCAL includes the following subjects:

- **Literacy**
- **Numeracy**
- **Personal Development**
- **Work Related Skills**

VCAL LITERACY develops skills, knowledge and attitudes in reading, writing and oral communication that allow progression in the contexts of family, employment, community and further learning. Students will develop literacy skills for self-expression, practical purposes, knowledge and public debate. The Oral Communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different purposes. A range of assessment methods will be used to enable students to demonstrate competence in the learning outcomes. Assessment methods include but are not restricted to:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Oral presentations
- Oral explanation of text
- Written text
- Discussion
- Debates
- Folios of tasks or investigations

VCAL NUMERACY develops knowledge, skills and understanding relevant to the practical application of mathematics at home, work, and study and in the community. Curriculum will focus on developing skills required to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel and the underpinning skills for further study in the student's chosen industry. The areas of study are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

A range of methods, including project-based assessment and investigations, will be used to enable students to demonstrate competence in the learning outcomes.

VCAL PERSONAL DEVELOPMENT develops skills, knowledge and attitudes that lead to social responsibility, building community, civic responsibility and improved self-confidence. Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of community or personal growth. Assessment will occur when students demonstrate competence in all learning outcomes for the unit. A range of assessment methods will be applied and examples include:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Self- assessment inventories
- Oral or written reports
- Reflective Journals
- Participation in class activities and discussions
- Photographs
- Testimonial letters from mentors

VCAL WORK RELATED SKILLS develops employability skills, knowledge and attitudes valued within the community and work in preparation for employment. Study in this strand is designed to integrate learning about work and develop critical thinking, problem solving and organisational skills in work contexts. The Work Related Skills units are based on the development and assessment of key competencies including:

- Collecting, analysing and organising information
- Communicating ideas and information
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology

Students will need to secure a part time traineeship/school based apprenticeship or ongoing part-time employment. The College will be working in partnerships with some outside agencies to support students with their part-time traineeship/school based new apprenticeship or ongoing part-time employment. **It is the student's responsibility to secure one day per week of paid or voluntary employment, preferably in the student's chosen industry.**

Assessment will occur when students demonstrate competence in all learning outcomes for the unit. A range of assessment methods will be applied. Examples include:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through program participation
- Self-assessment inventories
- Oral or written reports

VCAL INDUSTRY SPECIFIC SKILLS develops skills, knowledge and attitudes related to vocational contexts in preparation for further learning or employment.

Students will complete a VCE/VET or VET Certificate at Level II.

Some of the courses will be delivered by outside providers at either TAFE Institutes or other schools in the Yarra Valley Cluster.

Please refer to the VET section of the handbook.

atEAST FOR VCAL STUDENTS

The atEAST School Based Apprenticeship and Traineeship (SBAT) Program is a School Based Program in Victoria offered to senior students as part of their VCAL program. Our vision is to provide a pathway where schools and industry work together to develop a skilled workforce and meet future industry employment needs. atEAST is a consortium of ten secondary schools in the Eastern Region of Melbourne, that have a like-minded desire to meet the diverse needs of the students and believe that all students can succeed and that success will come in a variety of ways.

The schools believe that to meet diverse student needs requires a broad range of curriculum options for students and the ability to access multiple pathways, something best achieved in co-operation with like-minded organisations.

The atEAST SBAT Program is extremely successful and involves a partnership between the ten consortium schools, Registered Training Organisations (RTOs), employers and the many students that participate in our program.

As an affiliate school, Lilydale Heights College students can access this program. For more information please contact the Senior School Leader.

VCE AND VCAL SUBJECT INDEX AND MATERIALS CHARGES

SUBJECTS	CHARGE	PAGE NUMBER
VCE		
English	\$35	12
English as an Additional Language (EAL)	\$35	13
Literature	\$35	14
General Mathematics	\$35	15
Further Mathematics	\$35	15
Mathematical Methods	\$35	16
Japanese	\$35	17
Auslan	\$35	18
Health and Human Development	\$35	19
Outdoor and Environmental Studies	\$850	20
Physical Education	\$35	21
Biology	\$70	22
Chemistry	\$70	23
Physics	\$65	24
Psychology	\$35	25
Business Management	\$35	26
History	\$35	27
Legal Studies	\$35	28
Food Studies	\$210	29
Product Design and Technology	\$210	30
Applied Computing	\$35	31
Data Analytics	\$35	31
Media	\$80	32
Studio Arts	\$110	33
Theatre Studies	\$50	34
VET Music Industry Cert. III: Music Performance	TBC	35
Visual Communication Design	\$85	36
VOCATIONAL EDUCATION AND TRAINING (VET)	TBC	37
VCAL		
VCAL Literacy	\$40	39
VCAL Numeracy	\$40	39
VCAL Personal Development	\$40	39
VCAL Work Related Skills	\$40	40