Lilydale Heights College
Senior School
CURRICULUM HANDBOOK
VCE – VCAL – VET
YEAR 12
2021
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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 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.

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<td>Product Design &amp; Technology</td>
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VET Courses (Units 1-4) are available through the Yarra Valley and Mullum VET Clusters.
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 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. VET studies can be scored or 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.
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.
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 AND ENGAGEMENT
The Student Welfare 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.
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.

**UNITS 3 & 4 – ENGLISH**

**UNIT THREE**

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

**UNIT FOUR**

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

**UNIT THREE**

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

**UNIT FOUR**

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
- 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.
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 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 and 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 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
• Application task
• Examination
• Assignments
• Class work

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 and 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.
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.
UNIT THREE – AUSTRALIA’S HEALTH IN A GLOBALISED WORLD
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. 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
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 through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

Assessment for Units 3 & 4
- Case study
- Test
- Written report
- 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.

UNIT THREE – RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS
Students focus on 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.

UNIT FOUR – SUSTAINABLE OUTDOOR RELATIONSHIPS
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 Units 3 & 4
- Case study
- Data analysis
- Journal questions
- Structured questions
- 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.
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.
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.

UNIT FOUR – HOW DOES LIFE CHANGE AND RESPOND 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.

Assessment for Units 3 & 4
- Report using secondary data
- Structured scientific poster
- Report on practical activities
- Structured questions

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.

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

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.
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 and explore the effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion and are introduced to Einstein’s theories to explain the motion of very fast objects.

UNIT FOUR – HOW CAN TWO CONTRADICTORY 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. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Assessment for Units 3 & 4
• Student-designed practical investigation
• Four of the following: multimedia presentation, folio of practical activities, data analysis, written report, test, 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 VICETR 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 3 & 4 – PSYCHOLOGY

UNIT THREE – HOW DOES EXPERIENCE AFFECT BEHAVIOUR & MENTAL PROCESSES?  PY033
Students examine the 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 causes and management of stress. Students investigate how mechanisms of memory and learning lead to acquisition of knowledge, development of new capacities, and changed behaviours. They consider limitations and fallibility of memory and how memory can be improved.

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 Units 3 & 4
• Tests
• Research report
• Examination
• Visual presentation
• Annotated folio

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 VICETR 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.
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.

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 Units 3 & 4
- Case studies
- Field study
- Examination
- Essay
- Structured questions

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.

UNIT THREE – RIGHTS AND JUSTICE
LS033
In this unit students examine methods and institutions in the justice system, considering their effectiveness in determining criminal and civil cases. Students consider the Victorian court hierarchy and other institutions, exploring matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, and legal practitioners, 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
In this unit students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students 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.

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.
UNIT THREE – FOOD IN DAILY LIFE
Students focus on the science of food, patterns of eating in Australia, and 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 apply knowledge in the safe production of nutritious meals to develop a repertoire of healthy meals suitable for families.

UNIT FOUR – FOOD ISSUES, CHALLENGES AND FUTURES
Students address debates concerning Australian and global food systems relating to the environment, ethics, technology, food access, food safety, and the use of agricultural resources. Students also focus on food information and misinformation and the development of food knowledge, skills and habits. The practical component of this unit allows students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

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.

UNIT THREE – APPLYING THE PRODUCT DESIGN PROCESS
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
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.

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.
UNIT THREE – SOFTWARE DEVELOPMENT

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

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.
UNIT THREE – MEDIA NARRATIVES AN 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 personal reflection, documenting progress as they work towards completion.

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.

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.

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.
UNIT THREE – PRODUCTION THEATRE

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

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

PREREQUISITE INFORMATION

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

PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VIC TER 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.

UNIT THREE & FOUR – 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.
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
- Presentation of designs
- Written case study
- Visual case study
- Examination

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.
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](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.**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CURRENT HOST VENUE</th>
<th>Day and Time offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Acting (Screen)**</td>
<td>Lilydale High School</td>
<td>Wednesdays 3:30 – 6:30pm</td>
</tr>
<tr>
<td>Certificate II in Animal Studies</td>
<td>Lilydale High School</td>
<td>Wednesdays 12:30 – 3:30pm 1&lt;sup&gt;st&lt;/sup&gt; yr 3:30 – 6:30pm 2&lt;sup&gt;nd&lt;/sup&gt; yr</td>
</tr>
<tr>
<td>Certificate II in Automotive (Pre-Apprenticeship)</td>
<td>Healesville High School Yarra Hills Secondary College</td>
<td>Wednesdays 8:00am – 3:00pm Wednesdays 1:00 – 4:30pm</td>
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<tr>
<td>Certificate II in Building &amp; Construction</td>
<td>Healesville High School Mount Lilydale Mercy College Ranges TEC</td>
<td>Wednesdays 8:00am – 3:00pm Wednesdays 1:15 – 5:15pm Wednesdays 8:00am – 3:00pm</td>
</tr>
<tr>
<td>Certificate II in Electrotechnology (Pre-vocational)</td>
<td>Ranges TEC</td>
<td>Wednesdays 8:00am – 12:30pm 1&lt;sup&gt;st&lt;/sup&gt; yr 1:00 – 5:30pm 2&lt;sup&gt;nd&lt;/sup&gt; yr</td>
</tr>
<tr>
<td>Certificate II in Engineering</td>
<td>Ranges TEC Mt Lilydale Mercy College</td>
<td>Wednesdays 12:30 – 5:00pm Wednesdays 1:15 – 5:00pm</td>
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<tr>
<td>Certificate II in Engineering</td>
<td>Ringwood Training</td>
<td>Wednesdays 12:00 – 4:30pm</td>
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<tr>
<td>Certificate II in Furniture Making</td>
<td>Ranges TEC Upper Yarra Secondary College</td>
<td>Wednesdays 9:00am – 3:00pm Wednesdays 12:30 – 5:00pm</td>
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<td>Certificate II in Horticulture</td>
<td>Ranges TEC</td>
<td>Wednesdays 12:30 – 5:00pm</td>
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<tr>
<td>Certificate II in Hospitality</td>
<td>Aquinas College – Ringwood</td>
<td>Wednesdays 1:30 – 5:30pm</td>
</tr>
<tr>
<td>Course Description</td>
<td>Location</td>
<td>Days and Times</td>
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<tr>
<td>Certificate III in Information, Digital Media &amp; Technology – Virtual Reality &amp; Game Design**</td>
<td>Ringwood Training</td>
<td>Wednesdays 1:00 – 4:30pm</td>
</tr>
<tr>
<td>Certificate III in Information, Digital Media and Technology – IT Networking (partial completion)**</td>
<td>Ringwood Training</td>
<td>Wednesdays 1:00 – 4:30pm</td>
</tr>
<tr>
<td>Certificate II in Kitchen Operations</td>
<td>Upper Yarra Secondary College</td>
<td>Wednesdays 9:00am – 3:00pm</td>
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<td></td>
<td>Mt Lilydale Mercy College</td>
<td>Wednesdays 1:15 – 5:15pm (1st yr only)</td>
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<td></td>
<td>Ranges TEC</td>
<td>Wednesdays 1st yr 12:30pm</td>
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<td></td>
<td>Thursdays 4:00 – 8:30pm 2nd yr</td>
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<tr>
<td>Certificate II in Kitchen Operations</td>
<td>Aquinas College – Ringwood</td>
<td>Wednesdays 1:30 – 5:30pm</td>
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<tr>
<td>Certificate III in Music Industry – Sound Production**</td>
<td>Aquinas College</td>
<td>Wednesdays 1:30 – 5:30pm</td>
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<tr>
<td>Certificate III in Music Industry- Music Performance**</td>
<td>Lilydale Heights College</td>
<td>Wednesdays 1:30 – 4:30pm</td>
</tr>
<tr>
<td>Certificate III in Screen and Media**</td>
<td>Mt Lilydale Mercy College</td>
<td>Wednesdays 1:15 – 5:00pm</td>
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<tr>
<td></td>
<td>Billanook College</td>
<td>Wednesdays 1:15 – 5:00pm</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation**</td>
<td>Upper Yarra Secondary College</td>
<td>Wednesdays (time TBA)</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation (Cricket)**</td>
<td>Lilydale High School</td>
<td>Wednesdays 1:45 – 4:00pm</td>
</tr>
</tbody>
</table>

**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 above. For more information on courses and requirements please go to
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

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