



LILYDALE HEIGHTS
COLLEGE

CURRICULUM HANDBOOK



YEAR 11 | 2024

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SENIOR SCHOOL STUDY OPTIONS

Commencing 2023, all Senior Students will be completing the Victorian Certificate of Education. Following the Firth Review, all strands of learning have been combined into one certificate to acknowledge the rich diversity of pathways that the Victorian system has to offer.

With these changes comes valuable opportunities for students to select a program that will be right for them. These Study Options are:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education – Vocational Major (VCE-VM) (Formerly VCAL)

All students have the opportunity to study a Vocational Education and Training (VET) subject.

	Victorian Certificate of Education	Victorian Certificate of Education – Vocational Major (Formerly VCAL)
Overview	<p>The VCE offers a range of subjects to meet student interests and allow them to specialise in their chosen academic, practical, and creative field(s). Students work towards the ATAR, allowing them access to University placements upon completion of Year 12, as well as a wide variety of other training, educational, and workplace opportunities</p>	<p>The VCE-VM prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. It is strongly recommended for students who have a firm idea of a pathway that they would like to explore.</p>
Course requirements	<p>Students undertaking the VCE at Lilydale Heights College will complete:</p> <p>6 Unit 1-2 subjects at Year 11</p> <p>5 Unit 3-4 subjects at Year 12</p> <p>All students must complete English in both years, and be successful in at least three Units (including a 3-4 sequence) to be eligible for their VCE</p>	<p>Students undertaking the VCE-VM at must complete a minimum of 16 units across two years, including four Unit 3-4 sequences. These must include:</p> <p>At least three units of Literacy OR English</p> <p>At least two units of Numeracy OR General Maths</p> <p>At least two units of Work Related Skills</p> <p>At least two units of Personal Development Skills</p>

Additional Note		<p>There may be the opportunity for students to undertake a VCE subject as part of their VCE-VM. This is subject to timetabling constraints, and will be different for all students based on their pathways and circumstances.</p> <p>Students also have the opportunity to incorporate a traineeship or apprenticeship into this program, and can receive additional credits for Structured Workplace Learning.</p>
Vocational Education and Training (VET)	<p>Students can complete a VET subject as part of their VCE studies. This can contribute to their ATAR.</p> <p>Refer to the VET page for a list of potential courses, and chat to Ms Steeper or Ms Honey about how each can contribute to your ATAR</p>	<p>Students <u>must</u> complete at least two VET credits at a Cert II or higher to be eligible to receive their VCE-VM.</p> <p>Refer to the VET page for a list of potential courses, and chat to Ms Steeper or Ms Honey about how each can contribute to your VCE-VM requirements</p>
Making the Decision	<p>Are you interesting in having University as an option post-secondary school, as well as TAFE and job opportunities?</p> <p>Are you interested in a wider variety of subjects tailored to your interests and skills?</p> <p>Would you like enhanced ability to focus on the arts, sciences, humanities, and languages?</p>	<p>Have you got a specific pathway in mind?</p> <p>Are you interested in practical, hands-on learning?</p> <p>Are you certain that you do not want an ATAR and the potential pathways that offers?</p> <p>Do you feel confident participating in two-three different educational/vocational settings every week?</p>

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.

ADDITIONAL DETAILS

SENIOR SCHOOL CONTACTS

Mr Bryce Denny – Curriculum Leader

Ms Emma Steeper – Senior School Leader

Ms Courtney Jordan – Careers and VET Coordinator

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.

STUDYING: WHAT YOU NEED FOR THE FUTURE

Students should base their VCE/VCE-VM 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, and check your options with your Careers Coordinator.

- Never assume you will not go on to TAFE or tertiary studies.
- Never assume you will leave the College after Year 11.

Your **senior school counselling interview** with a trained member of staff provides you with the opportunity to ask questions and to seek information. Come prepared with the questions you need answered.

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.

WHAT IS VET?

VET is Vocational Education and Training, an industry-based form of learning that allows students to specialise in a field that interests them. Students work to obtain a qualification such as a Certificate or Diploma. Most VET courses are run externally from the College and require additional travel and materials for students. See additional information in this handbook.

WHAT IF I COMPLETED YEAR 11 VCE IN 2023 BUT WANT TO SWAP INTO THE VCE-VM?

This may be possible, but it may be dependent of VET studies and the availability of appropriate courses. You must have passed at least one Unit of Year 11 English.

CAN I BEGIN A VCE IN YEAR 11 2024 AND SWAP TO A VCE-VM PARTWAY THROUGH?

Yes, however with the English/Literacy credits required, we recommend the change is made after obtaining a Unit 1 pass. It is also recommended that you have a VET subject to complete, so if you're unsure of your best path now, enrolling in a VET subject is strongly suggested.

CAN I GO TO UNIVERSITY AFTER YEAR 12 IF I COMPLETE A VCE-VM?

There are some University courses that do not require an ATAR. You would also have the opportunity of others University courses later as a mature-aged student; some have TAFE bridging courses. Discuss all these options with your careers coordinator.

CAN I START VCE-VM IN YEAR 11 AND THEN SWAP TO VCE IN YEAR 12?

To complete your VCE you need to achieve three Units from the VCE English group, including a Unit 3-4 sequence. This means that to make the change, you would need to swap before Unit 2 commences and be successful in all English Units undertaken.

WHAT IS A SBAT AND CAN I COMPLETE ONE DURING MY VCE-VM?

SBAT stands for School-Based Apprenticeship and Traineeship, which offers students the opportunity to take on a more involved role in the workplace during their studies. There is an option to complete a (SBAT) with the VCE-VM. This involves an external body called Head Start, who oversee all SBATs. To be considered a SBAT candidate, students must have completed at least two weeks of work experience in their chosen field, each week at a different business. There is also a detailed process involving an Expression of Interest, interviews, and induction. In many fields, students will need to have an employer ready.

DO I NEED STRUCTURED WORKPLACE LEARNING (SWL) TO OBTAIN MY VCE-VM?

While you do not need to complete SWL in order to obtain your certificate, it is highly recommended that students do so, in order to access all the benefits of the Vocational Major. Completing SWL can attribute to a student's VCE-VM unit credits.

CAN I COMPLETE VCE SUBJECTS IN VM?

There is the scope within the VCE-VM curriculum to allow students to complete VCE subjects in conjunction with VCE-VM subjects, however this will be dependent on overarching timetabling requirements. Requests should be discussed individually with Ms Steeper.

VCE AND VET SUBJECTS OFFERED AT LILYDALE HEIGHTS COLLEGE

TITLE	Units Offered			
	1	2	3	4
ENGLISH				
English	✓	✓	✓	✓
English as an Additional Language (EAL)	✓	✓	✓	✓
Literature	✓	✓	✓	✓
THE ARTS				
Media	✓	✓	✓	✓
Art Creative Practice	✓	✓	✓	✓
Theatre Studies	✓	✓	✓	✓
Visual Communication and 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	✓	✓	✓	✓
Mathematical Methods	✓	✓	✓	✓
SCIENCE				
Biology	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Psychology	✓	✓	✓	✓
TECHNOLOGY				
Food Studies	✓	✓	✓	✓
Product Design & Technology	✓	✓	✓	✓
VET Conservation and Ecosystems Management	✓	✓		
LANGUAGES				
Japanese	✓	✓	✓	✓

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

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 VCE-VM
- 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 VCE-VM?

2 VET credits at Certificate II level or above (180 nominal hours) are a required component of the VCE-VM. Each completed 90-hour block of VET equals one VCE-VM 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/VCE-VM?

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 VCE-VM.

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 VCE-VM.

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 VCE-VM 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.

POLICY AS IT APPLIES TO STUDENTS

- 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.
- Satisfactory completion of class work and 90% attendance are required to be eligible to attempt School-Assessed Coursework
- 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.
- 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.
- 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.
- 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.
- The student must ensure that all unacknowledged work submitted is genuinely their own.
- 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.
- If the teacher cannot authenticate work, they will discuss the problem with the student and immediately notify the Senior School Leader.

STUDENT WORK AND ATTENDANCE REQUIREMENTS

The Victorian Curriculum and Assessment Authority (VCAA) 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:

Attending class regularly.

The student must attend at least 90% of classes in each subject.

Making good use of time in class to complete the **all Learning Tasks and** School-Assessed Coursework.

Working on set tasks in class to ensure that the teacher can verify that it is the student's own work.

Regular revision throughout the school year.

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.

ADDITIONAL SUPPORTS

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 where careers and course information is displayed. This will be in the Library area once C-Wing is reopened in Term 3, 2022. 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 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 Wellbeing Coordinator can also provide assistance in regard to Centrelink payments such as Youth Allowance.

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

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 at recesses and lunchtimes.

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.

ENGLISH

UNIT ONE**EN011**

In this unit students read and respond to texts personally and creatively. Students make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Assessment for Unit 1

- Students will write a personal response to a set text.
- Students will create two texts such as: short stories, speeches, (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs.
- Students will write a description of writing processes.

UNIT TWO**EN012**

In this Unit, explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Assessment for Unit 2

- Students will write an analytical response to a set text.
- Students will annotate a set of persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- Students will write an analysis of the use of argument and persuasive language and techniques in text(s)
- Students plan, develop, produce, and present a persuasive oral presentation. This oral presentation may be a debate, a discussion, or a dialogue, or an individual presentation.

PREREQUISITE INFORMATION

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

PATHWAYS INFORMATION

To find out more about pathways information relating to English, visit <https://myfuture.edu.au/bullseyes/details/11--english>

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 and 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

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 VCE-VM Student Personal Details form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

UNIT ONE

LI011

In Literature, students focus on the close study of texts such as novels, short stories, poetry, biography, films, and television. In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text, reflecting on the degree to which points of view, experiences and contexts shape their own and others' interpretations of texts. Students closely examine the literary forms, features and language of texts, exploring textual details to develop a close analysis response to a text. Students explore the concerns, ideas, style and conventions common to a distinctive type of literary movement or genre, such as magical realism or science fiction, and examine attributes that locate texts within that grouping.

Assessment for Unit 1

- A close analysis of one or more selected passages
- An essay (comparative or analytical)
- Reading journal entries
- Examination

UNIT TWO

LI012

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators, considering the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text, and consider stories about the Australian landscape and culture. Students also study an additional text with a focus on its historical, social and cultural context, seeking to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Assessment for Unit 2

- A close analysis of one or more selected passages
- An essay (comparative or analytical)
- A creative response to a text studied
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Literature, visit

<https://myfuture.edu.au/bullseyes/details/11--english>

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

UNIT ONE**MA071**

Unit One focuses on building fundamental maths skills and using them to analyse real-world scenarios. This involves analysing data sets and graphs. These skills are then extended to number sequences and linear functions to analyse patterns in nature such as the growth of a population or how quickly radiation decays. Lastly, this unit explores matrices and their application.

Areas of study:

- Investigating and comparing data distribution
- Arithmetic and geometric sequences, first-order linear recurrence relations and financial mathematics
- Linear functions, graphs, equations and models
- Matrices

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 networks. These skills are valuable in a diverse range of careers as they enable us to make informed, data-based decisions.

Areas of study:

- Investigating relationships between two numerical variables
- Graphs and networks
- Variation
- Space, measurement and applications of trigonometry

Assessment for Units 1 and 2:

For all assessments, your calculator and one fully bound reference book is allowed.

- Class work
- Topic tests
- Summary of notes
- Mathematical investigations
- Problem-solving tasks
- Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Mathematics, visit

<https://myfuture.edu.au/bullseyes/details/22--maths>

Many tertiary studies have a prerequisite in Mathematics. Visit

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm> to find out if your course requires Maths.

UNITS ONE AND TWO

Wonderful and complex mathematical concepts are hidden in plain sight all around us. This includes the pattern of a bouncing ball, the shape of a rollercoaster, how fast Usain Bolt runs, and the seemingly endless combinations of car number plates. By giving you the opportunity to extend your understanding and skills in mathematics, this subject will enable you to explore a broad array of real-world scenarios.

This subject focuses on the following units of work:

- Functions and graphs: An investigation into a variety of graphs and their key features and transformations. This includes linear, quadratic, cubic, exponential, logarithmic, and circular functions.
- Algebra: Manipulation and substitution of equations using mathematical notation.
- Calculus: An exploration into the mathematics behind speed, measurement and temperature by considering rates of change, differentiation and optimisation problems.
- Probability and statistics: The study of probability of events using formulae, counting principles and combinatorics.

Assessment for Units 1 and 2

- Tests
- Modelling and Problem-Solving Tasks
- Classwork
- Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Mathematics, visit

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Many tertiary studies have a prerequisite in Mathematics. Visit

<https://delta.vtac.edu.au/CourseSearch/searchguide.htm> to find out if your course requires Maths.

PREREQUISITE INFORMATION

Students must meet high standards in Concept Mathematics to enter Maths Methods Unit 1 and 2. This will be discussed with the relevant teachers and Learning Leaders.

SPECIALIST MATHS

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

UNIT ONE

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. In this unit, students will apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They will construct proofs and develop and interpret algorithms to solve problems.

UNIT TWO

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. In this unit, students will apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology.

Satisfactory completion for a unit is based on whether the student has demonstrated achievement of the set of outcomes specified for the unit.

Assessment tasks for Unit 1 and 2 will include:

- Assignments
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Topic tests
- Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Mathematics, visit <https://myfuture.edu.au/bullseyes/details/22--maths>

Many tertiary studies have a prerequisite in Mathematics. Visit <https://delta.vtac.edu.au/CourseSearch/searchguide.htm> to find out if your course requires Maths.

PREREQUISITE INFORMATION

All Year 11 students should receive a satisfactory result in Specialist Mathematics Units 1 & 2 before entering units 3 and 4.

Discussions must be held with the relevant teachers before applying for Unit 3 & 4

UNIT ONE

LO461

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 grammatical 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 individuals' language use in specific contexts and for specific audiences.

UNIT TWO

LO462

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 and 2

- Written assessment Tasks
- Listening and Reading Tasks
- Roleplays and Interviews
- Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Languages, visit <https://myfuture.edu.au/bullseyes/details/21--languages>.

PREREQUISITE INFORMATION

Students must have studied Japanese at Years 9 & 10. This is a prerequisite for Units 3 & 4 Japanese.

UNIT ONE – UNDERSTANDING HEALTH AND 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 AND 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 data and access to quality health care.

Assessment for Units 1 and 2

- Structured questions
- Case Study
- Written report
- Visual Presentations
- Data analysis
- Test
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Health, visit <https://myfuture.edu.au/bullseyes/details/16--health>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT ONE – CONNECTIONS WITH OUTDOOR ENVIRONMENTS

OS011

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

UNIT TWO – DISCOVERING OUTDOOR ENVIRONMENTS

OS022

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

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

Assessment for Units 1 and 2

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

PATHWAYS INFORMATION

To find out more about pathways information relating to Outdoor and Environmental Studies, visit <https://myfuture.edu.au/career-bullseyes/details/26--outdoor-education>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

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 and 2

- Assignments
- Practical laboratories
- Test
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Physical Education, visit <https://myfuture.edu.au/bullseyes/details/28--physical-education>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNITS ONE AND TWO

BI011/BI012

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 and 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
- Data analysis of generated primary and/or collated secondary data
- Response to an investigation into a bioethical issue
- End of semester exams

PATHWAYS INFORMATION

To find out more about pathways information relating to Biology, visit <https://myfuture.edu.au/bullseyes/details/3--biology>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNITS ONE AND TWO

CH011/CH012

How do the materials in the world around us behave and react? In this subject, there will be focus on environmentally responsible chemistry. This begins with the structure of the atom, using this as a springboard to explain the structure, properties, and reactions 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 and how chemicals in water can be analysed. 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 in Units 1 and 2

- Research
- Experimental report
- Experimental Logbook
- Test
- End of year exam

PATHWAYS INFORMATION

To find out more about pathways information relating to Chemistry, visit <https://myfuture.edu.au/career-bullseyes/details/5--chemistry>

PREREQUISITE INFORMATION

It is recommended that students complete Units 1 and 2 Chemistry before undertaking Units 3 and 4.

UNITS ONE AND TWO

PH011/PH012

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

Assessment in Units 1 and 2

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

PATHWAYS INFORMATION

To find out more about pathways information relating to Physics, visit <https://myfuture.edu.au/bullseyes/details/29--physics>

PREREQUISITE INFORMATION

It is recommended that students complete Units 1 and 2 Physics before undertaking Units 3 and 4.

UNITS ONE AND TWO

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 brain and nervous system
- The complex nature of psychological development
- Social factors that shape behaviour of individuals
- Perception of stimuli and how it can be distorted
- Scientific investigations to understand human thoughts, feelings and behaviours

Assessment for Units 1 and 2

- A response to a set of structured questions
- Practical logbook of investigation
- Research investigations & data analysis
- Scientific poster
- End of semester exams

PATHWAYS INFORMATION

To find out more about pathways information relating to Psychology, visit <https://myfuture.edu.au/bullseyes/details/32--social-sciences>

PREREQUISITE INFORMATION

It is recommended that students complete Units 1 and 2 Psychology before undertaking Units 3 and 4.

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

- Short-answer questions
- Essay
- Analysis of historical sources
- Multimedia presentation
- 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

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

PATHWAYS INFORMATION

To find out more about pathways information relating to History, visit <https://myfuture.edu.au/career-bullseyes/details/17--history>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

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
- 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
- Business research
- Development of marketing plan
- Media analysis
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Business Management, visit <https://myfuture.edu.au/career-bullseyes/details/4--business-studies>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT ONE – THE PRESUMPTION OF INNOCENCE

LS011

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

UNIT TWO – WRONGS AND RIGHTS

LS022

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Assessment for Units 1 and 2

- Structured questions
- Case studies
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Legal Studies, visit <https://myfuture.edu.au/bullseyes/details/32--social-sciences>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT ONE – FOOD ORIGINS

FY011

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

UNIT TWO – FOOD MAKERS

FY022

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Assessment for Units 1 and 2

- School assessed coursework – practical and written activities
- Examination

PATHWAYS INFORMATION

To find out more about pathways information relating to Food Studies, visit <https://myfuture.edu.au/career-bullseyes/details/14--food-studies>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT ONE – SUSTAINABLE PRODUCT DEVELOPMENT

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.

Assessment for Units 1 and 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

PATHWAYS INFORMATION

To find out more about pathways information relating to Product Design and Technology, visit <https://myfuture.edu.au/bullseyes/details/20--industrial-arts>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

The VET subject Conservation and Ecosystems 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 Ecosystems 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 Ecosystems 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.

ART CREATIVE PRACTICE

UNIT ONE – INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

UNIT TWO – INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Assessment for Units 1 and 2

- Short answer responses
- Oral presentation
- Extended written response
- Documentation in a visual diary
- Visual responses
- Evaluation of creative practices
- Presentation of visual artwork
- Examinations

PATHWAYS INFORMATION

To find out more about pathways information relating to Art Creative Practice, visit <https://myfuture.edu.au/career-bullseyes/details/1--art>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

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. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

UNIT TWO – NARRATIVE ACROSS MEDIA FORMS

ME022

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Assessment for Units 1 and 2

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

PATHWAYS INFORMATION

To find out more about pathways information relating to Media, visit <https://myfuture.edu.au/career-bullseyes/details/23--media-studies>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT ONE – PRE-MODERN THEATRE STYLES & CONVENTIONS

TS011

In Unit 1 of Theatre Studies, students experiment in applying elements of acting, direction and design to a variety of theatre styles from the pre-modern era (pre-1920s). Students research, contribute to and develop performance pieces in various production roles (acting, direction, lighting, sound, properties, make-up and costume) with scripts from this era; focusing on at least three specific theatre styles and their conventions. Students study and attend theatrical performances and develop skills in how to analyse a performance and implement terminology.

Assessment for Unit 1

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

UNIT TWO – MODERN THEATRICAL STYLES & CONVENTIONS

TS022

In Unit 2 of Theatre Studies, students implement what they have learnt in Unit 1 and develop an understanding and knowledge of how to apply 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, to plan, develop and present group and solo performance pieces. Knowledge about theatre production processes including dramaturgy, planning, development and performance is also strengthened. They study safe and ethical working practices in theatre production and further develop their skills in performance analysis through written tasks related to a live performance they have seen.

Assessment for Unit 2

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

PATHWAYS INFORMATION

To find out more about pathways information relating to Theatre Studies, visit <https://myfuture.edu.au/career-bullseyes/details/27--performing-arts>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

UNIT ONE – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

VC011

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

UNIT TWO – DESIGN CONTEXTS AND CONNECTIONS

VC022

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs. Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces.

Assessment for Units 1 and 2

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

PATHWAYS INFORMATION

To find out more about pathways information relating to Visual Communication and Design, visit <https://myfuture.edu.au/career-bullseyes/details/1--art>

PREREQUISITE INFORMATION

There are no recommended prerequisites for this subject.

Students completing VCE-VM in Year 11 will be required to complete the following core subjects.

LITERACY

UNIT 1

In this Unit students explore Literacy for personal use, aiming to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. Students access texts that serve everyday purposes, covering a range of text types. They then explore digital texts, developing their understanding and creation of texts suitable for a community, workplace, or vocational context.

UNIT 2

This unit begins with students understanding a range of issues and voices presented to them in texts. They will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in certain vocational or workplace settings. From here, students will develop their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

NUMERACY

Over the course of the year, students will cover the six numeracies:

- Personal
- Civic
- Financial
- Health
- Vocational
- Recreational

The units of Numeracy are designed to be replicated from Year 11 to Year 12, with the complexity of content covered increasing in the second year.

UNIT ONE

During Unit One, students develop their numeracy practices to make sense of their personal, public and vocational lives. They explore three of the numeracies listed above, all in a context relevant to their own worlds, and within the frameworks of Number, Shape, Quantity and Measure, and Relationships. Practical skills are developed through use of the problem-solving cycle, and students develop a mathematical toolkit featuring traditional and digital tools for everyday numeracy.

UNIT TWO

Students develop their numeracy skills by exploring the remaining three numeracies through the frameworks of Dimension and Direction, Data, Uncertainty, and Systematics, all while retaining a focus on real-world numeracy. They continue to develop their use of the problem-solving cycle, and widen the tools in their mathematical toolkit.

PERSONAL DEVELOPMENT

UNIT ONE – HEALTHY INDIVIDUALS

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. These ideas will be linked to wider ideas of community, as well as the elements of emotional intelligence, to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

UNIT TWO – CONNECTING WITH COMMUNITY

Students focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. They will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. They will plan, implement and evaluate an active response to an individual's need for community support.

WORK-RELATED SKILLS

UNIT ONE – CAREERS AND LEARNING FOR THE FUTURE

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

UNIT TWO – WORKPLACE SKILLS AND CAPABILITIES

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway. In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

INDUSTRY-SPECIFIC SKILLS

Students may 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.

VCE-VM 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.

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 VCE-VM 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.

PRIORITY VET PATHWAYS

Schools across Victoria are improving access to a set of priority VET pathways so you have more choice to select a pathway that matches your strengths and interests. These priority pathways reflect student interests and areas of industry need and jobs growth, putting you on a path towards success after school – in training, university or employment. There are 6 priority pathways aligned to areas of high jobs growth.

Building and Construction

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Building & Construction	Healesville High School Mount Lilydale Mercy College	Yarra Valley VET Cluster
Certificate II in Building & Construction Pre-apprenticeship – Bricklaying	Swinburne	Swinburne
Certificate II in Electrotechnology (Career Start)	Swinburne	Swinburne
Certificate II in Electrotechnology (Pre-vocational)	Box Hill TAFE	Box Hill Institute
Certificate II in Plumbing (Pre-apprenticeship)	Swinburne TAFE	Swinburne

Community Services & Early Childhood Education

Course Name	Venue	VET Cluster or TAFE details
Certificate II in AUSLAN	Ranges TEC	Yarra Valley VET Cluster
Certificate III in Community Services with Certificate II in Community Services	CIRE	Yarra Valley VET Cluster
Certificate III in Early Childhood Education and Care (partial completion)	CIRE	Yarra Valley VET Cluster

Digital Media and Technologies

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Information, Digital Media & Technology – Virtual Reality & Game Design) (partial completion)	Ringwood Training	Mullum VET Cluster
Certificate III in Information, Digital Media and Technology – IT Networking (partial completion)	Ringwood Training	Mullum VET Cluster
Certificate III in Information Technology (Games)	Swinburne	Swinburne

Engineering

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Engineering	Ranges TEC Mt Lilydale Mercy College	Yarra Valley VET Cluster
Certificate III in Laboratory Skills	Swinburne	Swinburne

Health

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Allied Health Assistance	Swinburne	Swinburne

Hospitality

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Hospitality (Front of House)	Aquinas College – Ringwood	Mullum VET Cluster
Certificate II in Kitchen Operations	Upper Yarra Secondary College Mt Lilydale Mercy College* Ranges TEC	Yarra Valley VET Cluster

*1st year only

FLEXIBLE VET PATHWAYS

There are 6 flexible pathways, that reflect the diverse reasons students undertake VET.

Automotive

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Automotive (Pre-Apprenticeship)	Healesville High School *	Yarra Valley VET Cluster

*VCE-VM students only. Class 8am – 3pm

Agriculture and Environment

Course Name	Venue	VET Cluster or TAFE details
Certificate II Agriculture	Mt Lilydale Mercy College	Yarra Valley VET Cluster
Certificate II in Animal Studies	Lilydale High School	Yarra Valley VET Cluster
Certificate II in Conservation and Ecosystems Management	Lilydale Heights College	Yarra Valley VET Cluster
Certificate II in Horticulture	Ranges TEC	Yarra Valley VET Cluster

Business

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Workplace Skills	Swinburne TAFE	Swinburne

Creative industries

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Acting (Screen)	Lilydale High School	Yarra Valley VET Cluster
Certificate II in Applied Fashion Design and Technology	Box Hill TAFE	Box Hill Institute
Certificate II in Creative Industries	Swinburne	Swinburne
Certificate III in Music Industry – Sound Production	Aquinas College	Mullum VET Cluster
Certificate III in Music Industry- Music Performance	Mt Lilydale Mercy College	Yarra Valley VET Cluster
Certificate III in Screen and Media	Mt Lilydale Mercy College Billanook College	Yarra Valley VET Cluster

Hair and Beauty

Course Name	Venue	VET Cluster or TAFE details
Certificate III in Beauty Services	Box Hill TAFE	Box Hill Institute
Certificate III in Make-Up	Box Hill TAFE	Box Hill Institute
Certificate II in Retail Cosmetics	Inspiring Beauty*	Mullum VET Cluster
Certificate II in Salon Assistant	Inspiring Beauty*	Mullum VET Cluster

* 1 year course

Sport and Recreation

Course Name	Venue	VET Cluster or TAFE details
Certificate II in Outdoor Recreation	Box Hill TAFE	Box Hill Institute
Certificate III in Sport and Recreation	Box Hill TAFE	Box Hill Institute

VCE AND VCE-VM SUBJECT CURRICULUM CONTRIBUTIONS

SUBJECT	CONTRIBUTION
English	\$40
English as an Additional Language (EAL)	\$40
Literature	\$40
General Mathematics	\$40
Specialist Mathematics	\$40
Mathematical Methods	\$40
Japanese	\$40
Health and Human Development	\$40
Physical Education	\$40
Outdoor and Environmental Education	\$800
Biology	\$40
Chemistry	\$40
Physics	\$40
Psychology	\$40
Modern History	\$40
Business Management	\$40
Legal Studies	\$40
Food Studies	\$230
Product Design and Technology	\$210
Art: Creative Practice	\$120
Media Studies	\$90
Theatre Studies	\$60
Visual Communication Design	\$90
VOCATIONAL EDUCATION AND TRAINING (VET)	
VCE-VM Literacy	\$40
VCE-VM Numeracy	\$40
VCE-VM Personal Development	\$40
VCE-VM Work Related Skills	\$40

These are Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.