

# **Lilydale Heights College**

## **Senior School**

# **CURRICULUM HANDBOOK**

**VCE – VCAL – VET**

**YEAR 12**

**2022**

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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](http://www.vcaa.vic.edu.au).

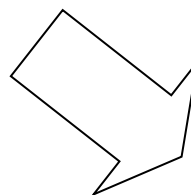
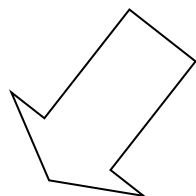
## SENIOR SCHOOL CONTACTS

<b>Mr Bryce Denny</b>	<b>Curriculum Leader</b>
<b>Ms Emma Steeper</b>	<b>Senior School Leader</b>
<b>Mrs Marg Logan</b>	<b>VCAL Coordinator</b>
<b>Ms Juliet Honey</b>	<b>Careers Coordinator/VET Coordinator</b>

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
<b>ENGLISH</b>				
English	◆	◆	◆	◆
English as an Addition- al Language (EAL)	◆	◆	◆	◆
Literature	◆	◆		
<b>THE ARTS</b>				
Media	◆	◆	◆	◆
Studio Art	◆	◆	◆	◆
Theatre Studies	◆	◆	◆	◆
VET Music Industry	◆	◆	◆	◆
Visual Communication Design	◆	◆	◆	◆
<b>HUMANITIES</b>				
Business Management	◆	◆	◆	◆
History	◆	◆	◆	◆
Legal Studies	◆	◆	◆	◆
<b>HEALTH &amp; PHYSICAL EDUCATION</b>				
Health & Human Development	◆	◆	◆	◆
Outdoor & Environmental Studies	◆	◆		
Physical Education	◆	◆	◆	◆

TITLE	Units Offered			
	1	2	3	4
<b>MATHEMATICS</b>				
General Mathematics	◆	◆		
Further Mathematics			◆	◆
Mathematical Methods	◆	◆	◆	◆
<b>SCIENCE</b>				
Biology	◆	◆	◆	◆
Chemistry	◆	◆	◆	◆
Physics	◆	◆	◆	◆
Psychology	◆	◆	◆	◆
<b>TECHNOLOGY</b>				
Food Studies	◆	◆	◆	◆
Product Design & Technology	◆	◆	◆	◆
<b>LANGUAGES</b>				
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 recognised qualification or credit towards a qualification that contributes to the VCE or VCAL
- develop skills that will equip students for the workforce and further study.

## **Where can VET be undertaken?**

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

## **How does VET contribute to the VCE?**

VET may contribute to the VCE at the Units 1 & 2 or Units 3 & 4 level. VET studies can be scored or unscored.

## **How does VET contribute to the VCAL?**

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

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

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

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

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

There are three ways to undertake VET.

### **1. VCE VET Programs**

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

### **2. Apprenticeships and Traineeships**

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

### **3. Block Credit Recognition**

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

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



## STUDYING: WHAT YOU NEED FOR THE FUTURE

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

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

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

**Never assume you will leave the College after Year 11.**

Check your options with the Careers Coordinator.

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

**COME PREPARED WITH THE QUESTIONS YOU NEED ANSWERED.**

## STUDENT WORK AND ATTENDANCE REQUIREMENTS

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

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

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

## COURSE ACCEPTANCE AND PAYMENT OF APPROPRIATE ANNUAL PROGRAM CHARGES

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

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

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

## OTHER STUDIES AVAILABLE IN CONJUNCTION WITH THE VCE

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

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

# 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 AND ENGAGEMENT**

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

Students have access to School Support Services (Psychologists).

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

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

# **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.**

### **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 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

### 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.

# Mathematics

## Learning Area

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

### UNITS 3 & 4 – FURTHER MATHEMATICS

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

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

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

- 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 3 & 4 - MATHEMATICAL METHODS

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**

Tests

Application Task

Assignment

Classwork

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.

### **PREREQUISITE INFORMATION**

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 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)

### Unit 3:

Traditional and cultural events  
Japanese culture and influence  
Living in Japan

### Unit 4:

Future plans  
The environment

### 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.

# Health & Physical Education

## Learning Area

### 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. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. Students also look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

#### UNIT FOUR – HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

**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 through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

#### Assessment for Units 3 & 4

- Case Study
- Written report
- 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.

## **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
- Short answer questions
- Tests

### **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
- Participating 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 3 & 4 - BIOLOGY

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:

- Analysis and evaluation of a selected biological case study
- 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

### UNITS 3 & 4 - CHEMISTRY

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

- Response to stimulus material
- Experimental report
- Test
- Analysis of an experiment
- End of year exam

## UNITS 3 & 4 - PHYSICS

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:**

- a summary of practical activities
- a data analysis
- a written report
- a test
- a student designed practical investigation

## UNITS 3 & 4 - PSYCHOLOGY

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:**

- 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
- End of year exam

# The Humanities

## Learning Area

### UNITS 3 & 4 – HISTORY REVOLUTIONS

#### UNIT THREE – THE AMERICAN REVOLUTION

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

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 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

### **UNIT FOUR – TRANSFORMING A BUSINESS**

**BM034**

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

#### **Assessment for Units 3 & 4**

- Case Studies
- Field Study
- Structured questions
- 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 3 & 4 – LEGAL STUDIES

### UNIT THREE – RIGHTS AND JUSTICE

**LS033**

In this unit students examine methods and institutions in the justice system, considering their effectiveness in determining criminal and civil cases. Students consider the Victorian court hierarchy and other institutions, exploring matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, and legal practitioners, and the ability of sanctions and remedies to achieve their purposes. Throughout this unit, students apply legal reasoning and information to actual scenarios.

### UNIT FOUR – THE PEOPLE AND THE LAW

**LS034**

In this unit students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

#### Assessment for Units 3 & 4

- Structured questions
- Examination

#### PREREQUISITE INFORMATION:

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

#### PATHWAYS INFORMATION

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

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



# Technology Learning Area

## 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 influences on the food we eat. They investigate the physiology of eating and microbiology of digesting, the absorption of macronutrients, food allergies, food intolerances, and the microbiology of food contamination. Students apply knowledge in the safe production of nutritious meals to develop a repertoire of healthy meals suitable for families.

### UNIT FOUR – FOOD ISSUES, CHALLENGES AND FUTURES

**FY034**

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

#### Assessment for Units 3 & 4

- School assessed coursework
- Examination

#### PREREQUISITE INFORMATION

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

#### PATHWAYS INFORMATION

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

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

## **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.

#### **Assessment for Units 3 & 4**

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

#### **PREREQUISITE INFORMATION**

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

#### **PATHWAYS INFORMATION**

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

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

## UNITS 1 – 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 3 & 4-MEDIA

#### **UNIT THREE – MEDIA NARRATIVES AND PRE-PRODUCTION**

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**

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 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 PRACTICES AND ART INDUSTRY CONTEXTS**

**SA034**

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluations that explain why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

#### **Assessment for Units 3 & 4**

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

#### **PREREQUISITE INFORMATION**

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

#### **PATHWAY INFORMATION**

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

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

## UNIT 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

### PREREQUISITE INFORMATION

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

### PATHWAYS INFORMATION

It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate 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 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 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 <sup>st</sup> yr Wednesdays 6:00 – 9:00pm 2 <sup>nd</sup> 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 <sup>st</sup> yr Wednesdays 3:30 – 6:30pm 2 <sup>nd</sup> 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 <sup>st</sup> yr Thursdays 1:00 – 5:30pm 2 <sup>nd</sup> yr
Certificate II in Engineering	Ranges TEC Mt Lilydale Mercy College	Wednesdays 12:30 – 5:00pm Wednesdays 1:15 – 5:00pm 1 <sup>st</sup> 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 <sup>st</sup> yr only Wednesdays 12:30 – 5:00pm 1 <sup>st</sup> yr Thursdays 4:00 – 8:30pm 2 <sup>nd</sup> 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](http://www.yvvc.org.au) or [www.mullumvetcluster.com.au](http://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
<b>VCE</b>		
English	\$35	12
English as an Additional Language (EAL)	\$35	13
Further Mathematics	\$35	14
Mathematical Methods	\$35	15
Japanese	\$35	16
Health and Human Development	\$35	17
Physical Education	\$35	18
Biology	\$70	19
Chemistry	\$70	19
Physics	\$65	20
Psychology	\$35	20
History: Revolutions	\$35	21
Business Management	\$35	22
Legal Studies	\$35	23
Food Studies	\$210	24
Product Design and Technology	\$210	25
VET Conservations and Ecosystems Management	TBC	26
Media	\$80	27
Studio Arts	\$110	28
Theatre Studies	\$50	29
VET Music Industry Cert. III: Music Performance	TBC	30
Visual Communication Design	\$80	30
<b>VOCATIONAL EDUCATION AND TRAINING (VET)</b>		31
<b>VCAL</b>		
VCAL Literacy	\$40	33
VCAL Numeracy	\$40	33
VCAL Personal Development	\$40	33
VCAL Work Related Skills	\$40	34