Dear Student,

Welcome to the Senior School at Mooroolbark College. You will make choices about courses of study which will help you to achieve your Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

The information in this Handbook will help guide you in these choices by providing information about the diverse range of programs and subjects offered by this College. The VCE requirements, Vocational Education and Training (VET) opportunities and VCAL requirements are explored in detail. The Handbook provides details outlining what is required to be successful in VCE or VCAL. A summary of each VCE unit is also outlined.

Many of the requirements of VCE/VCAL are set by the Victorian Curriculum and Assessment Authority. The House Leaders, Cluster Coordinators, Pathways Leader, VCE Coordinator and Pathways Advisors are your guides to the best path to take through the selection of your course of studies.

It is most important to read this Handbook carefully. The choices you are about to make are important ones, and should not be made lightly. Remember that experienced advice is never further than a request away, and that the goal we all share is the same; successful completion of your secondary education.

Yours sincerely,

Samantha McIntosh
VCE Coordinator

Jenny Roache
Pathways Leader

Simon Reid
Principal
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THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Structure of VCE Subjects
Each study (or subject) has four units. Each unit operates for one semester and consists of two or three outcomes.
To complete the entire study (Units 1 – 4) requires two years of study.
Each unit has a specific focus for example:

VCE - Health and Human Development
- Unit 1 – The Health and Development of Australia’s youth
- Unit 2 – Individual Human Development and health issues
- Unit 3 – Australia’s health
- Unit 4 – Global Health and Human Development

VCE Requirements for satisfactory completion of the VCE
The Victorian Certificate of Education will be awarded to students who satisfactorily complete at least sixteen (16) units, (up to eight of these may be VCE VET Units), including:
- at least three (3) units of English Group Units and
- at least three sequences of Units 3 and 4, in addition to English

Satisfactory completion of a unit is based upon completion of all Learning Outcomes, specified for that unit. Decisions as to whether these have been satisfactorily completed are made by the College in accordance with the Victorian Curriculum and Assessment Authority (VCAA).

A Vocational Education and Training (VET) certificate can be incorporated into a VCE course and generally counts as four units of study.

VCE at Mooroolbark College
At Mooroolbark College, students are required to study twenty two (22) semester units to contribute to their VCE.

Units One and Two are generally studied at a Year 11 level where students are enrolled in twelve units (6 each semester). Units Three and Four are generally studied at Year 12 level where students are enrolled in ten units (5 each semester). All VCE programs must include English Group studies (either English or Literature) in both Year 11 and Year 12.

Students also have access to a wide range of VET certificates through the Yarra Valley VET Cluster.

There are no restrictions on the choice of the remaining units. VCE students must study a full load. Six studies in Year 11 and Year 12. Students who achieve a study score of 40+ and above may study a reduced load.

Movement from VCE to VCAL
It is only possible if the VCE student is studying a VET unit. Students unsure of whether they wish to undertake VCE or VCAL must select a VET subject to ensure that they can move into VCAL should there be places available.
These courses will provide students with dual qualifications. After two years of VCE students will have both the VCE and a TAFE Certificate. At the completion of Year 12 and two years of the VET certificate, a pathway may exist directly into the relevant Associate Diploma or into employment.

Students interested in studying a VET certificate will enrol in both the VCE and the VET certificate. The VCE units will be studied at Mooroolbark College in normal school hours and the VET components may be completed as either an extended school day, during school holidays or on one full day per week at TAFE.

Enrolments in the TAFE units begin during September, so interested students must see the VET Coordinator immediately. It is a commitment from the beginning and not something that can be added later. All transport arrangements; enrolment and material fees are the responsibility of the student and their family.

### POSSIBLE VCE COURSE STRUCTURES

A VCE course can be structured to meet the needs of the individual student. Therefore there are many combinations of subjects which are possible. To ensure all students choose a course which is best designed to meet their needs all students receive course counselling.

Some **possible scenarios** are explored in the following courses.

#### A VCE course studied over two years

<table>
<thead>
<tr>
<th>Year 11</th>
<th>English Group Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2 English</td>
<td>Units 1 &amp; 2 Biology</td>
<td>Units 1 &amp; 2 Business Management</td>
<td>Units 1 &amp; 2 General Mathematics</td>
<td>Units 1 &amp; 2 Information Technology</td>
<td>Units 1 &amp; 2 Health &amp; Human Development</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Units 3 &amp; 4 English</td>
<td>Units 3 &amp; 4 Biology</td>
<td>Units 3 &amp; 4 Business Management</td>
<td>Units 3 &amp; 4 Further Mathematics</td>
<td>Units 3 &amp; 4 Information Technology – Applications</td>
<td></td>
</tr>
</tbody>
</table>

**Things to note about this course**

- English rather than Literature or English Language has been chosen.
- By choosing to study General Maths at Year 11 the student choice can only be Further Mathematics in Year 12.

Free choices can be substituted with any subject.
In Year 12, students study one less study. This is often a difficult choice for the student.

**A VCE course with a Vocational Education and Training (VET) certificate**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>English Group Choice</th>
<th>VET Certificate</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2 English</td>
<td>Units 1 &amp; 2 VET – Hospitality</td>
<td>Units 1 &amp; 2 Health &amp; Human Development</td>
<td>Units 1 &amp; 2 Accounting</td>
<td>Units 1 &amp; 2 Outdoor Education</td>
<td>Units 1 &amp; 2 Design and Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Things to note about this course**
This course contains a Vocational Education and Training certificate (TAFE) which contributes to the VCE as four (4) units.

**A VCE course for students who studied a VCE study in Year 10**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>English Group Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2 Legal Studies</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Things to note about this course**
Literature rather than English has been chosen as the English Group requirement.

Students who begin studying a VCE subject in Year 10 will generally finish the study at a Unit 3 and 4 levels in Year 11. As a result the student can continue with all the remaining subjects in Year 12. This student will study six (6) sequences at a Unit 3 & 4 level.

**A VCE course for students who wish to study two English subjects**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>English Group Choice</th>
<th>2nd English Study</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2 English</td>
<td>Units 1 &amp; 2 English Language</td>
<td>Units 1 &amp; 2 Visual Comm. &amp; Design</td>
<td>Units 1 &amp; 2 History</td>
<td>Units 1 &amp; 2 LOTE – German</td>
<td>Units 1 &amp; 2 Psychology</td>
<td></td>
</tr>
</tbody>
</table>

**Things to note about this course**
There is no restriction on the amount of English Group Studies a student enrolls in.
A VCE course for students who wish to study two Mathematics subjects

<table>
<thead>
<tr>
<th>Year</th>
<th>English Group Choice</th>
<th>Mathematics Choice 1</th>
<th>Mathematics Choice 2</th>
<th>Free Choice</th>
<th>Free Choice</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Units 1 &amp; 2 Literature</td>
<td>Units 1 &amp; 2 Mathematical Methods (CAS)</td>
<td>Units 1 &amp; 2 Advanced General Maths</td>
<td>Units 1 &amp; 2 Physics</td>
<td>Units 1 &amp; 2 Psychology</td>
<td>Units 1 &amp; 2 Art</td>
</tr>
<tr>
<td>12</td>
<td>Units 3 &amp; 4 Literature</td>
<td>Units 3 &amp; 4 Mathematical Methods (CAS)</td>
<td></td>
<td>Units 3 &amp; 4 Physics</td>
<td>Units 3 &amp; 4 Psychology</td>
<td>Units 3 &amp; 4 Art</td>
</tr>
</tbody>
</table>

Things to note about this course

If students wish to study Mathematical Methods (CAS) and/or Specialist Mathematics in Year 12, students are recommended to study both Mathematical Methods (CAS) and Advanced General Maths in Year 11.

Entry into studies

While it is possible for students to enter studies at Units 1, 2 or 3 some study designs include advice that students should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation.

Unit 3 and 4 studies are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of the study.

Repeating Units

There are no restrictions on students repeating units; students may obtain credit once only for each unit.

Students who repeat a unit are required to repeat the full unit, including all the course work requirements specified for
In order to satisfy the requirements of VCE units at Mooroolbark College, students must meet each of the following requirements.

**Satisfactory completion of Learning Outcomes**
Each subject has clearly stated Learning Outcomes for each unit of study. Learning Outcomes describe the skills and knowledge students should have by the time they complete the unit of study.

In order to satisfactorily complete a unit, students must demonstrate achievement for each of the outcomes as specified in the study design.

**Timely submission of work**
Students must submit work on the due date. If work is not submitted on the due date it will be given an assessment of zero towards the appropriate School Assessed Coursework (SAC)/School Assessed Task (SAT) at Year 11. SACs and SATs for Units 3 and 4 not submitted on the due date will receive ‘NA’ (Not Assessed). This will be reported to the VCAA and marked zero in the calculation of the student’s study score for that subject.

*The ‘Application for a change in SAC/SAT conditions’ must be completed by all students submitting work late.*

**Meet the 95% attendance requirement**
Students are required to attend a minimum of ninety five percent of classes in each subject, unless supported by medical documentation, or the absence has been approved under special provisions by the student’s House Leader. Regular attendance is essential to enable coursework tasks to be completed, mainly in class time, thus ensuring authenticity of student work assessed.

*Where a student has completed work, but there is a substantive breach of class attendance, the student may be awarded an ‘N’. However, before this action is taken a student will be required to meet with the Assessment Review Panel to review their absences. The panel will decide if a student’s non-attendance warrants failure of the unit.*

**Authentication of Work**
Authentication is the process of ensuring that all work the student submits is genuinely their own. To meet this requirement students must ensure that all unacknowledged work submitted is genuinely their own.

Students who knowingly assist other students in a breach of rules may be penalised.

Students must not submit the same piece of work for the completion of more than one assessment in any subject.
SUPPORTING VCE STUDENTS

**Special Provision**
If a student is:
- Significantly adversely affected by illness (physical or psychological) or by factors relating to their personal environment or by other serious causes, or
- disadvantaged by a disability or impairment, the College can apply Special Provision.

There are four forms of Special Provision for assessment available to students:
- Alternative arrangements or variations to school assessment requirements
- Special arrangements for external examinations
- The calculation and use of Derived Examination Score
- Non-assessed VCE

**Delay of Decision**
Students are expected to complete the Learning Outcomes for a unit during the semester in which the unit is undertaken. In exceptional cases the College may decide to grant a delay of decision about the satisfactory completion to allow time for a student who would otherwise receive a result of ‘N’, to complete work or resubmit work so that the student’s result may change from ‘N’ to an ‘S’. It is the College’s prerogative to grant a delay of decision. It is not a student’s right to be given it, and it will only be granted in very few cases.

**Part-time Studies**
Mooroolbark College does not have part-time study programs. Students who have previously accelerated and achieved a study score of 40 or over may, however, study four Unit 3 & 4 sequences in one year.
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate. The VCAL is a recognised applied learning program for students in Years 11 and 12 who are interested in taking up a traineeship, apprenticeship, TAFE studies or employment after Year 12.

The VCAL curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training.

The program design has high relevance to personal strengths, develops resilience, confidence and Self-worth, and strengthens connections with the community.

The VCAL curriculum is available at three levels – Foundation, Intermediate and Senior. You can complete your VCAL at the level that matches your needs and abilities. A VCAL certificate can generally be completed in one year unlike the 2 year VCE certificate.

Aims of the Qualification
The VCAL qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education.

The VCAL program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning.

The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

Are there any entry requirements?
No. You begin the VCAL at a level suitable to your learning needs. The VCAL Coordinator or Pathways advisor will be able to help you decide which level is suitable for you.

WHAT DO I STUDY?

Literacy and Numeracy Skills
Your VCAL learning program will include literacy and numeracy.

Personal Development Skills
As part of your VCAL learning program you must participate in community-based projects, voluntary work and/or structured activities that will help develop your self-confidence, teamwork skills and other skills important for life and work.

Work Related Skills
In order to develop “employability” skills, VCAL gives you the choice of undertaking structured work placement, part-time work and work experience. You will also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.

Industry Specific Skills (VET/SBAT)
You VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. However, you are not required to focus on or complete any single VET certificate. For example, you can choose to undertake various modules or units from a range of VET certificates to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive with registered and recognised training packages available from industries including automotive, engineering, building and construction, hospitality, business, community services, equine, retail, agriculture, horticulture and hair and beauty. You may also undertake a School Based Apprenticeship to meet the needs of the Industry Specific Skills.

VET/SBAT in the VCAL
The aim of a VCAL program is to provide students with a hands-on practical learning experience which prepares students for work or further industry training upon completion. Students are required to undertake a Vocational Educational subject (VET) or a School Based Apprenticeship (SBAT) as part of their VCAL certificate. This meets the Industry Strand requirements.
Students can select from the wide range of VET certificates offered within the Yarra Valley VET Cluster and any certificate offered at an outside Registered Training Organisation (RTO) as long as it fits into the student’s timetable and has been approved by the VET/VCAL Coordinator.

ASSESSMENT
There are no formal exams in the VCAL. Since the VCAL curriculum is competency based and underpinned by the philosophy of practical hands-on learning, students are assessed in various methods including but not limited to the following:
- portfolio
- class work
- reflective journals
- video/photographic production
- oral presentations
- written text
- performance or practical tasks
- observations

Folio of Evidence
A ‘Folio of Evidence’ must be submitted at the end of each semester for verification of the evidence that demonstrates competency for each VCAL unit.

It is the student’s responsibility to assemble and maintain this ‘Folio of Evidence’ for each VCAL unit, by keeping and filing all pieces of work when it is assessed and returned to the student.

Assessment check lists will be issued to enable students to assemble and maintain their ‘Folio of Evidence’ for each VCAL unit.

A ‘Folio of Evidence’ should include:
- All assessment tasks.
- All classroom learning activities.
- Photo journal of activities
- Power-point presentations, posters.
- School recognition of student participation, college newsletters, photographs.
- Community recognition, newspaper articles, photographs, club activities.
- Recreation/ sporting club recognition, awards, activities, team membership.
- Any other documentation that highlights personal development or work related activities.

Grading
Within the VCAL program students do not receive a summative assessment expressed as a letter grade. Grading is based on the level of competency achieved. There are three levels of competency defined in student reports. They are as follows:
- Competent
- Progressing towards competency
- Not Yet Competent

Frequently Asked Questions

How long would the VCAL take me to complete?
You can receive a VCAL Certificate and Statement of Results at the end of each year when you successfully complete your VCAL program for the level you have chosen.

What do you get after successfully completing the VCAL?
When you successfully complete your VCAL program you will receive a VCAL certificate for the VCAL level you chose to complete.
You will also get a Statement of Results, listing all VCE, VET and VCAL units and a Statement of Attainment for any units completed at TAFE.

I have already started a VET certificate. Will this count towards my VCAL?
Yes. You should speak with the VET/ VCAL Coordinator to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL program.
I have already done a VCE subject. Will this count towards my VCAL?
Yes, if you have an ‘S’ result for the VCE unit it will count towards your VCAL. You should speak with the VET/VCAL Coordinator to plan the remainder of your VCAL program.

Can I work part-time and/or continue an apprenticeship while enrolled in the VCAL?
You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include: part-time apprenticeship or traineeship, part-time work, work placements or work experience.

Are there any entry requirements?
No, however there is a process for enrollment into the program.
- All students must have an interview with the VCAL coordinator at course counselling and complete their online course selection by the due date.
- All students must attend the VCAL Preparation Evening.
- Students must have their VET/SBAT placement confirmed by the VET Coordinator.
- Students must attend Course Confirmation and Orientation
- Students should have their Structured Work Placement, part-time employment or volunteer position in place by the end of the year.

VCAL Student Agreement

VCAL students are required to abide by the Mooroolbark College rules and protocols as well as any additional expectations at their VET school and Structured Work Placement.

Parents and students are urged to familiarise themselves with the rules, guidelines and administrative requirements detailed in the Student Daily Planner.

There are also the following additional requirements for the VCAL cohort:

Structured Work Placement
1. Students are primarily responsible for obtaining a Structured Work Placement for each Semester. They are supported by VCAL staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.
2. Students are required to complete the Structured Work Placement Agreement with their employer and register the agreement with the VCAL Coordinator prior to the commencement of their employment.

Uniform
1. Students are required to follow school policy regarding the appropriate wearing of the College uniform.
   Occasionally students will be permitted to wear “work clothes” in order to complete manual tasks.
2. Students are expected to be appropriately attired and well-groomed at their Work Placements.
3. Jewellery, hair and footwear styles need to be selected in accordance with Occupation Health and Safety standards. Students should confirm the appropriate work dress standard with their Structured Work Placement Supervisor.

Attendance
Students attain competencies by repeatedly performing tasks at an expected standard. In order for students to achieve specific Certificates of Competency, mandatory/compulsory attendance is required for specific projects. In addition, a number of competencies require the completion of nominal hours, before satisfactory attainment is awarded.

Students must attend a minimum 80% of classes in order for all competencies to be met.

Absences
1. Parents/guardians are required to notify the student administration office of any absences before 9:00 am.
2. Students are required to notify their VET teacher and Work Placement Supervisor if their absence affects these commitments by 8:30 am. Upon return to the college students are expected to provide a written note as to their absence to the administration office.
**Agreement**

VCAL students are required with their parents/guardians to sign an agreement that clearly outlines students responsibilities towards their VCAL program. *Failure to abide by the terms of this agreement may jeopardize the student’s position in the program.*

**SAMPLE STUDENT PROGRAMS**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>VET</td>
<td>Work Placement</td>
<td>Work Placement</td>
<td>SAMPLE 1</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td>School Based Apprenticeship/Traineeship</td>
<td></td>
<td></td>
<td>SAMPLE 2</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
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<tr>
<td>Work Related Skills</td>
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<td></td>
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</tr>
<tr>
<td>AT SCHOOL</td>
<td>Work Placement</td>
<td>VET</td>
<td>Work Placement</td>
<td>SAMPLE 3</td>
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</tr>
</tbody>
</table>
WOWEE...what am I going to do?

All these options are so confusing...VCE, VCAL, VET not to mention all the subjects we can pick.

DON'T STRESS...this is an exciting time to pick subjects that you like and are good at.

PLEASE SEE YOUR PATHWAYS ADVISOR FOR EXTRA SUPPORT

Aims of the pathways program
To provide students with the knowledge, skills and attributes to make informed decisions about post-school education, training and employment options. This includes the capacity to analyse and plan career decisions and manage school to work transitions.

Support Services Available
The Pathways Centre offers a broad range of services and support to each student. The Centre is open daily and students are welcome to drop in to look at all the resources and have a chat.

Individual Pathway Counselling is available to all students, particularly in Years 10, 11 & 12. Students can make an appointment to suit their timetable, for individual counselling. Now is an important time to take advantage of this service to ensure students make good and informed decisions regarding their course selection.

There is now a very diverse range of options available to school leavers including: University, TAFE Apprenticeships, Traineeships, Cadetships, Employment or GAP. The Pathways centre has information on all options for students.

It is important note that if a student doesn’t get into University at the first attempt, there is often pathways they can take to reach that goal, hence the name Pathways. Many TAFE providers have developed links with Universities to feed their diploma students into degree course. Sometimes even giving them RPL (Recognition of Prior Learning) and starting in the second year of the course.

Key points to remember when selecting subjects in terms of Pathways are:
- Try and have a goal in mind – It’s easier to work hard when you have a target.
- Spend time researching possible careers at University & TAFE open days or at career expos.
- Ensure you cover the prerequisites required for any University course.
- Work experience can be done and is a great way to see what options are there.

UNIT CHARGES

The Essential Education cost for each unit is an approximate cost based on 2013 figures. These charges are subject to change. During course confirmation in December, Essential Education costs will be due before courses can be confirmed.

Please Note:
Essential Education costs must also be paid for students to be eligible for selection to attend Camps/Tours.
ENGLISH

It is recommended that once students choose a particular English option, they continue it through to Year 12. However, it is possible to change between English options at the end of Year 11 only after consulting with the Head of English.

ENGLISH – UNITS 1 & 2

UNIT ONE
The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

UNIT TWO
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Assessment for Units 1 & 2
- Written interpretation of selected text.
- Creating and presenting written pieces based on selected texts.
- Language analysis of language used to persuade. Oral presentation.
- Examination.

An Essential Education Cost of $20 applies to this unit. (approximate)

ENGLISH – UNITS 3 & 4

UNIT THREE
The focus of this unit is on reading and responding, both orally and in writing, to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain choices they have made as authors.

Assessment for Unit 3
- Written analysis of use of language in the media and Point of View oral presentation.
- Creating and presenting a written piece based on the selected text.
- Written responses to text studied.

UNIT FOUR
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Assessment for Unit 4
- Creating and presenting written pieces based on the selected texts.
- Written responses to text studied.

Pre-requisite information
Successful completion of either Unit 1 or Unit 2 of any English study is a prerequisite for Units 3 & 4 English.

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 Pathways Office.

An Essential Education Cost of $30 applies to this unit. (approximate)
UNIT ONE
This unit focuses on developing informed responses to texts, on the ideas and concerns raised in texts and on making meaning from non-print texts. Students respond to a range of texts personally, critically and creatively. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text; for example poetry, prose, drama and/or non-print texts.

Assessment for Unit 1
- A personal written response to a chosen text.
- A critical analysis of selected text and creative response.
- A written analysis of a selected film.
- Examination.

UNIT TWO
The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Assessment for Unit 2
- Analytical review.
- Extended comparative essay.
- Critical analysis and creative response.
- Examination.

UNIT THREE
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Assessment for Unit 3
- Written comparison of a print text and its adaptation in a film.
- Sustained interpretive essay on the views and values in a text.
- Critical evaluation of a review.

UNIT FOUR
This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Assessment for Unit 4
- Imaginative response to a text.
- Reflective Commentary.
- Analysis of aspects of a text, relating to an interpretation of the text.
- Examination.

Pre-requisite information
There are no pre-requisites for entry to Units 1 & 2. However, students who have experienced difficulty with Year 10 English may experience further difficulties with this course.

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 Pathways Office.

An Essential Education Cost of $20 applies to this unit. (approximate)
A study of a unit from the VCE English Group at Unit 1 or 2 is required for entry into Unit 3. Students must have undertaken Unit 3 prior to undertaking Unit 4.

**English Language;**
- Is informed by the discipline of linguistics.
- Considers the nature of language in human thought, social interaction and identity construction.
- Systematically and objectively deconstructs language in use by exploring the structures, features and discourses of written and spoken texts.
- Develops students' awareness of their own critical, selective and innovative use of language and their ability to apply it to their own writing and speaking.

**Who is it for?**
Any student; in particular
- Those with a more analytical approach to the study of English.
- English specialists.
- Students with a strong LOTE background.

**UNIT ONE LANGUAGE AND COMMUNICATION**
In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way.

**UNIT TWO LANGUAGE CHANGE**
In this unit, students focus on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English and consider the cultural repercussions of the spread of English. Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way.

**Assessment for Units 1 & 2**
- Folio
- Investigative report
- Test
- Essay
- Case study
- Short answer questions
- A written or an oral analysis of data
- An analysis of spoken and/or written text
- An oral and/or a multimodel presentation

**Note:** In addition to the Assessment Tasks, students will be required to sit an end-of-semester examination.

**An Essential Education Cost of $15 applies to this unit. (approximate)**
UNIT THREE - LANGUAGE VARIATION AND SOCIAL PURPOSE
In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way.

UNIT FOUR - LANGUAGE VARIATION AND IDENTITY
In this unit students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Students examine both print and digital texts to consider the ways different identities are constructed. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way.

Assessment for Units 3 & 4
- Essays.
- Research investigations and report.
- Folios.
- Extended or short answer response to a text or texts.
- Oral or multimodal presentations.

In English Language the student’s level of achievement will be determined by school-assessed coursework and an end of year examination. Percentage contributions to the study score in English Language are as follows:
- Unit 3 School Assessed Coursework: 25 %
- Unit 4 School Assessed Coursework: 25 %
- End of Year Exam 50%

Pre-requisite information
A study of a unit from the VCE English Group at Unit 1 or 2. Students must complete Unit 3 prior to undertaking Unit 4

An Essential Education Cost of $30 applies to this unit. (approximate)
UNIT ONE - ESTABLISHING & OPERATING A SERVICE BUSINESS
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

UNIT TWO- ACCOUNTING FOR A TRADING BUSINESS
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Assessment for Units 1 & 2
- Exercises (manual/ICT)
- Case Studies
- Tests
- Examination

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT THREE - RECORDING AND REPORTING FOR A TRADING BUSINESS
Unit 3 focuses on accounting and financial issues of a small trading business. Students are introduced to a double entry system using the accrual basis of accounting. The unit emphasizes the role of accounting as an information system and the role of ICT in completing procedures. It also investigates balance day adjustments and reporting of accounting information.

Assessment for Unit 3
- Structured Questions
- Exercises in Accounting – Manual Recording/ICT
- Unit 3 School Assessed Course work 25%

UNIT FOUR - CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE
Unit 4 further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording and reporting for trading businesses, using perpetual inventory recording and reporting on the accrual basis. Budgeting for cash, financial performance and financial position are also covered.

Assessment for Unit 4
- Exercises – manual/ICT
- Structured Questions
- Unit 4 School Assessed Course Work 25%
- End of Year Examination 50%

Pre-requisite information
There are no pre-requisites for this study; however, students who enter the study at Unit 3 may need to undertake preparatory work related to Unit 2.

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate publications available from the Pathways Office. These units lead to a wide range of tertiary business degrees and TAFE diplomas. Students interested in running their own business or working in management, in the retail industry, as accountants or in an office environment are advised to consider accounting.

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE- SMALL BUSINESS MANAGEMENT
VCE Business Management examines the ways in which people at various levels within a business organization manage resources to achieve the objectives of the organization. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small and medium sized organisations. Unit 1 consists of small business management, as small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Assessment for Unit 1
- Introducing business
- Small business decision-making planning and evaluation
- Day to day operations
- Examination

UNIT TWO- COMMUNICATION AND MANAGEMENT
Unit 2 consists of communication and management. It focuses on the importance of effective communications in achieving business objectives. Moreover, the vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Assessment for Unit 2
- Communication in business
- Managing the marketing function
- Managing the public relations function
- Examination

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate publications available from the Careers Office. These units lead to future education and careers in business, management and accounting. These units are also appropriate for students wishing to start their own business.

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT THREE- CORPORATE MANAGEMENT
In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Assessment for Unit 3
- Large Scale organisation in content
- Internal environment of Large Scale organisations
- The operations Management Function

UNIT FOUR- MANAGING PEOPLE AND CHANGE
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Assessment for Unit 4
- The Human Resource Management Function
- The Management of Change

Pre-requisite information
There are no pre-requisites for entry to Unit 3
Students must undertake Unit 3 prior to undertaking Unit 4

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate publications available from the Pathways Office. Completion of these units will ensure students have a comprehensive business background. Students can apply their knowledge in all aspects of business related courses.

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE - NATURAL ENVIRONMENTS
Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective. Through studying Geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world’s resources.

UNIT TWO - HUMAN ENVIRONMENTS
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Assessment for Unit 1
- Data processing, analysis and presentation
- Tests
- Research
- Fieldwork
- Examination

Assessment for Unit 2
- Data processing, analysis and presentation
- Tests
- Research Report
- Field work
- Examination

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT THREE - REGIONAL RESOURCES
This unit investigates the characteristics of resources and the concept of a region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Regions are areas of various scales that have characteristics and features that distinguish them from other areas according to the elements use to define them. In particular, students will investigate water in the Murray-Darling Basin region. Fieldwork will also be used to investigate a local resource.

Assessment for Unit 3
- Data analysis
- Case study
- Essay
- Tests
- Fieldwork
- Examination

UNIT FOUR - GLOBAL PERSPECTIVES
This unit investigates the geographic characteristics of phenomena and responses to them. Phenomena such as major natural or human events, processes or activities possess the capacity to affect the whole world and require more than local or regional responses. One phenomenon that will be examined is the study of human population, which is essential to understanding the challenges facing our globalised world.

Assessment for Unit 4
- Data analysis
- Case study
- Written field work report
- Presentation
- Tests
- Examination

Pathways Information
Geography leads to these possible career paths: park ranger, drafts person, environmental scientist, farm manager, journalist, teacher, real estate agent, tourist guide, travel consultant, town planner, marketing officer, foreign affairs, taxi driver or surveyor.

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE- TWENTIETH CENTURY: 1900 – 1945
This unit studies the rise of Nazi Germany. Students look at Hitler’s rise to power and the characteristics of Nazism. Particular attention is given to the Holocaust and ways in which the Nazi Party achieved its aims by the use of propaganda.
Students will visit the Holocaust Museum. This excursion will cost approximately $18.

Assessment for Unit 1
Analytical exercises
Film reviews
Essays
Examination

UNIT TWO- TWENTIETH CENTURY HISTORY 1945 - 2000
This unit studies competing ideologies, and challenge and change, in the second half of the twentieth century. Students begin with a study of the Cold War: its ideological basis and origins; its main events and its final resolution. There were significant challenges to the existing political and social orders in this period. Students will study the anti-Apartheid movement in South Africa and the feminist movement/

Assessment for Unit 2
Classwork assignments
An analysis of primary sources
A historical enquiry
An essay
An analysis of historical interpretations
An examination

An Essential Education Cost of $25 applies to this unit. (approximate)

UNIT THREE- THE FRENCH REVOLUTION
This unit looks at how the attempts of a very traditional society to change led to bloody revolution and the Terror. The role of leaders such as Robespierre is studied, and the attempts made by France to establish a true republic are analysed.

UNIT FOUR- THE RUSSIAN REVOLUTION
This unit examines how the refusal of the Russian Empire to accept change led to revolution, and the fall of the monarchy. The establishment of the world’s first Communist state is studied, including its leaders and values.

Assessment for Units 3 & 4
Analysis of Visual and Written Documents
Research Report
Essay
Historiographical Exercise
Examination

Pre-requisite information
It is not necessary to have done any history in Year 11 before undertaking the subject in Year 12, but it is highly recommended.

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 Pathways 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.

An Essential Education Cost of $25 applies to this unit. (approximate)
**LEGAL STUDIES– UNITS 1 & 2**

**UNIT ONE- CRIMINAL LAW IN ACTION**
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

**Assessment for Unit 1**
- Case studies
- Essays
- Tests
- Examination

**UNIT TWO- ISSUES IN CIVIL LAW**
This unit explores the principles of civil law and evaluates the processes for the resolution of civil disputes. Contemporary Australian law is analysed and its ability to meet the needs of society is assessed. Students focus on cases that have a broader impact on the legal system and the rights of individuals.

**Excursion:** Students will visit the Magistrate’ Court at an approximate cost of $15.

**Assessment for Unit 2**
- Case studies
- Essays
- Tests
- Examination

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT THREE - LAW MAKING
This unit explores the institutions and processes used by those institutions to make laws. It incorporates three studies: the Parliament and the citizen, the constitution and the protection of rights, plus the role of the courts and how these institutions make laws.

Assessment for Unit 3
Case studies
Essay
Structured Questions
Tests
Unit 3 School Assessed Coursework 25%

UNIT FOUR - RESOLUTION AND JUSTICE
This unit explores the function and jurisdiction of the courts, tribunals and alternative methods of dispute resolution. Students will compare and evaluate the effectiveness of the Victorian legal system in criminal and civil law, the jury system, adversary system and its alternative, the inquisitorial system.

Excursion: Students will visit the Supreme Court of Victoria or the County Court of Victoria at an approximate cost of $15.

Assessment for Unit 4
Essay
Case studies
Tests
Structured Questions
Examination
Unit 4 School Assessed Coursework 25%
End of Year Examination 50%

Pre-requisite information
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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 Pathways Office. Studying Legal Studies may lead to employment and further studies in the legal field in areas such as legal office work, clerk of courts, police studies, solicitor or barrister.

An Essential Education Cost of $25 applies to this unit. (approximate)
GERMAN

UNITS ONE & TWO – GERMAN
The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four VCE Units of the Languages study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the students, and the outcomes for the unit.

The themes and topics are the vehicles through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary text types and kinds of writing are linked, both to each other and to the themes and topics.

Assessment for Units 1 & 2
- Written assessment tasks
- Listening and reading tasks
- Oral presentation
- Examination

An Essential Education Cost of $20 applies to this unit. (approximate)

GERMAN– UNITS 3 & 4

UNITS THREE & FOUR – GERMAN
The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four VCE Units of the Languages study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the students, and the outcomes for the unit.

The themes and topics are the vehicles through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary text types and kinds of writing are linked, both to each other and to the themes and topics.

Assessment for Units 3 & 4
- Written assessment task
- Listening and reading task
- Oral presentation
- Written & Oral Examinations

Pre-requisite information
German is designed for students who will typically, have studied German for at least 400 hours at the completion of Year 12 but some students may demonstrate the ability to meet the requirements successfully with less formal experience. Students must undertake Unit 1 prior to undertaking Unit 2.

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

Note: The subject may only be offered through the Victorian School of Languages (Distance Education) depending upon student numbers. The cost is $160 for the year's tuition fees.

An Essential Education Cost of $20 applies to this unit. (approximate)
Introduction
A large number of tertiary courses and careers require the satisfactory completion of at least one VCE Mathematics subject, hence students should check carefully with their careers advisor to ensure that they are choosing the most appropriate mathematics course for their future requirements. It is the responsibility of the student to check the University and TAFE prerequisite requirements of courses.

Students should also seek advice from their current Mathematics teacher regarding the most appropriate course, given their current level of progress in Mathematics.

Subject Choices
At Mooroolbark College we offer the following Mathematics choices:
- Unit 1 and 2 General Mathematics
- Unit 1 and 2 Mathematical Methods (CAS)
- Unit 1 and 2 Specialist Mathematics
- Unit 3 and 4 Further Mathematics
- Unit 3 and 4 Mathematical Methods (CAS)
- Unit 3 and 4 Specialist Mathematics

There are numerous possible options for VCE Mathematics courses. Students should consider their mathematical strengths and weaknesses and possible requirements for further study and careers when considering which course is most appropriate for them. The following diagram illustrates typical pathways for VCE Mathematics courses.

In general, the higher the box is in each column of the diagram, the higher the level of Mathematics.

Year 10 2015
Year 10 Advanced Mathematical Methods

Year 11 2016
VCE Specialist Mathematics Units 1 & 2
AND
VCE Mathematical Methods (CAS) Units 1 & 2

Year 12 2017
VCE Specialist Mathematics Units 3 & 4
AND
VCE Mathematical Methods (CAS) Units 3 & 4

VCE Mathematical Methods (CAS) Units 1 & 2

VCE Mathematical Methods (CAS) Units 1 & 2
AND
VCE General Mathematics Units 1 & 2

VCE General Mathematics Units 1 & 2

VCE Further Mathematics Units 3 & 4

VCAL Numeracy (Intermediate – Year 11)

VCAL Numeracy (Senior – Year 12)

For students who are not particularly strong at Mathematics, but are interested in enrolling in VCAL, we recommend this pathway.

Students may elect to choose Mathematical Methods without Specialist Mathematics.

If student achieves exceptionally well in General Mathematics they could be capable of doing Mathematical Methods.

This is the recommended path for those students who have done Year 10 General Mathematics.
General Mathematics is the standard Year 11 Mathematics course that is designed to prepare students for Further Mathematics Units 3 & 4. The four units together are designed to meet the minimum standard for many tertiary course selection requirements. Those who have either completed Year 10 General Mathematics or Year 10 Advanced Mathematical Methods may choose to do General Mathematics at Year 11.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics studied include: The areas of study for Unit 1 and Unit 2 of General Mathematics are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’.

Assessment tasks include: Tests, Application / Analysis tasks, examinations and other tasks assigned by the class teacher.

An Essential Education Cost of $25 applies to this unit. (approximate)

Mathematical Methods is designed for those students who have completed Year 10 Advanced Mathematical Methods or managed to complete General Mathematics to a very high standard. This course is designed for students to be prepared for Units 3 and 4 Mathematical Methods. Students who elect to do Mathematical Methods and are highly confident with their mathematical skill are advised to study Advanced General Mathematics Units 1 and 2 also.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics studied include: Functions and graphs, algebra, rates of change and calculus, probability.

Assessment tasks include: Tests, Application / Analysis tasks, examinations and other tasks assigned by the class teacher.

An Essential Education Cost of $25 applies to this unit. (approximate)
SPECIALIST MATHEMATICS – UNITS 1 & 2

This course, in conjunction with Mathematical Methods (CAS) Units 1 & 2 are designed for students who wish to study higher level mathematics in a tertiary setting and those wishing to study Mathematical Methods (CAS) Units 3 & 4 and Specialist Mathematics Units 3 & 4.

NOTE: Specialist Mathematics Units 1 & 2 can only be taken if Mathematical Methods (CAS) Units 1 & 2 is also taken. You cannot do General Mathematics Units 1 & 2 and Specialist Mathematics Units 1 & 2.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics studied include: Algebraic Techniques, Linear Graphs & Coordinate Geometry, Matrices and Trigonometry.

Assessment tasks include: Tests, Application / Analysis tasks, examinations and other tasks assigned by the class teacher.

An Essential Education Cost of $25 applies to this unit. (approximate)

FURTHER MATHEMATICS – UNITS 3 & 4

These units are widely accessible and are useful for employment and further study, especially where data analysis is important. Further Mathematics consists of a compulsory area of study, data analysis, and then three modules from a possible six in the Applications area of study.

Students are required to have satisfactorily completed General Mathematics Units 1 and 2 OR Specialist Mathematics Units 1 and 2 OR Mathematical Methods (CAS) Units 1 and 2 before they can enrol in this subject.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics studied include a selection from: number patterns, geometry and trigonometry, graphs and relations, computational and practical arithmetic, networks and decision mathematics, matrices.

Assessment tasks include: Tests, Application / Analysis tasks, class work and examinations

An Essential Education Cost of $25 applies to this unit. (approximate)
These units contain material appropriate for further study in such areas as commerce, science and medicine. Students who have completed Mathematical Methods Unit 1 and 2 should continue with 3 and 4. The use of CAS (Computer Algebra Technology) assists in the development of mathematical ideas and concepts and is used as a tool for systematic analysis and investigation.

Students are required to have satisfactorily completed Mathematical Methods (CAS) Units 1 and 2 before they can enrol in this subject.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics studied include a selection from: Functions and graphs, algebra, calculus and probability.

Assessment tasks include: Tests, Application / Analysis tasks, Class work, examinations.

An Essential Education Cost of $25 applies to this unit. (approximate)

These units are taken by students with a strong interest in mathematics or wishing to undergo further study in mathematics and related disciplines.

NOTE: Students must have completed VCE Specialist Mathematics Units 1 and 2 AND VCE Mathematical Methods Units 1 and 2 prior to enrolling in this course.

Students are required to bring to every class:
- A copy of the textbook (to be advised)
- Workbook, pens, pencils, ruler and erasers.

Topics include: Functions, relations and graphs, algebra, calculus, vectors and mechanics.

Assessment tasks include: Tests, assignments, Application tasks, Analysis tasks, class work and examinations.

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT ONE - THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH
This unit focuses on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

UNIT TWO - INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES
This unit focuses on the lifespan stages of childhood and adulthood. Health and development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia’s children; however, social environments such as the family and community are crucial, as children develop through their relationships with others. The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which are investigated.

Assessment for Units 1 & 2
SAC (School Assessed Coursework (3 per Unit)
Examination
Completion of coursework to support the 3 outcomes per unit.

An Essential Education Cost of $50 applies to this unit. (approximate)

UNIT THREE - AUSTRALIA’S HEALTH
The two areas of study focus on understanding Australia’s health status, comparing it with other developed countries and the sub population groups within Australia. The course examines the National Health priority areas; Australia’s Health System; and Strategies for promoting health in Australia.

UNIT FOUR - GLOBAL HEALTH & HUMAN DEVELOPMENT
Students analyse factors contributing to variations in health status between Australia and developing countries. They focus on the Millennium Development Goals and the interrelationships between Health, human development and sustainability. They consider programs implemented to promote health globally.

Assessment for Units 3 & 4
School Assessed Coursework (SACs)

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

An Essential Education Cost of $50 applies to this unit. (approximate)
UNIT ONE - EXPLORING OUTDOOR EXPERIENCES
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individual and their personal responses to and experiences of 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 and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live 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
In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Assessment for Units 1 & 2

Test
Practical Observation
Written Work
Journals/Logbooks
Examination

Pre-requisite information
It is recommended that students have done Year 10 Outdoor Education or Year 10 Outdoor Environmental Studies but it is not compulsory.

Pathways Information
Outdoor Environmental Studies gives students a good background for University and TAFE courses that relate to some of the following: Outdoor Adventure Guide, Park Ranger, Outdoor Education Teacher, Recreation Facility Manager, Eco Tour Guide, Tourism, Activity Instructor - surfing, skiing, climbing, rafting, trekking plus many others. 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 Pathways Office.

Special Requirements
The cost for the subject is approximately $650 for the year. This will cover all activity costs. Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include snow camps, sea kayaking, surfing, snorkelling, canoeing and mountain biking.

** Please note that it is a requirement of the subject they you must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject.

An Essential Education Cost of $650 applies to this unit. (approximate)
UNIT THREE - RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

UNIT FOUR - SUSTAINABLE OUTDOOR RELATIONSHIPS
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian Society.

Assessment for Units 3 & 4
Test
Practical Observation
Written Work
Multimedia Presentation
Journals/Logbooks
Examination
Multimedia Presentation

Pre-requisite information
It is recommended that students have done Year 11 Outdoor Education or at least have an interest in outdoor education but it is not compulsory.

Pathways Information
Outdoor Environmental Studies gives students a good background for University and TAFE courses that relate to some of the following: Outdoor Adventure Guide, Park Ranger, Outdoor Education Teacher, Recreation Facility Manager, Eco Tour Guide, Tourism, Activity Instructor - surfing, skiing, climbing, rafting, trekking plus many others. 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 Pathways Office.

Special Requirements
The cost for the subject is approximately $650 for the year. This will cover all activity costs. Students will be required to participate in a variety of outdoor field trips and camps throughout the year. Trips may include snow camps, sea kayaking, windsurfing, caving and trekking. **Please note that you must be able to commit to activities that run after school hours.

An Essential Education Cost of $650 applies to this unit. (approximate)
UNIT ONE - BODIES IN MOTION
In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.
Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

UNIT TWO - SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.
Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Assessment for Units 1 & 2
- Test
- School Assessed Coursework (SACs);
  - short answer
  - multiple choice
  - extended written responses
- Practical Laboratories
- Examination

An Essential Education Cost of $25 applies to this unit. (approximate)
UNIT THREE PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Assessment for Unit 3
School Assessed Coursework (SACs);
short answer test
laboratory report
extended written responses

UNIT FOUR ENHANCING PERFORMANCE
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Assessment for Unit 4
School Assessed Coursework (SACs);
short answer test
laboratory report
extended written responses

Pre-requisite information
There are no pre-requisites for entry to Unit 3. However, students must undertake Unit 3 prior to undertaking Unit 4.

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 Pathways Office.

An Essential Education Cost of $55 applies to this unit. (approximate)
UNIT ONE - UNITY AND DIVERSITY
In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

The relationship between features of organisms and how organisms meet their requirements for life is studied. Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials to cells and transporting wastes from cells to points of disposal.

Assessment for Unit 1
Practical Activities
Data Analysis
Tests
Examination

UNIT TWO - ORGANISMS AND THEIR ENVIRONMENT
Students study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine integrated and naturally self-sustaining systems in which energy flows and matter is cycled.

Assessment for Unit 2
Fieldwork and Report
Practical Activities
Multimedia Presentation
Examination

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT THREE - SIGNATURES OF LIFE
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate how biomacromolecules are made and biochemical processes that are common to all life forms. Students consider the universality of DNA and investigate its structure: the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism. The significant role of proteins in cell functioning is considered.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Assessment for Unit 3
Written reports of practical activities
Presentation or response to an issue
Examination

UNIT FOUR - CONTINUITY AND CHANGE
This unit explores how family inheritance works, how genes are passed on from parents to their children, the structure of DNA, how cells reproduce and how eggs and sperm are made. The extent to which humans and animals are affected by their family traits and the environment in which they live is also studied. The processes of evolution are examined and this leads to an investigation of where living things came from and the reasons for the diversity of plants and animals in our world. Recent advances in medical technology are also considered.

Assessment for Unit 4
Written reports of practical activities
Response to an issue
Examination

Pre-requisite information
There are no pre-requisites for entry to Unit 3, but if students are entering Biology at Unit 3 they may need to do preparatory work based on Units 1 and 2 as specified by the teacher.

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICETR publication available from the Pathways Office. These units lead to careers in nursing, veterinary science, forestry, park ranger, physical education, medicine, horticulture etc.

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT ONE - THE BIG IDEAS OF CHEMISTRY
The Periodic Table provides a framework for studying the chemistry of the elements. A study of the development of our understanding of the atom allows students to appreciate the step-by-step way in which scientific theories and models are formed. Students study the models for metallic, ionic and covalent bonding. They consider the use of polymers; investigate the uses of materials and how these have changed over time. Students are introduced to the development and application of 'smart' materials such as alloys. Students use the language of chemistry, its symbols and chemical formulas and equations to explain observations and data collected from experiments.

Assessment for Unit 1
- Chapter Questions
- Practical work/reports
- Homework/Assignments
- Tests
- Examination

UNIT TWO - ENVIRONMENTAL CHEMISTRY
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Algae blooms, salinity, depletion of ozone and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. Students are introduced to the types of calculations used every day by analytical chemists. New, cleaner and more efficient chemical processes that have been designed using green chemistry principles are studied. Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Assessment for Unit 2
- Chapter Questions
- Practical work/reports
- Homework/Assignments
- Tests
- Examination

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT THREE - CHEMICAL PATHWAYS
This unit examines the types of techniques available to the analytical chemist and how and why these techniques work. Students investigate organic reaction pathways and the chemistry of organic molecules. The role of organic molecules in the generation of biochemical fuels and forensic analysis is investigated. Students will continue use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Assessment for Unit 3
- Extended experimental investigation
- Experimental report
- Oral Presentation/Poster

UNIT FOUR - CHEMISTRY AT WORK
Chemical reactions produce a diverse range of products we use and depend on every day. Features that affect chemical reactions such as the rate and yield or equilibrium position are explored. Students investigate how energy is produced from available resources (coal, oil, gas, solar and wind). Students study the operating principles of galvanic and electrolytic cells (used in mobile phones, computers and cars). Students will continue to use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Assessment for Unit 4
- A summary report of three practical activities
- Experimental report
- Oral Presentation/Poster
- Examination

Pre-requisite information
There are no pre-requisites for entry to Unit 3, however students are strongly advised to have satisfactorily completed Units 1 and 2 before enrolling in this course.

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 Pathways office.

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

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT 1 – HOW ARE EARTH’S SYSTEMS CONNECTED?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measure.

Areas of study:
- How is life sustained on Earth?
- How is Earth a dynamic system?
- A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit.

UNIT 2 – HOW CAN POLLUTION BE MANAGED?

In this unit students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth’s four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Areas of study:
- When does pollution become a hazard?
- What makes pollution management so complex?
- Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT 3 – ECOLOGICAL ISSUES; ENERGY AND BIODIVERSITY

This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

Areas of study:
- Energy and global warming
- Diversity in the biosphere

UNIT 4 – HOW ARE EARTH’S SYSTEMS CONNECTED?

This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

Areas of study:
- Pollution and health
- Applied environmental science

Assessment for Units 3 & 4:

Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End-of-year examination: 50%

Coursework consists of:
- Reports based on practical activities and research
- An in-depth practical investigation
- Examination

An Essential Education Cost of $20 applies to this unit. (approximate)
UNIT ONE
This unit explores the core topics of nuclear and radioactivity physics and electricity. A detailed study will be chosen from: Astronomy, Astrophysics, Energy from the Nucleus, Flight, Sustainable energy sources or Medical Physics.

UNIT TWO
This unit explores the core areas of motion and the wave-like properties of light. A detailed study (different from that chosen in Unit One) will be chosen from: Astronomy, Astrophysics, Energy from the Nucleus, Flight, Sustainable energy sources or Medical Physics.

Assessment for Unit 1 & 2
Practical investigation
A selection of the following:
multimedia presentation
folio of practical activities
summary of practical activities
data analysis
written report
test
response to a media article
Examination

Pre-requisite information
There are no pre-requisites for entry to Unit 1 & 2 although Year 10 Physics would be an advantage.

An Essential Education Cost of $20 applies to this unit. (approximate)

UNIT THREE
This unit covers the areas of motion in one and two dimensions, photonics, and electronic systems and a detailed study chosen from: Einstein’s special relativity, materials and their use in structures and further electronics.

UNIT FOUR
This unit covers the areas of electric power and interactions of light and matter. A detailed study will be chosen from: Synchrotron and its applications, photonics and sound.

Assessment for Unit 3 & 4
Student designed practical investigation.
At least two of the following:
multimedia presentation
folio of practical activities
summary of practical activities
data analysis
written report
test or a response to a media article
Examination

Pre-requisite information
There are no pre-requisites for entry to Unit 3, but students are advised to take Unit 2 before Unit 3.
Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher.

Students must undertake Unit 3 prior to Unit 4

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 Pathways Office.

An Essential Education Cost of $20 applies to this unit. (approximate)
This subject aims to provide students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

**UNIT ONE**
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development.

**UNIT TWO**
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore the behaviour of an individual and groups.

**Assessment for Unit 1 & 2**
- Research Investigation (Unit 1) /Practical Investigation (Unit 2)
- Tests
- Examination

An Essential Education Cost of $30 applies to this unit. (approximate)

**UNIT THREE**
In this unit students examine how the human nervous system enables a person to interact with the world around them. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge and the development of new capacities and changed behaviours.

**UNIT FOUR**
In this unit students examine the nature of consciousness. They consider the role of sleep and the impact that sleep disturbances may have on person’s functioning. Students explore the concept of a mental health continuum and apply a bio psychosocial approach, as a scientific model, to analyse mental health and disorder.

**Assessment for Units 3 & 4 may include:**
- Scientific Poster
- Tests
- Annotated folio of practical activities
- Examination

An Essential Education Cost of $40 applies to this unit. (approximate)
UNIT ONE - PROPERTIES OF FOOD
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

UNIT TWO - PLANNING AND PREPARATION OF FOOD
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Assessment for Unit 1 & 2  
Production Work /Report  
Short Written Report  
Design Response  
Short Answer Test

An Essential Education Cost of $165 applies to this unit. (approximate)
UNIT THREE - FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food.

Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques.

Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

UNIT FOUR - FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex.

They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

Assessment for Units 3 & 4

- Short Written Report
- Design Folio
- Examination
- Production Report
- Short Written Research Report

Pre-requisite information

Recommended you successfully complete Year 10 Foods.

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 Pathways Office.

Studying Food Technology may lead to employment within the hospitality industry such as kitchen hand, apprentice cook, food technologist, catering or waiter/waitress.

An Essential Education Cost of $185 applies to this unit. (approximate)
UNIT ONE - COMPUTING
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Assessment for Unit 1
- Spreadsheets
- Network Design
- Website
- Examination

UNIT TWO - COMPUTING
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment for Unit 2
- Programming
- Data Visualisations
- Database
- Examination

An Essential Education Cost of $30 applies to this unit. (approximate)
UNIT THREE – INFORMATICS
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions.

They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Assessment for Unit 3
- Database & Report
- Data Collection & Project Plan
- Examination

UNIT FOUR - INFORMATICS
In this unit, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3 Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings.

The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Assessment for Unit 4
- Website & Report
- Written Report
- Examination

Pre-requisite information
Although there are no prerequisites for entry to Unit 3, it is advisable that students have reasonable computer and software skills. If students are entering Unit 3: Informatics they may need to do preparatory work based on Units 1 and 2 Computing as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

An Essential Education Cost of $30 applies to this unit. (approximate)
Students cannot select both Product Design and Technology and Product Design and Technology – Fashion.

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology.

UNIT ONE - PRODUCT RE-DESIGN AND SUSTAINABILITY
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

UNIT TWO - COLLABORATIVE DESIGN
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: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Assessment for Unit 1 & 2
- Design folio
- Production plans
- Production tasks
- Examination

An Essential Education Cost of $110 applies to this unit. (approximate)

PRODUCT DESIGN & TECHNOLOGY – UNITS 3 & 4

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology.

PRODUCT DESIGN AND TECHNOLOGY MATERIAL CATEGORIES
In units 3 and 4 students design and make a three-dimensional functional product (or components of a product range) that incorporates at least one material taken from one of the following categories. Students
may base their products on one of the following design specialization areas, but are not necessarily restricted to these areas.

The product should not include significant mechanical/electrical/electrical systems components. It should not be a food, agricultural, horticultural (plant or animal) or information technology product. The purpose/function of the product should not be solely to visually communicate, or be purely decorative or aesthetic (for example, a wall hanging) or an artwork (for example, a sculpture).

Material categories; examples of design specialization areas:
• Wood/timber
• Hardwoods
• Softwoods
• Manufactured/composite boards
• Furnishing (indoor and outdoor)
• Metal
• Ferrous metals
• Gold and silver smithing (for example, jewellery)
• Flat ware and hollow ware
• Polymers (plastics)
• Thermoplastic polymers
• Thermosetting polymers

UNIT THREE - APPLYING THE PRODUCT DESIGN PROCESS
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

UNIT FOUR - PRODUCT DEVELOPMENT AND EVALUATION
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge 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
Design folio
Production plans
Production tasks
SACs
Examination

Pre-requisite information
There are no recommended prerequisites for studying Units 3 & 4 Product Design and 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 Pathways Office. Studying Product Design and Technology may lead to careers in design, particularly of motor cars (Unit 1), and expanding 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.

An Essential Education Cost of $90 applies to this unit. (approximate)
Special Requirements
Students cannot select both Product Design and Technology and Product Design and Technology – Fashion

The study of Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, fashion, and textile design.

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

UNIT ONE - PRODUCT RE-DESIGN AND SUSTAINABILITY
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

UNIT TWO - COLLABORATIVE DESIGN
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: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Assessment for Unit 1 & 2
Design folio
Production plans
Production tasks
Examination

An Essential Education Cost of $100 applies to this unit. (approximate)
UNIT THREE - DESIGN, TECHNOLOGICAL INNOVATION AND MANUFACTURE
The design and development of a product that meets the needs and expectations of a client or an end-user is influenced by a range of complex factors. These include client or community requirements; innovation, social and economic trends, availability of resources and technological developments in industry. Design, product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting.

In this unit, students investigate a client or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.

This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

UNIT FOUR - PRODUCT DEVELOPMENT, EVALUATION AND PROMOTION
Evaluations are made at various points of product design, development and production. When judging the suitability and viability of design ideas and options designers refer to the design brief and evaluation criteria in collaboration with a client. Designers may also base design decisions on intuition and experience.

With increased focus on environmental, economical and social viability, the impact of products throughout their life cycle can be analysed and evaluated. Comparisons with similar products help to judge the success of a product in relation to a range of design factors and fundamentals. In this unit, students use comparative analysis and evaluation methods to make judgments about product design and development.

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product’s features to the client and/or end-user.

Each unit deals with specific content and is designed to enable student to achieve a set of outcomes.

Each outcome is described in terms of key knowledge and skills.

Assessment for Units 3 & 4
Assessment Course Workbook
School Assessed Task
Examination

An Essential Education Cost of $90 applies to this unit. (approximate)
UNIT ONE - MECHANICAL ENGINEERING FUNDAMENTALS
This unit focuses on the fundamental concepts, principles and skills related to the understanding, assembly and measurement of mechanical engineering, identifying systems and sub systems, open and closed loop systems. It includes an introduction to design principles and practices associated with systems. It also introduces CAD design software used in system designs.

Assessment for Unit 1
- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Examination

UNIT TWO - ELECTROTECHNOLOGY ENGINEERING FUNDAMENTALS
This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, commonly referred to as electro-technology, basic circuit theory, integrated circuits, designing and making system. It provides an introduction to the application of design in the planning and production of systems.

Assessment for Unit 2
- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Examination

Pre-requisite information
There are no prerequisites for entry to Units 1 & 2, but preparatory work (such as electronics or robotics) at a lower level is advisable.

An Essential Education Cost of $90 applies to this unit. (approximate)

UNIT THREE - SYSTEMS ENGINEERING AND ENERGY
In Unit 3 students commence work on the design and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. The engineering principles underpin students’ understanding in the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electrotech systems and how they function.

UNIT FOUR - INTEGRATED AND CONTROLLED SYSTEMS ENGINEERING
This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

Assessment for Units 3 & 4
- Design Folio
- Production Tasks
- Selected Assessed Coursework
- External Examination

Pre-requisite information
There are no prerequisites for entry to Units 3 & 4, but preparatory work (such as electronics or robotics) at a lower level is advisable.

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 Pathways Office.

An Essential Education Cost of $90 applies to this unit. (approximate)
ART - UNITS 1 & 2

UNIT ONE
This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Outcome 1 - Art and meaning - Analyse and interpret a variety of artworks.
Outcome 2 - Artmaking and personal meaning Folio and finished artwork.

UNIT TWO
In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues.

Students identify ways in which art expresses and reflects culture. They explore how art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Outcome 1 - Art and culture written outcomes
Outcome 2 - Artmaking and cultural expression folio and finished artwork.

Assessment for Unit 1 & 2
- Written Outcome
- Folio Outcome
- Examination

An Essential Education Cost of $70 applies to this unit. (approximate)
UNIT THREE
In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

Students apply imagination and creativity to develop their ideas through a visual language. Their artmaking is supported through investigation, exploration and application of a variety of materials and techniques. For the purposes of this study, art produced after 1970 is considered to represent the expression of contemporary culture.

Outcome 1 - Interpreting art
Compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.

Outcome 2 - Investigation and interpretation through artmaking
Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork.

Assessment for Units 3
Practical Exploration Folio
Resolved artwork
Written Outcome

UNIT FOUR
In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think.

In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

Outcome 1 - Discussing and debating art
Discuss and debate an art issue using selected artist's works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.

Outcome 2 - Realisation and resolution
A body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

Assessment for Unit 4
Practical Exploration Folio & Resolved Artworks
Written Outcome
Examination

Pre-requisite information
There are no pre-requisites for Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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 Pathways Office. These units lead to possible careers in art teaching, graphic design, industrial design, sculptor, painter, potter, gallery administration, fashion design, interior design, sign writing, as a drafts person and in the printing industry.

An Essential Education Cost of $80 applies to this unit. (approximate)
UNIT ONE – REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Students will analyse a range of media texts, create a ‘Grindhouse’ film poster and a recut film trailer of their choice. Students will also complete a research task into an aspect of New Media.

Assessment for Unit 1
- Representation theory
- Representation productions
- New Media
- Examination

UNIT TWO – MEDIA PRODUCTION AND THE MEDIA INDUSTRY

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Students will, in small groups, create a short film and run the school film festival, analyse a range of media texts and examine the Australian Media Industry.

Assessment for Unit 2
- Media production
- Media industry production
- Australian media organisations
- Examination

An Essential Education Cost of $80 applies to this unit. (approximate)
UNIT THREE - NARRATIVE AND MEDIA PRODUCTION DESIGN

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Assessment for Units 3
- Narrative
- Media production skills
- Media Production design
- Examination

UNIT FOUR - MEDIA PROCESS, INFLUENCE AND SOCIETY’S VALUES

In this unit, students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Assessment for Unit 4
- Media process
- Media texts & society’s values
- Media influence
- 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 Pathways Office.

These units may lead to careers in advertising companies, Journalism, events organisations, television, radio, the movie industry and modelling agencies.

An Essential Education Cost of $80 applies to this unit. (approximate)
UNIT ONE & TWO MUSIC PERFORMANCE
Develop students’ ability to present performances of music works in group and solo contexts. Students have the choice to use more than one instrument to complete different requirements within each unit. Students will develop experience in performing music representing a range of styles and learn strategies to build their instrumental technique to support their performances. Students develop improvisation techniques and develop skills in aural perception and comprehension, music theory and analysis.

Assessment for Unit 1 & 2
Solo and group performance
Performance techniques
Musicianship
Improvisation
Examination

Pre-requisite information
Students need to have at least 3 years of lessons on an instrument/voice prior to Year 11 entry.

Special Requirements
Students are required to have instrumental/vocal lessons during VCE.

An Essential Education Cost of $50 applies to this unit. (approximate)
UNIT THREE - MUSIC PERFORMANCE
Develop students’ ability to present performances of music works in group and solo contexts. Students have the choice to use more than one instrument to complete different requirements within each unit. Students will develop experience in performing music representing a range of styles and learn strategies to build their instrumental technique to support their performance. Students elect to complete the external end-of-year performance examination as a member of a group OR as a soloist. They develop improvisation techniques and skills in aural perception and comprehension, music theory and analysis.

Assessment for Units 3
Group and Solo performance
Performance Technique
Musicianship

Special Requirements
Students are required to have instrumental/vocal lessons during VCE.

UNIT FOUR - MUSIC PERFORMANCE
Develop students’ ability to present performances of music works in group and solo contexts. Students have the choice to use more than one instrument to complete different requirements within each unit. Students will develop experience in performing music representing a range of styles and learn strategies to build their instrumental technique to support their performance. Students elect to complete the external end-of-year performance examination as a member of a group OR as a soloist. They develop improvisation techniques and skills in aural perception and comprehension, music theory and analysis.

Assessment for Unit 4
Group and Solo Performance
Performance Technique
Musicianship
External written examination covering the years' work
External Performance examination covering the years’ work

Pre-requisite information
Satisfactory results in Year 11 music or 4 years of lessons on an instrument/voice prior to Year 12.

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 Pathways Office.

Studying Music may lead to the following careers: instrumentalist, vocalist, musical director, composer/arranger, instrument technician, sound engineer, musicologist, music therapist, music teacher, music critic/journalist, session musician, music librarian, recording artist.

Special Requirements
Students are required to have instrumental/vocal lessons during VCE.

An Essential Education Cost of $60 applies to this unit. (approximate)
UNIT ONE - ARTISTIC INSPIRATION AND TECHNIQUES
This unit focuses on using sources of inspiration and individual ideas as the basis for developing ceramic artworks, while exploring a variety of techniques to communicate ideas, observations and experiences through art-making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used clay and different techniques in the production of artworks.

New students to Ceramics will at first be concentrating on basic hand-building skills and familiarising themselves with a variety of decorative techniques.

Students with prior knowledge of basic skills will concentrate on revising and extending their skills and can also seek out new methods and techniques, including both hand and wheel made pieces.

UNIT TWO - DESIGN EXPLORATION AND CONCEPTS
This unit focuses on students establishing and using a design process to produce ceramic pieces. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Assessment for Unit 1 & 2
- Design Process Folio
- Artworks
- Research Project
- Examination

Pre-requisite information
There are no pre-requisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

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 Pathways Office. These units lead to possible careers in art teaching, graphic design, industrial design, sculptor, painter, potter, gallery administration, fashion design, interior design, sign writing, as a drafts person and in the printing industry.

Special Requirements
Protective clothing (dust coat)

An Essential Education Cost of $180 applies to this unit. (approximate)
UNIT ONE - ARTISTIC INSPIRATION AND TECHNIQUES
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

UNIT TWO - DESIGN EXPLORATION AND CONCEPTS
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

Assessment for Unit 1 & 2
Design Process Folio
Artworks
Research and Theory
Examination

An Essential Education Cost of $180 applies to this unit. (approximate)
UNIT THREE - STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Students also investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists' work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Assessment for Units 3
- Exploration Proposal
- Design Process
- Research Project

UNIT FOUR - STUDIO PRODUCTION AND ART INDUSTRY CONTEXT
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Assessment for Unit 4
- Artworks
- Research Project
- Examination

Pre-requisite information
There are no pre-requisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VIC/TAS publication available from the Pathways Office.

These units lead to possible careers in art teaching, graphic design, industrial design, sculptor, painter, potter, gallery administration, fashion design, interior design, sign writing, as a drafts person and in the printing industry.

An Essential Education Cost of $210 applies to this unit. (approximate)
THEATRE STUDIES – UNITS 1 & 2

UNIT ONE - THEATRICAL STYLES OF THE PRE-MODERN ERA
This unit focuses on the practical and theoretical study of some of the earliest styles of theatre such as ‘Commedia Del Arte’, Elizabethan and the earliest Greek and Roman styles of performance. Students will explore these historical periods through performance and group exercises.

Assessment for Unit 1
- Character-based performance to an audience
- Analytical Exercises & Essays
- Tests
- Examination

UNIT TWO - THEATRICAL STYLES OF THE MODERN ERA
This unit concentrates on twentieth century theatre. In particular, realism and method acting, which have been popularised in film as well as theatre will be studied and practically explored.

Assessment for Unit 2
- An ensemble performance
- Analytical Exercises & Essays
- Tests
- Examination

Pathways Information
It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Careers Office. These units equip students with acting 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.

An Essential Education Cost of $30 applies to this unit. (approximate)

THEATRE STUDIES – UNITS 3 & 4

UNIT THREE - PRODUCTION DEVELOPMENT
This unit involves the mounting and performance of a theatrical production by the students. Students are able to take on specialist production roles and/or key acting roles.

Assessment for Units 3
- Production Work
- Written Analysis/Journal
- Theatre Review
- Examination

UNIT FOUR - THE ACTOR IN PERFORMANCE AND INTERPRETATION
This unit focuses directly on the performance of character in a theatrical / scripted context. Students will complete a solo monologue and explore the different methods of approaching and rehearsing a scripted role.

Assessment for Unit 4
- Written Analysis / Journal
- Review of Acting Performance
- Solo Monologue
- Examination

Pre-requisite information
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 Pathways Office.

These units equip students with acting 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.

An Essential Education Cost of $30 applies to this unit. (approximate)
UNIT ONE - INTRODUCTION TO VISUAL COMMUNICATION DESIGN
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

In this unit students are introduced to three stages of the design process researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Assessment for Unit 1
- Drawing methods.
- Elements and principles.
- Design influences descriptive analysis. (Written)

UNIT TWO - APPLICATIONS OF VISUAL COMMUNICATION DESIGN
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Assessment for Unit 2
- Technical drawing
- Typography
- Design process (Folio.)

An Essential Education Cost of $80 applies to this unit. (approximate)
UNIT THREE - DESIGN THINKING AND PRACTICE
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, 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 use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation underpin the developmental and refinement work undertaken in Unit 4.

Assessment for Units 3
Creating visual communications from a specific context.
Written analysis of specific context used in outcome one.
Design brief

UNIT FOUR - DESIGN DEVELOPMENT & PRESENTATION
The focus of this unit is 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 needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each 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 with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessment for Unit 4
Folio development and completion of two distinctly different concepts for each visual communication need.
Outcome 3
Devise a ‘pitch’ to present and explain their visual communications to an audience.

Pre-requisite information
There are no prerequisites for entry into units 1, 2 and 3. Students must undertake unit 3 prior to undertaking unit 4.

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 Pathways Office.

An Essential Education Cost of $90 applies to this unit. (approximate)
VET

The Yarra Cluster Vocational Education and Training (VET) Provision

The provision of VET within the VCAL and the VCE has provided many students with a vocational focus while completing their senior studies. It has opened up post school options that were previously unavailable to students. Local schools are offering many of these programs, but they are expensive to resource. Thus, ten of these schools have decided to form a cluster for the provision of VET courses to give students from a larger number of schools access to these courses.

The Yarra Valley VET Cluster is a group of schools that have formed a partnership for the delivery of a range of vocational education and training programs for secondary school students.


These schools through the partnership offer a wide range of career and study options that are locally accessible for students.

Students enrolled in various VET programs on offer through the cluster can remain enrolled in their current school and can then take the option of enrolling in a specialist program at another school.

**VET PROGRAMS AVAILABLE**

| Certificate II – Allied Health | Certificate II - Engineering |
| Certificate III - Acting (Film & Television) | Certificate III - Equine Studies |
| Certificate II – Animal Studies | Certificate II - Furniture (Cabinet making) (partial) |
| Certificate II - Automotive | Certificate II - Hairdressing |
| Certificate II - Business Administration | Certificate II - Hospitality |
| Certificate III - Business Administration (partial) | Certificate III - Information Technology |
| Certificate III Children’s Services | Certificate II – Makeup Services |
| Certificate II - Community Services | Certificate III - Multimedia |
| Certificate III - Concept Development for Clothing Production | Certificate III - Music |
| Certificate III - Dental Assisting | Certificate III - Music Technology |
| Certificate II - Electrotechnology (Pre-Voc) | Certificate II - Plumbing |
| Certificate II - Renewable Energy |

For details of these courses please refer to course brochures or contact the Pathways/Vet Coordinator.

All programs attract a $100 administration charge and materials charges. See individual brochures for details.

Students will attend the home school for their VCE/VCAL program but may attend any of the above schools for the VET courses. These will normally take place on a Wednesday - the day allocated by all the cluster schools as the VET day. However, some classes may run outside normal school hours on any day or evening. Some programs are partially delivered at a TAFE College.

Students will be required to arrange their own transport to attend these programs.

The material costs for the programs will vary from about $250 to $800

More information is available from the Pathways/VET coordinator. Course descriptions of some of the VET studies, which are not included in this handbook, are available in the information brochures in the Pathways Office. Please see Mrs Roache, your VET coordinator. You can also access further information on these websites www.yvvc.org.au and www.vcaa.vic.edu.au.