

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.

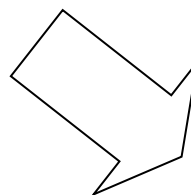
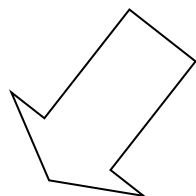
SENIOR SCHOOL CONTACTS

Mr Bryce Denny	Curriculum Leader
Ms Emma Steeper	Senior School Leader
Mr Ben Rizzuto	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	◆	◆	◆	◆
LANGUAGES				
Japanese	◆	◆	◆	◆
AUSLAN	◆	◆		

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

Mathematics

Learning Area

UNITS 1 & 2 – GENERAL MATHEMATICS

“When are we ever going to use this?” In General Mathematics, we have the answer! This subject explores how maths is used in the real world. Importantly, it will equip you with the skills needed to make informed decisions in your personal life and future career.

UNIT ONE

MA071

Unit One focuses on building fundamental maths skills and using them to analyse real-world scenarios. *Financial Arithmetic* compares different types of investments, loans, and time-purchase agreements to help you make money-savvy decisions. The *Linear Functions & Models* topic considers how equations and graphs can be used to model and solve everyday situations. These skills are then extended to *Number Sequences* to analyse patterns in nature such as the growth of a population or how quickly radiation decays.

Areas of study:

- *Computational Arithmetic*
- *Linear Functions & Models*
- *Number Sequences*
- *Financial Arithmetic*
- *Networks*

UNIT TWO

MA072

Unit Two continues to build on the skills developed in Unit One. We start by delving into the world of geometry to explore the properties of various shapes. From here, we turn our attention to data and how it can be presented and analysed to uncover trends and patterns. Lastly, this unit considers the power of matrices. This includes how to manipulate them and their applicability to areas such as business, networks and ecology. These skills are valuable in a diverse range of careers as they enable us to make informed, data-based decisions.

Areas of study:

- *Shape & Measurement*
- *Trigonometry*
- *Univariate Statistics*
- *Bivariate Statistics*
- *Matrices*

Assessment for
Units 1 & 2

- Class work
- Problem-solving tasks
- Topic tests
- 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

Completing General Mathematics Units 1 & 2 will meet the requirements needed to study Further Mathematics Units 3 & 4.

PREREQUISITE INFORMATION

Students should have previously achieved a Victorian Curriculum grade demonstrating competence at a Year 10 level or higher in all mathematical topics. General Mathematics Units 1 & 2 are a recommended prerequisite for Further Mathematics Units 3 & 4.

UNITS 3 & 4 – FURTHER MATHEMATICS

If you have spent years wondering why mathematics is important or when it is useful in the real world, this is where you'll find out! Further Mathematics focuses on applying maths to real life and everyday scenarios, from analysing data trends to choosing the best possible bank loan to save you money.

UNIT THREE

MA073

How does a business owner predict what their sales will be next summer? How can they be a smart banker and choose the best business loan with the lowest payable interest? This core unit helps answer these questions, being comprised of *Data Analysis* and *Recursion and Financial Modelling*. The focus is on investigating trends and making predictions, modelling financial situations such as bank loans, interest, and several types of investment options.

UNIT FOUR

MA074

Unit Three scratches the surface of real world applied mathematics, whereas Unit Four dives deeper into some further techniques. This unit comprises of two modules that are chosen from: Matrices, Networks & Decision Mathematics, Geometry & Measurement and Graphs & Relations.

At LHC we focus on *Graphs & Relations* and *Matrices*. Graphs & Relations provides you with a skillset that furthers your ability to analyse the trends discovered in Unit 3: Data Analysis. Matrices are used for an incredibly diverse range of applications in many STEM careers, with Further Mathematics using them to solve simultaneous equations and analyse systems such as road networks and sporting tournaments.

Assessment for Units 3 & 4

- 4 SACs, one for each topic covered
- Exam 1 is a 1.5 hour multiple choice exam
- Exam 2 is a 1.5 hour written response exam

PREREQUISITE INFORMATION

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

UNITS 1 & 2 – MATHEMATICAL METHODS

UNIT ONE & TWO

MA111

Wonderful and complex mathematical patterns and concepts are hidden in plain sight all around. This includes the pattern of a ball bouncing, the shape of a rollercoaster, how fast Usain Bolt runs and the seemingly endless combination of car number plates. Mathematical Methods will give you the opportunity to extend your understanding, skills and application in mathematics.

This subject focuses on the following units of work:

- Functions and graphs: An investigation into the gallery of graphs and their connection through key features and restrictions. This includes linear, quadratics, exponential, logarithmic and circular functions.
- Algebra: Manipulation and substitution of equation using mathematical symbolic notation.
- Calculus: An exploration into mathematical impact on speed, measurement and temperature through rates of change, differentiation and optimisation problems.
- Probability and statistics: The study of probability of events through the use of formulae, counting principles and combinatorics.

Assessment for
Units 1 & 2

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

PATHWAYS INFORMATION

Successful completion of Mathematical Methods Units 1 & 2 will meet the requirements needed to study Mathematical Methods Units 3 & 4.

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 & FOUR

MA113

Have you ever wondered how people create the perfect curve for a rollercoaster? Or how to create a model to predict the population in 20 years' time? If I have 100m of fencing, how can I create a paddock with the maximum area? Functions, Graphs, Algebra and Calculus can help you find all of these answers plus more! Students selecting this subject will study the following Areas of Study:

- Functions & Graphs (including power, exponential, logarithmic, circular and polynomial functions)
- Algebra (factorising, expanding, solving equations)
- Calculus (including finding derivatives of polynomials, exponential, logarithmic, power and circular functions, indefinite and definite integrals)

Probability & Statistics (discrete and continuous probability distributions)

Assessment for Units 3 & 4

- Tests
- Application tasks
- Assignment
- Class work
- End of year 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

All Year 11 students should have received 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.

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 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 & TWO

BI011

How do living organisms survive and reproduce? In this subject, you will focus on how cells, as the building blocks of life, function and reproduce. You will explore how cells specialise to form systems within organisms, allowing them to survive in their environment. As organisms reproduce, biological information is passed down from generation to generation, allowing a species to diversify. You will investigate how these adaptations enhance an organism's survival. In this subject you will engage in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory, and practice.

The subject focuses on the following units of work:

- Cellular structure and function, the cell cycle, cell growth, death and differentiation
- Functioning systems, regulation of systems
- Structure and function of genetic material, genotypes and phenotypes, patterns of inheritance
- Reproductive strategies, adaptations and diversity

Assessment for Units 1 & 2

- Report of a laboratory or fieldwork activity including the generation of primary data
- Case study analysis
- Report of a student-adapted or student-designed scientific investigation
- End of semester exam
- Data analysis of generated primary and/or collated secondary data
- Response to an investigation into a bioethical issue

UNIT THREE & FOUR

UNITS 3 & 4 BIOLOGY

BI033

Do you want to explore the diversity of life as it has evolved and changed over time, and consider how living organisms' function and interact? In this subject there will be a focus on the workings of the cell from several perspectives and the continual change and challenges to which life on Earth has been, and continues to be, subjected to. In this subject you will engage in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory, and practice.

The subject focuses on the following units of work:

- The relationship between nucleic acids and proteins
- DNA manipulation techniques and applications
- Regulation of biochemical pathways and photosynthesis and cellular respiration
- Responding to pathogens and immunity
- Changes in populations and species over time, determining the relatedness of species

Assessment for
Unit 3 & 4

- Analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of biological concepts, methodologies and methods and findings from three practical activities
- Analysis and evaluation of a contemporary bioethical issue
- Scientific poster of a student-designed and conducted scientific investigation
- End of year exam

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 & TWO

CH011

How do the materials in the world around us behave and react? In this subject, there will be focus on the structure of the atom, using this as a springboard to explain the structure and properties of materials in the world around us. This knowledge will then be applied to investigate how a range of important chemical reactions occur in water, helping humanity to thrive and survive on Earth. In this subject you will engage in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory, and practice.

The subject focuses on the following units of work:

- Atomic structure and the periodic table
- Metallic, ionic, and covalent bonding
- Nanomaterials, organic compounds, and polymers
- Properties of water
- Chemical reactions in water
- Analysis of chemicals in water

Assessment for
Unit 1 & 2

- Research Report
- Experimental Logbook
- Experimental Reports
- Test
- End of Year Examination

UNIT THREE & FOUR

UNITS 3 & 4 - CHEMISTRY

CH033

How would we survive on Earth without energy? In this subject, you will learn about different sources of energy production and their benefits and disadvantages. You will investigate how chemical processes can be optimised, as well as how chemical compounds are analysed. Finally, you will focus on how the chemistry of food helps humans to survive. . In this subject you will engage in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory, and practice.

The subject focuses on the following units of work:

- Energy production
- Optimising chemical processes
- Organic chemistry
- Analytical chemistry
- Food chemistry

Assessment for
Units 3 & 4

- Experimental Reports
- Tests
- End of year exam
- Response to stimulus material
- Analysis of an experiment

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 & TWO

In this subject you explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. You consider thermal concepts, the use of electricity, and the origins of the universe. You will investigate ways in which forces are involved in moving objects and keeping objects stationary, as well as how this applies to a wide range of fields, from astrophysics to sports science.

The subject focuses on the following units of work:

- Thermodynamics
- Electricity
- Matter
- Motion
- The physical world

Assessments for
Units 1 & 2

- Practical Work
- Research Report
- Examination
- Data Analysis
- Tests

PREREQUISITE INFORMATION

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

UNITS 3 & 4 – PHYSICS

UNIT THREE & FOUR

PH033

In this subject, you explore the importance of energy in explaining and describing the physical world. You explore the interactions, effects, and applications of gravitational, electric, and magnetic fields. You 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. You will also explore the use of wave and particle theories to model the properties of light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

The subject focuses on the following units of work:

- Fields
- Motion
- Wave and particle models
- Light and matter

Assessment for
Units 3 & 4

- Summary of practical activities
- Data analysis
- Written report
- Test
- Student designed practical investigation

PREREQUISITE INFORMATION

Students are advised to take Units 1 & 2 Physics prior to Unit 3 & 4 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

PY011

Have you ever wondered why we behave and think the way we do? In this subject we investigate the structure and function of the brain and the role it plays in the overall physical and psychological functioning of the human body. There is a focus on how internal and external factors influence how people interact with the world around them. In this subject you will engage in scientific investigations and research to develop key skills and knowledge.

The subject focuses on the following units of work:

- Structure and function of the human nervous system
- Brain plasticity and the influence of brain damage on psychological functioning
- The complex nature of psychological development
- Perception of stimuli and how it can be distorted
- The role of social cognition and other factors that can influence behaviour

Assessment for Units 1 & 2

- Research investigations & data analysis
- Logbook on practical activities
- Visual presentation and test
- Examination

UNITS 3 & 4 – PSYCHOLOGY

UNIT THREE & FOUR

PY033

Do you ever wonder why you behave and think in certain ways? The answer is the most complex part of the human body, the brain. In this subject there will be a focus on the structure and function of the nervous system which enables us to interact with the world. It will investigate how we connect past and present experiences through memories, awareness of sensations and mental health through a range of theories. In this subject you will participate in a range of scientific investigation methods to develop key science skills, and look at the links between knowledge, theory and practice.

The subject focuses on the following units of work:

- Nervous system functioning
- Stress as an example of a psychobiological process
- Neural basis and models to explain learning
- Process and reliability of memory
- Nature of consciousness
- Importance of sleep and the effect of disturbances
- Mental health as continuum, including phobias.

Assessment for Units 3 & 4

- Test
- A response to a set of structured questions
- Practical logbook of investigation
- Media analysis
- A reflective learning journal/blog related to selected activities or in response to an issue
- Scientific poster
- 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 – MODERN HISTORY

UNIT ONE – CHANGE AND CONFLICT

HI031

This unit investigates the significant ideological, 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
- Essay
- Analysis of historical sources
- Short-answer questions
- Examination

UNIT TWO – THE CHANGING WORLD ORDER

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
- Essay
- Analysis of historical sources
- Short-answer questions
- Examination

UNITS 3 & 4 – HISTORY REVOLUTIONS

UNIT THREE – THE AMERICAN REVOLUTION

HI013

This unit deals with the origins, outbreak, course and impact of the French Revolution. It focuses on the social, economic, political and intellectual challenges confronting the British colony of America, and the ways in which significant revolutionaries and leaders sought to build a new society. It also explores the experiences of different social groups and their responses to the challenges and changes to the conditions of everyday life.

UNIT FOUR – THE CHINESE REVOLUTION

HI014

This unit deals with the origins, outbreak, course and impact of the Chinese Revolution. It focuses on the social, economic, political and intellectual challenges that led to the proclamation of the People's Republic of China, and the ways in which significant revolutionaries and leaders sought to build a new society. It also explores the experiences of different social groups and their responses to the challenges and changes to the conditions of everyday life.

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
 - Individually designed and constructed product (Unit 1) and collaboratively designed and constructed product (Unit 2)
 - Investigative assignments
- 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.

UNITS 1 - 4 – VET CONSERVATION AND ECOSYSTEMS MANAGEMENT

The VET subject Conservation and Land Management is a great choice for individuals interested in preserving and sustaining our environment. You may have a personal passion for conservation or be interested in pursuing a career with Parks Victoria.

The qualification enables individuals to select an Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these. Pathways may include employment into roles such as assistant land management officer, assistant conservation worker, assistant parks and wildlife officer.

As this is delivered with a combination of practical and classroom based learning, students will regularly engage in field based activities and assessment after commencing their research at school. They will demonstrate their skills through constructing portfolios of their research and collecting photos and other evidence of fieldwork.

Units to be studied

In the Certificate II in Conservation and Land Management we study 15 units of competency over two years. These include the two core units related to work health and safety processes and environmentally sustainable work practices. Electives may include recognition of fauna and flora, collection of native seed and planting trees and shrubs. Additionally, we will learn about the maintenance of cultural places, conduct visual inspection of park facilities and provide visitor information. Two units involve the valuable life skills of providing basic emergency life support and first aid in a remote location. We also will investigate business technology, assist with landscape construction work, learn how to observe and report on weather and read and interpret maps.

ATAR Contribution

The VCE VET Agriculture, Horticulture, Conservation and Land Management program does not offer scored assessment. A student who achieves a Units 3 and 4 sequence may be eligible for an increment towards their ATAR.

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website.

Recognition of prior learning

Students who feel that they have previous education or work skills may apply to the VET Coordinator to have their current competencies assessed.

Work Placement

Students are not required to complete work placements in the Conservation industry, however this may be a worthwhile option for those interested in pursuing this pathway.

Course Cost

Refer to information provided by your home school.

The Arts

Learning Area

UNITS 1 & 2 – MEDIA

UNIT ONE – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES ME011

In this unit students analyse the media texts they engage with every day by considering how representations, narrative, and media codes and conventions are used to make meaning. Students develop an understanding of how Australian stories are created in different media forms. Students create their own media products in a range of media forms, working both independently and collaboratively to communicate 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 film narratives for their construction 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, production roles 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 course materials are items and activities required for the provision of a VET program. Items are necessarily consumed or transformed by students as part of training or assessment, and activities must be undertaken for, and contribute to, training and assessment. From the start of the 2022 school year, the Department of Education will reimburse VET material fees to government schools to address the cost barrier for families. Government schools will no longer request payments from parents for essential learning materials for VET studies.

In Term 1 there is a Census Date where enrolments for VET are confirmed. After this date students are not able to withdraw from a VET Study

COURSE	CURRENT HOST VENUE *subject to change	Day and Time offered
Certificate III in Acting (Screen)**	Lilydale High School	Wednesdays 3:00 – 6:00pm 1 st yr Wednesdays 6:00 – 9:00pm 2 nd yr
Certificate II Agriculture	Mt Lilydale Mercy College	Wednesdays 1:15 – 5:15pm
Certificate II in Animal Studies	Lilydale High School	Wednesdays 12:30 – 3:30pm 1 st yr Wednesdays 3:30 – 6:30pm 2 nd yr
Certificate II in Automotive (Pre-Apprenticeship)	Healesville High School	Wednesdays 8:00am – 3:00pm
Certificate II in Building & Construction	Healesville High School Mount Lilydale Mercy College	Wednesdays 8:00am – 3:00pm Wednesdays 1:15 – 5:15pm
Certificate II in Conservation and Ecosystems Management	Lilydale Heights College	Wednesdays 1:30 - 4:30pm
Certificate II in Electrotechnology (Pre-vocational)	Ranges TEC	Wednesdays 8:00am – 12:30pm 1 st yr Thursdays 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 1 st yr only

Certificate II in Furniture Making	Ranges TEC Upper Yarra Secondary College	Wednesdays 12:30 – 5:00pm Wednesdays 9:00am – 3:00pm
Certificate II in Horticulture	Ranges TEC	Wednesdays 12:30 – 5:00pm
Certificate II in Hospitality (Front of House)	Aquinas College – Ringwood	Wednesdays 1:30 – 5:30pm
Certificate III in Information, Digital Media & Technology – Virtual Reality & Game Design) (partial completion)**	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 12:30 – 3:00pm Wednesdays 1:15 – 5:15pm 1 st yr only Wednesdays 12:30 – 5:00pm 1 st yr Thursdays 4:00 – 8:30pm 2 nd yr
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 – 5:15pm Wednesdays 1:15 – 5:15pm
Certificate III in Sport and Recreation**	Ranges TEC	Wednesdays 12:30 – 5:00pm
Certificate II in Wine Industry Operations	Upper Yarra Secondary School	Wednesdays 8:00am – 3:00pm

***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	16
Mathematical Methods	\$35	17
Japanese	\$35	18
Auslan	\$35	19
Health and Human Development	\$35	20
Outdoor and Environmental Studies	\$850	21
Physical Education	\$35	22
Biology	\$70	23
Chemistry	\$70	24
Physics	\$65	25
Psychology	\$35	26
Business Management	\$35	27
History	\$35	28
Legal Studies	\$35	29
Food Studies	\$215	30
Product Design and Technology	\$210	31
VET Conservation and Ecosystems Management	TBC	32
Media	\$80	33
Studio Arts	\$110	34
Theatre Studies	\$50	35
VET Music Industry Cert. III: Music Performance	TBC	36
Visual Communication Design	\$85	37
VOCATIONAL EDUCATION AND TRAINING (VET)	TBC	38
VCAL		
VCAL Literacy	\$40	40
VCAL Numeracy	\$40	40
VCAL Personal Development	\$40	40
VCAL Work Related Skills	\$40	41