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 Vocational Education and Training (VET) opportunities as well as the VCE and VCAL courses are explored in detail, including outlines of what is required to be successful in each course. 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 and Pathways team, along with the VCE Coordinator are your guides to support you in individualising your course of studies.

It is imperative that you read this Handbook carefully as 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,

GRANT OLARENSHAW
VCE Coordinator

JENNY ROACHE
Pathways Leader

ANN STRATFORD
Principal
## Table of Contents

DEVELOPING A VICTORIAN CERTIFICATE OF EDUCATION (VCE) PROGRAM .............................................. 6
THE VICTORIAN CERTIFICATE OF EDUCATION (VCE) ........................................................................ 6
VOCATIONAL EDUCATION AND TRAINING - VET (TAFE Course) ....................................................... 7
POSSIBLE VCE COURSE STRUCTURES ............................................................................................. 7
PROMOTIONAL POLICY ....................................................................................................................... 10
REQUIREMENTS FOR SATISFACTORY COMPLETION OF A VCE UNIT .............................................. 11
SUPPORTING VCE STUDENTS ........................................................................................................... 11
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) PROGRAM ........................................... 12
PATHWAYS INFORMATION ............................................................................................................... 15
UNIT CHARGES .................................................................................................................................... 16

ENGLISH ................................................................................................................................................ 17
ENGLISH – Units 1 & 2 ............................................................................................................................ 17
ENGLISH – Units 3 & 4 ............................................................................................................................ 17
LITERATURE – Units 1 & 2 ....................................................................................................................... 18
LITERATURE – Units 3 & 4 ....................................................................................................................... 18
ENGLISH LANGUAGE – Units 1 & 2 ...................................................................................................... 19
ENGLISH LANGUAGE – Units 3 & 4 ...................................................................................................... 20

HUMANITIES ....................................................................................................................................... 21
ACCOUNTING – Units 1 & 2 .................................................................................................................... 21
ACCOUNTING – Units 3 & 4 .................................................................................................................... 22
BUSINESS MANAGEMENT – Units 1 & 2 ............................................................................................... 23
BUSINESS MANAGEMENT – Units 3 & 4 ............................................................................................... 24
GEOGRAPHY – Units 1 & 2 .................................................................................................................... 25
GEOGRAPHY – Units 3 & 4 .................................................................................................................... 26
HISTORY – Units 1 & 2 ........................................................................................................................... 27
HISTORY REVOLUTIONS – Units 3 & 4 ................................................................................................. 27
LEGAL STUDIES – Units 1 & 2 ............................................................................................................. 28
LEGAL STUDIES – Units 3 & 4 ............................................................................................................. 29

GERMAN .............................................................................................................................................. 30
GERMAN – Units 1 & 2 .......................................................................................................................... 30
GERMAN – Units 3 & 4 .......................................................................................................................... 30

MATHEMATICS ..................................................................................................................................... 31
GENERAL MATHEMATICS – Units 1 & 2 ............................................................................................... 32
MATHEMATICAL METHODS (CAS) – Units 1 & 2 ................................................................................. 32
SPECIALIST MATHEMATICS – UNITS 1 & 2 ......................................................................................... 32
FURTHER MATHEMATICS – Units 3 & 4 ............................................................................................ 32
MATHEMATICAL METHODS (CAS) – Units 3 & 4 ................................................................................. 33
SPECIALIST MATHEMATICS – Units 3 & 4 ........................................................................................ 33

HEALTH & PHYSICAL EDUCATION .................................................................................................... 34
HEALTH AND HUMAN DEVELOPMENT – Units 1 & 2........................................................................... 34
HEALTH AND HUMAN DEVELOPMENT – Units 3 & 4........................................................................ 35
OUTDOOR AND ENVIRONMENTAL STUDIES – Units 3 & 4 ................................................................ 36
PHYSICAL EDUCATION – Units 1 & 2 ................................................................. 37
PHYSICAL EDUCATION – Units 3 & 4 .................................................................. 38
SCIENCE .................................................................................................................. 39
BIOLOGY – Units 1 & 2 ......................................................................................... 39
BIOLOGY – Units 3 & 4 ......................................................................................... 40
CHEMISTRY – Units 1 & 2 .................................................................................... 41
CHEMISTRY – Units 3 & 4 .................................................................................... 42
ENVIRONMENTAL SCIENCE – Units 1 & 2 ........................................................... 43
ENVIRONMENTAL SCIENCE – Units 3 & 4 ............................................................ 44
PHYSICS – Units 1 & 2 ......................................................................................... 45
PHYSICS – Units 3 & 4 ......................................................................................... 46
PSYCHOLOGY – Units 1 & 2 .................................................................................. 47
PSYCHOLOGY – Units 3 & 4 .................................................................................. 48
TECHNOLOGY ......................................................................................................... 49
FOOD STUDIES – Units 1 & 2 ............................................................................... 49
FOOD STUDIES – Units 3 & 4 ............................................................................... 50
COMPUTING – Units 1 & 2 .................................................................................. 51
COMPUTING – Units 3 & 4 .................................................................................. 52
PRODUCT DESIGN & TECHNOLOGY – Units 1 & 2 .............................................. 53
PRODUCT DESIGN & TECHNOLOGY – Units 3 & 4 .............................................. 54
PRODUCT DESIGN AND TECHNOLOGY – FASHION – Units 1 & 2 .................. 55
PRODUCT DESIGN AND TECHNOLOGY – FASHION – Units 3 & 4 ................. 56
SYSTEMS ENGINEERING – Units 1 & 2 ................................................................. 57
SYSTEMS ENGINEERING – Units 3 & 4 ................................................................. 57
THE ARTS ................................................................................................................ 58
ART – Units 1 & 2 .................................................................................................. 58
ART – Units 3 & 4 .................................................................................................. 59
MEDIA – Units 1 & 2 ............................................................................................. 60
MEDIA – Units 3 & 4 ............................................................................................. 61
MUSIC PERFORMANCE – Units 1 & 2 ................................................................. 62
MUSIC PERFORMANCE – Units 3 & 4 ................................................................. 63
STUDIO ARTS – Units 1 & 2 .................................................................................. 64
STUDIO ARTS – Units 3 & 4 .................................................................................. 65
THEATRE STUDIES – Units 1 & 2 .......................................................................... 66
THEATRE STUDIES – Units 3 & 4 .......................................................................... 66
VISUAL COMMUNICATION DESIGN – Units 1 & 2 .......................................... 67
VISUAL COMMUNICATION DESIGN – Units 3 & 4 .......................................... 68
VET ......................................................................................................................... 69
Mooroolbark College supports and promotes the principles and practices of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

Nothing in the clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a school under an action of the State or of the Commonwealth.

SCHOOL INJURIES AND INSURANCE

Parents and Guardians are reminded that the Department of Education and Training does not provide personal accident insurance or ambulance cover for students. We would recommend families check their ambulance cover as the school will put student health and safety as the number one priority in an emergency. Parents/guardians of students, who do not have student accident insurance, are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs; and Parents/guardians can purchase insurance policies from commercial insurers but we are not in a position to recommend any particular product. Also, a reminder to parents/guardians that the Department does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property.

Students are provided with access to a locker but must supply their own lock and to not share their locker or provide access to any other student. All lockers are located in view of the CCTV system but the College and DET cannot take responsibility for any loss.
DEVELOPING A VICTORIAN CERTIFICATE OF EDUCATION (VCE)

PROGRAM

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 a minimum of 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 with:

- A minimum of three (3) English Group Units where two (2) Units being a 3 & 4 sequence.
- with at least three Units 3 and 4 sequences in studies other than English
- of the 16 Units, 13 can be from a VET

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, English Language 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+ in an accelerated subject 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</th>
<th>English Group Choice</th>
<th>Free Choice</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 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>
</tr>
<tr>
<td>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>
</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
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 Specialist Maths</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>
<tr>
<td>Year 12</td>
<td>Units 3 &amp; 4 English</td>
<td>Units 3 &amp; 4 VET – Hospitality</td>
<td>Units 3 &amp; 4 Accounting</td>
<td>Units 3 &amp; 4 Outdoor Education</td>
<td>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>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Units 1 &amp; 2 English</td>
<td>Units 1 &amp; 2 Legal Studies</td>
<td>Units 1 &amp; 2 Studio Arts</td>
<td>Units 1 &amp; 2 General Mathematics</td>
<td>Units 1 &amp; 2 Music Performance</td>
</tr>
<tr>
<td>Year 12</td>
<td>Units 3 &amp; 4 Literature</td>
<td>Units 3 &amp; 4 Studio Arts</td>
<td>Units 3 &amp; 4 Further Mathematics</td>
<td>Units 3 &amp; 4 Physical Education</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 Visual Comm. &amp; Design</td>
<td>Units 1 &amp; 2 History</td>
<td>Units 1 &amp; 2 LOTE – German</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Units 3 &amp; 4 English</td>
<td>Units 3 &amp; 4 Visual Comm. &amp; Design</td>
<td>Units 3 &amp; 4 History</td>
<td>Units 3 &amp; 4 LOTE - German</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Things to note about this course**

Students can only enrol in a maximum of two (2) English Group Studies as part of their VCE Course.
A VCE course for students who wish to study two Mathematics subjects

<table>
<thead>
<tr>
<th></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><strong>Year 11</strong></td>
<td>Units 1 &amp; 2 Literature</td>
<td>Units 1 &amp; 2 Mathematical Methods (CAS)</td>
<td>Units 1 &amp; 2 Specialist Mathematics</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><strong>Year 12</strong></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; however, 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.
POLICY:
- Mooroolbark College automatically promotes students each year provided they have satisfactorily completed the majority of semester units studied during the whole year (and at least one unit of English at Year 10). When this is not the case, an individual counselling approach is implemented.

GUIDELINES:
- The focus of individual counselling is ‘which of the identified pathways options will provide the student with the best chance of success taking into account their particular needs or abilities.’
- At Mooroolbark College, student promotion to the following year level is monitored by the House Teams. They will work in close cooperation with the Pathways Team, classroom teachers, students and families. Parents will have input into any recommendation regarding their child’s promotion.
- The College considers the following key criteria for promotion:
  - Attendance
  - Completion of work
  - Standard of work completed
- Students cannot be promoted into VCE unless they have completed the majority of units satisfactory in Year 10 including the satisfactory completion of at least one unit of English.
- Non-promotion is not used as a discipline procedure.

IMPLEMENTATION:
- Classroom teachers and/or relevant college staff will inform students and their parents if they are not meeting the above key criteria.
- Students who are not automatically promoted will be interviewed, usually with their parents, and all relevant details identified and taken into account.
- The House Teams will receive a copy of each student’s S/N and Victorian Curriculum Levels summary report for analysis, provided by the Reports Coordinator.
- Classroom teachers will monitor student attendance using Compass and their own attendance rolls and inform House Coordinators if students fall under the 90% attendance requirement (Years 7 – 10 & VCAL) and 95% attendance requirement (VCE).
- The House Team will review the promotion of any student in Year 7 to 9 who have not satisfactorily completed a majority of semester based units including two units of English.
- The House Coordinators will review the promotion of all Year 10 students who have not satisfactorily completed semester one of English and/or the majority of units in semester one. A support group meeting will be called to review the progress of the student in this situation.
- The parents/guardians of all Year 10 students who do not satisfactorily complete one or more units at the end of semester one will receive correspondence explaining the promotion policy into Year 11 VCE.
- A proposal from parents that their child repeat a year will be considered on its merits using the criteria outlined above.

BASIS OF DISCRETION:
- When making decisions whether to retain students the long-term academic benefit of the student and the student’s welfare needs must be taken into consideration.

EVALUATION:
- This policy will be reviewed as part of the school’s four-year review cycle.
REQUIREMENTS FOR SATISFACTORY COMPLETION OF A VCE UNIT

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.

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.
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) PROGRAM

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)
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?
Year 10 students are expected to have successfully completed a unit of Mathematics, English and Crossroads. 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.

Process for enrolment 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.
2. Occasionally students will be permitted to wear “work clothes” in order to complete manual tasks.
3. Students are expected to be appropriately attired and well-groomed at their Work Placements.
4. Jewellery, hair and footwear styles need to be selected in accordance with Occupational 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 Student 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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Related</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AT SCHOOL

|              |              |                      |                         |                       |
| Work Placement| VET          |                      |                         |                       |

SAMPLE 2

School Based Apprenticeship/Traineeship

SAMPLE 3

PATHWAYS INFORMATION

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 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 to 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 2018 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.
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**
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Assessment for Units 1**
- Analytical text response
- Creative text response
- Point of view Oral
- Language analysis responses

**UNIT TWO**
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Assessment for Unit 2**
- Comparative essay based on two texts.
- Point of view essay
- Language analysis responses.

An Essential Education Cost of $25 applies to cover both units 1 & 2. (Approximate)

**ENGLISH – UNITS 3 & 4**

**UNIT THREE**
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

**Assessment for Unit 3**
- Analytical text response.
- Creative text response.
- Language analysis.

**UNIT FOUR**
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

**Assessment for Unit 4**
- Comparative essay based on two texts.
- Point of view oral.

**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 $45 applies to cover both units 3 & 4. (Approximate)
UNIT ONE
In this unit students focus on the way in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts to help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Assessment for Unit 1
- Personal responses to selected texts.
- A critical analysis of selected text.
- An oral presentation.
- Examination.

UNIT TWO
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationship between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Assessment for Unit 2
- Critical analysis and creative response.
- Analytical response to two different texts.
- Examination.

An Essential Education Cost of $25 applies to cover both units 1 & 2. (Approximate)

UNIT THREE
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as text are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Assessment for Unit 3
- Comparison of a print text and its adaptation in a film.
- Creative response to a text.
- Reflective Commentary.

UNIT FOUR
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the styles of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Assessment for Unit 4
- Critical evaluation of two reviews.
- Written interpretation of a text using different literary perspectives.
- Close analysis of two different texts.
- 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.
A study of a unit from the VCE English Group at Unit 1 or 2 is required for entry into Unit 3. However, the College advises against swapping English and students will need to demonstrate a commitment to catch up on previous content.

**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 background in a foreign language in its grammar.

**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 multi-model presentation

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

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 $35 applies to cover both units 3 & 4. (Approximate)
UNIT ONE: ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business and make recommendations regarding the suitability of a business as an investment.

Assessment for Unit 1
- Structured questions
- Folio of exercises
- Case Study
- Examination

UNIT TWO: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

This unit develops the accounting process for a trading business with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. They analyse and evaluate the performance of the business.

Assessment for Unit 2
- Structured questions
- Folio of exercises
- Case Study
- 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 $30 applies to cover both units 1 & 2. (Approximate)
UNIT THREE: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS
This unit focuses on financial accounting for a trading business and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports. Students interpret reports and information presented and suggest strategies to improve business performance.

Assessment for Unit 3
Structured questions
Folio of exercises
Case Study

UNIT FOUR: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING
This unit allows students to extend their understanding of accounting for a trading business and the role of accounting as an information system. Students investigate the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to improve business performance.

Assessment for Unit 4
Structured questions
Folio of exercises
Case Study
Examination

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

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 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 $30 applies to cover both units 3 & 4. (Approximate)
UNIT ONE - PLANNING A BUSINESS
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Assessment for Unit 1
- The business idea
- External environment
- Internal environment
- Examination

UNIT TWO - ESTABLISHING A BUSINESS
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Assessment for Unit 2
- Legal requirements and financial considerations
- Marketing a business
- Staffing a business
- 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 $30 applies to cover both units 1 & 2. (Approximate)
UNIT THREE- MANAGING A BUSINESS

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Assessment for Unit 3

- Business foundations
- Managing employee
- Operations management

UNIT FOUR- TRANSFORMING A BUSINESS

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

Assessment for Unit 4

- Reviewing performance – the need for change
- Implementing change

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

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 $30 applies to cover both units 3 & 4. (Approximate)
UNIT ONE- HAZARDS AND DISASTERS
Natural disasters, hazards and how we respond to them are what this subject is all about.

Hazards are situations with a potential to kill or harm people or the environment. Sometimes hazards are realised, such as when a volcano erupts or an earthquake occurs – this is called a hazard event. If many people die or there is major destruction, a hazard event may become a disaster.

We categorise hazards into four main categories: Geological (relating to the structure of the earth, such as volcanoes), Hydro-meteorological (to do with the atmosphere and climate, such as tornadoes), Biological (relating to life forms, such as disease or feral animals) and Technological (to do with human activity and technology, such as acid rain).

We will investigate two hazards in detail, including bushfires. Bushfires are a major hazard in many parts of the world and particularly in Australia. The Black Saturday fires of 2009 will be a major case study, as will the ways in which individuals, communities and government respond to such a massive set of events. This subject includes field work, which is a requirement for completing the unit.

Assessment for unit 1:  Analysis of geographic data and media
Tests
Field work
Research
Examination

UNIT TWO- TOURISM
Travelling to new and fascinating places and learning about the world – this unit is about tourism. Tourists visit amazing places around the globe, which Unit Two Geography examines. However, it also looks at the places people visit within Australia. The Australian Open is one major sporting event which draws tourists from many different countries to Melbourne.

Tourist centres of interest include the Great Barrier Reef, the Daintree region, Port Fairy, Borneo, Kamchatka, Italy and Vietnam. Case studies will focus on examples from Australia and the rest of the world. Students will investigate the positive and negative impacts of tourism, and evaluate strategies which manage tourist activities.

Students will be required to complete field work in this unit.

Assessment for Unit 2:  Analysis of geographic data and media
Case studies
Tests
Field work
Research
Examination

An Essential Education Cost of $40 applies to cover both units 1 & 2. (Approximate)
UNIT THREE- Changing the Land
The land on our planet has been changing for many centuries, and continues to do so during our lifetimes. While our world includes significant areas of forest, grassland, tundra and wetlands, we increasingly have cities, farms, parks and land that has been modified by humans. In this unit, we examine three major processes which are changing the land in many parts of the world:

- Deforestation, Desertification and Melting glaciers and ice sheets.

These processes will be examined on a global scale. Areas to be studied include melting glaciers in Greenland, and South America, deforestation in Cameroon, and desertification in the Sahel and Niger. This will include looking at impacts and how we as humans can respond and manage these changes.

Students will also investigate land use change within Victoria. This subject includes field work, which is a requirement for completing the unit.

Assessment for Unit 3
- Analysis of geographic data and media
- Case studies
- Tests
- Research
- Field work
- Examination

UNIT FOUR- Human Population – Trends and Issues
This is possibly the most important issue in the world today! Our population is growing at an incredible rate. Since 1950, the number of people on Earth has grown from 2.5 billion and is now well over 7 billion. This has tremendous consequences for the future of our civilisation and planet. Human population is something that affects everything and everyone in our world. It influences cities, wilderness, wars, global politics and climate change.

Students will learn about global patterns and trends. The effectiveness of strategies dealing with population growth will be evaluated. Case studies will include Saudi Arabia, Bangladesh, China, the USA, Japan, Germany, Singapore and Australia, with two of these being investigated in extra detail.

“The human population can no longer be allowed to grow in the same old uncontrolled way. If we do not take charge of our population size, then nature will do it for us.” (Sir David Attenborough)

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
- Analysis of geographic data and media
- Case studies
- Tests
- Research
- Examination

Pathways Information
Geography is a holistic subject in its nature, and draws together many other disciplines. Geographers are extremely valuable in the workplace because they are trained to investigate, manage and solve problems by using their skills across a range of areas.

Geography leads to careers in tourism, ecotourism, agriculture, disaster management, architecture, mapping, hydrology, property management, land development, environmental sciences, conservation, hazard assessment, climate change assessment, town planning, marine biology, real estate, geology, strategic planning, forest science, social planning, local and regional development, regional planning, diplomatic service, international development, aid, natural resource management, market research, geomorphology, land degradation, resource management, climatology, oceanography, wildlife management, social service and welfare, transport planning, mining, teaching and education, emergency services, surveying, geographic information systems (GIS), remote sensing, defence, environmental assessment, engineering, urban planning and meteorology.

An Essential Education Cost of $40 applies to cover both Units 3 & 4. (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 popular movement of the period.

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 $30 applies to cover both units 1 & 2. (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
- Extended Responses
- 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 $30 applies to cover both units 3 & 4. (Approximate)
This study examines the institutions and principles, which are essential to Australia's legal system. It focuses on developing an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

UNIT ONE- GUILT AND LIABILITY
This unit develops an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. It explores key concepts of criminal law and civil law and applies these to scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. Students will develop an appreciation of the way in which legal principles and information are used in making reasonable judgements.

Assessment for Unit 1
Case studies
Essays
Structured Questions (Tests)
Examination

UNIT TWO- SANCTIONS, REMEDIES AND RIGHTS
This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students will develop their understanding of the way rights are protected in Australia and other countries. Students will visit the Magistrate’s Court at an approximate cost of $15.

Assessment for Unit 2
Case studies
Essays
Structured Questions (Tests)
Examination

An Essential Education Cost of $30 applies to cover both units 1 & 2. (Approximate)
UNIT THREE- RIGHTS AND JUSTICE
This unit explores methods and institutions. In the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Throughout this unit, students apply legal reasoning and information to different scenarios.

Assessment for Unit 3
- Structured Questions
- Case Studies
- Essay

UNIT FOUR- THE PEOPLE AND THE LAW
This unit explores how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts and consider the roles of the individual, the media and law reform bodies in influencing law reform. 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
- Structured Questions
- Examination
- Case Studies

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 $30 applies to cover both units 3 & 4. (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

Note: An Essential Education Cost of $30.00 applies to cover both 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 VCAA publication available from the Pathways Office.

Note: An Essential Education Cost of $30 applies to cover both Units 3 & 4
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.
GENERAL MATHEMATICS – UNITS 1 & 2

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. Student will be required to purchase a Casio Classpad Computer Algebra System (CAS) Calculator (fx-CP400). 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
- Tests
- Application / Analysis tasks
- Examination

An Essential Education Cost of $30 applies to cover both units 1 & 2. (Approximate)

MATHEMATICAL METHODS (CAS) – UNITS 1 & 2

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 will need to purchase a Casio Classpad Computer Algebra System (CAS) Calculator. Throughout Units 1 and 2 student will study functions and graphs, algebra, rates of change and calculus and probability.

Assessment tasks
- Tests
- Application / Analysis tasks
- Examination

An Essential Education Cost of $30 applies to cover both units 1 & 2 (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. 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 will need to purchase a Casio Classpad Computer Algebra System (CAS) Calculator. Throughout Units 1 and 2 students will study algebraic techniques, linear graphs & coordinate geometry, matrices and trigonometry.

Assessment tasks
- Tests
- Application / Analysis tasks
- Examination

An Essential Education Cost of $30 applies to cover both units 1 & 2. (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. Student will be required to purchase a Casio Classpad Computer Algebra System (CAS) Calculator (fx-CP400) Throughout Units 3 and 4 student will study number patterns, geometry and trigonometry, graphs and relations, computational and practical arithmetic, networks and decision mathematics, matrices.

**Assessment tasks**
- Tests
- Application / Analysis tasks
- Class work
- Examination

*An Essential Education Cost of $30 applies to cover both units 3 & 4. (Approximate)*

### MATHEMATICAL METHODS (CAS) – UNITS 3 & 4

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. Student will be required to purchase a Casio Classpad Computer Algebra System (CAS) Calculator. Throughout Units 3 and 4 student will study functions and graphs, algebra, calculus and probability.

**Assessment tasks**
- Tests
- Application / Analysis tasks
- Class work
- Examinations.

*An Essential Education Cost of $30 applies to cover both units 3 & 4. (Approximate)*

### SPECIALIST MATHEMATICS – UNITS 3 & 4

These units are taken by students with a strong interest in mathematics or wishing to undergo further study in mathematics and related disciplines. 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 must purchase a Casio Classpad Computer Algebra System (CAS) Calculator. Throughout Units 3 and 4 student will study functions, relations and graphs, algebra, calculus, vectors and mechanics.

**Assessment tasks**
- Tests
- Assignments
- Application tasks
- Analysis tasks
- Class work
- Examinations.

*An Essential Education Cost of $30 applies to cover both units 3 & 4. (Approximate)*
UNIT ONE-UNDERSTANDING HEALTH AND WELLBEING
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations.
Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.
In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT TWO-MANAGING HEALTH AND DEVELOPMENT
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment for Units 1 & 2: School assessed coursework (SACs)
- Oral presentation
- Visual presentation
- Test
- Data analysis
- Case study analysis
Completion of coursework
Examination

An Essential Education Cost of $55 applies to cover both units 1 & 2. (Approximate)
UNIT THREE - AUSTRALIA’S HEALTH IN A GLOBALISED WORLD
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

UNIT FOUR- HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment for Units 3 & 4: School assessed coursework (SACs)
- Test
- Data analysis
- Case study analysis
Completion of coursework

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.

An Essential Education Cost of $55 applies to cover both units 3 & 4. (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 VIC tertiary publication available from the Pathways Office.

Special Requirements
The cost for the subject is approximately $750 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, dolphin/seal swim, caving and trekking. **Please note that you must be able to commit to activities that run after school hours.

Any students interested in completing Outdoor Environmental Studies Units 3 & 4 must do so in Year 11. Year 11 students are still able to pick this subject in 2018.

An Essential Education Cost of $750 applies to cover both units 3 & 4. (Approximate)

Note:
There is no Unit 1 & 2 Outdoor Environmental studies offered to Year 11 2018 students. If students want to complete Outdoor Environmental Studies, they must complete it as an accelerated subject, completing Units 3 & 4 as a Year 11.
UNIT ONE – THE HUMAN BODY IN MOTION
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

UNIT TWO – PHYSICAL ACTIVITY, SPORT AND SOCIETY
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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 $30 applies to cover both units 1 & 2. (Approximate)
UNIT THREE – MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Assessment for Unit 3
School Assessed Coursework (SACs);
Short answer test
Laboratory report
Extended written responses

UNIT FOUR – TRAINING TO IMPROVE PERFORMANCE
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

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 $60 applies to cover both units 3 & 4. (Approximate)
UNIT 1 - HOW DO LIVING THINGS STAY ALIVE?
In this unit students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Assessment for Unit 1
- Practical activities
- Fieldwork and report
- Logbook
- Test
- Examination

UNIT 2 - HOW IS CONTINUITY OF LIFE MAINTAINED?
In this unit students focus on cell reproduction and genetics. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. The uses of genetic screening and its social and ethical issues are also examined.

Assessment for Unit 2
- Practical activities
- Fieldwork and report
- Logbook
- Test
- Examination

An Essential Education Cost of $30 applies to cover both units 1 & 2. (Approximate)
UNIT 3 – HOW DO CELLS MAINTAIN LIFE?
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate how bio-macromolecules 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
Coursework
Written reports of practical activities
A response to a set of structured questions

UNIT 4 – HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Assessment for Unit 4
Coursework
A report using primary or secondary data
A report of a laboratory investigation
A structured scientific poster
Examination (assessing Units 3 & 4)

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 VICTER 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 $30 applies to cover both units 3 & 4. (Approximate)
UNIT 1 – HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

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

UNIT 2 – WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?
Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

An Essential Education Cost of $30 applies to cover both units 1 & 2. (Approximate)
UNIT 3 – HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?
Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Assessment for Unit 3
Report on a laboratory investigation
Test on Equilibrium Principles

UNIT 4 – HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?
Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Assessment for Unit 4
Media analysis/response as an Oral Presentation
Test on food molecules
Scientific Poster based on an energy related practical investigation
Examination (assessing Units 3 & 4)

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 Chemistry 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 integral study for careers in physiotherapy, medicine and pharmacology.

An Essential Education Cost of $30 applies to cover both units 3 & 4. (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 measured.

Assessment for Unit 1
Practical activities
Fieldwork and report/Scientific Poster
Logbook
Test
Examination

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.

Assessment for Unit 2
Practical activities
Logbook
Test
Examination

An Essential Education Cost of $30 applies to cover both units 1 & 2. (Approximate)
UNIT 3 - HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?
In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment for Unit 3
- Coursework
- Reports based on practical activities and research
- An in depth practical investigation

UNIT 4 - HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?
In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change. Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation, test predictions, and recognise the limitations of provisional and incomplete data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence.

Assessment for Unit 4
- Coursework
- Reports based on practical activities and research
- Scientific poster
- Examination (assessing Units 3 & 4)

An Essential Education Cost of $30 applies to cover both units 3 & 4. (Approximate)
UNIT 1 – WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Assessment for Unit 1
- Report of a single practical activity
- Annotated folio of practical activities
- Data analysis exercise
- Examination

UNIT 2 – WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Assessment for Unit 2:
- Test
- A detailed study chosen from one of twelve options
- Practical investigation
- 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 $30 applies to cover both units 1 & 2. (Approximate)
UNIT 3 – HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Assessment for Unit 3
Coursework
Topic test covering gravitational, electric and magnetic field theory
Report on large-scale electric power generation and distribution

UNIT 4 – HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Assessment for Unit 4
Coursework
Test covering gravitational, electric and magnetic field theory
Report on large-scale generation and distribution of electric power
Practical investigation
Examination (assessing units 3 and 4)

Pre-requisite information: There are no pre-requisites for entry to Unit 3, but students are strongly advised to take Unit 2 before Unit 3. Students who enter the Study at Unit 3 must be willing to undertake some preparation as specified by the teacher prior to the start of the academic year.

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 cover both units 3 & 4. (Approximate)
UNIT 1 – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?
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. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Assessment for Unit 1
Research Investigation
Tests
Examination

UNIT 2 – HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?
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 a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Assessment for Unit 2
Practical Investigation
Tests
Examination

An Essential Education Cost of $35 applies to cover both units 1 & 2. (Approximate)
UNIT 3 – HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Assessment for Unit 3
Coursework
Tests

UNIT 4 – HOW IS WELLBEING DEVELOPED AND MAINTAINED?
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

Assessment for Unit 4
Scientific Poster
Tests
Examination (assessing units 3 and 4)

An Essential Education Cost of $45 applies to cover both units 3 & 4. (Approximate)
UNIT 1 - FOOD ORIGINS
Food around the world
In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Food in Australia
In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

UNIT 2 – FOOD MAKERS

Food industries
In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

Food in the home
In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

Assessment for Unit 1 & 2
Production Work with written reports
Short written reports
Design Tasks
Short Answer Tests

Prerequisite information – Strongly recommend you successfully complete Year 10 Foods and/or Master Class Unit 1 or 2.

An Essential Education Cost of $195 applies to cover both units 1 & 2. (Approximate)
UNIT 3 - FOOD IN DAILY LIFE

The science of food
In this area of study, students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

Food choice, health and wellbeing
In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

UNIT 4 - FOOD ISSUES, CHALLENGES AND FUTURES

Environment and ethics
In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Navigating food information
In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

Assessment for Units 3 & 4
- Written Reports
- Production Reports
- Examination
- Research Tasks and Reports

Pre-requisite information: Strongly recommend students successfully complete Unit 1 & 2 Food Technology

Pathways information: Nutrition studies, Health Sciences Studies, Hospitality Industry, Product Research and Development, Chef

An Essential Education Cost of $205 applies to cover both units 3 & 4. (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 $40 applies to cover both units 1 & 2. (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 $40 applies to cover both units 3 & 4. (Approximate)
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 requirement. 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 $100 applies to cover both units 1 & 2. (Approximate)
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 $100 applies to cover both units 3 & 4. (Approximate)
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 $120 applies to cover both units 1 & 2. (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 $105 applies to cover both units 3 & 4. (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 $100 applies to cover both units 1 & 2. (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.

Assessment for Unit 3
- Design Folio
- Production Tasks
- Selected Assessed Coursework
- External Examination

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 Unit 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 $100 applies to cover both units 3 & 4. (Approximate)
UNIT ONE
In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

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

UNIT TWO
In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students’ own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

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

An Essential Education Cost of $100 applies to cover both units 1 & 2. (Approximate)
UNIT THREE
In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation.

Assessment tasks Unit 3
Written Outcome
Folio and at least one finished artwork

UNIT FOUR
In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think.

Students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution 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 artistic practice.

Assessment tasks Unit 4
Written Outcome
Folio and at least one finished artwork

An Essential Education Cost of $100 applies to cover both units 3 & 4. (Approximate)
UNIT ONE – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES
This unit will enable students to develop and understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. Students will also analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. They will also develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms, develop, and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

**Assessment for Unit 1**
- Media Representation theory
- Media forms productions
- Australian Stories theory
- Examination

UNIT TWO – NARRATIVE ACROSS MEDIA FORMS
In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students will also analyse the influence of developments in media technologies on individuals and society.

Students undertake production activities to design and create narratives, in small groups, that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms. Students will also organise and run the school’s film festival.

**Assessment for Unit 2**
- Narrative, style and genre theory
- Media production
- Media and change theory
- Examination

An Essential Education Cost of $50 applies to cover both units 1 & 2. (Approximate)
UNIT THREE – MEDIA NARRATIVES AND PRE-PRODUCTION
In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students will also use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Assessment for Units 3
- Narrative and ideology
- Media production development
- Media Production design
- Examination

UNIT FOUR MEDIA PRODUCTION AND ISSUES IN THE MEDIA
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Assessment for Unit 4
- Media production
- Agency and control in and of the Media
- 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 film and television, advertising and communication agencies, Journalism, public relations, events organisations and radio.

An Essential Education Cost of $50 applies to cover both units 3 & 4. (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

It is expected that students will have instrumental or vocal lessons (either at school or private lessons) during VCE.

The concert performances for assessment may extend into after school hours, no later than 6:00pm. Students and families will need to make provision for this. Extra rehearsals out of school hours are required on a regular basis.

An Essential Education Cost of $60 applies to cover both units 1 & 2 (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 performance techniques and skills in aural perception and comprehension, music theory and analysis.

Assessment for Units 3
- Group and/Solo performance
- Preparing for performance
- Music language

Special Requirements
It is expected that students will have instrumental or vocal lessons (either at school or private lessons) during VCE.

The 2-3 concert performances for assessment will probably extend into after school hours, no later than 6:00pm. Students and families will need to make provision for this. Extra rehearsals, out of school hours, are required on a regular basis.

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
- Preparing for Performance
- Music Language
- 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. Extra usually requires +25 English and Audition.

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 cover both units 3 & 4. (Approximate)
UNIT ONE – STUDIO INSPIRATION AND TECHNIQUES
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artwork. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artwork.

Students also research the ways in which artists form different times and cultures have developed their studio practice and apply materials and techniques in artwork. Students are also encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

UNIT TWO – STUDIO EXPLORATION AND CONCEPTS
In this unit students focus on establishing and using a studio practice to produce artworks. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students will broaden their knowledge of art history and begin to understand how artists influence each other in the making of artworks.

Students also develop skills in the visual analysis of artwork. Artworks made by artists from different times and cultures are analysed to understand development in ideas and how they have created aesthetic qualities. Students are also encouraged to visit a variety of exhibition spaces and examine how artworks are presented to an audience.

Assessment for Unit 1 & 2
Folio and finished artworks
Written theory
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 $220 applies to cover both units 1 & 2. (Approximate)
UNIT THREE
Studio practices and processes
In this unit students focus on the production of a range of potential directions from which they will make their artworks. Students develop and use an exploration proposal to define an area of creative exploration and then explore and develop their individual ideas. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks. Students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

UNIT FOUR
Studio practice and art industry contexts
In this unit students focus on the planning, production, evaluation, refinement and presentation of artworks that link according to ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks. These artworks should reflect skilful application of materials, techniques, and the resolution of ideas and aesthetic qualities. Once the artworks have been made, students provide an evaluation about the cohesive relationship between them. Students investigate the methods and considerations involved in the preparation, presentation and conservation of artworks displayed in exhibitions, including public galleries, museums, commercial and private galleries, university galleries, artist-run spaces, alternative spaces and online gallery spaces.

Assessment for Units 3 & 4
Written Outcome
Folio Outcome
Examination

An Essential Education Cost of $220 applies to cover both units 3 & 4. (Approximate)
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 practise communication skills to a high level that is invaluable in any occupation.

An Essential Education Cost of $40 applies to cover both units 1 & 2. (Approximate)

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 $40 applies to cover both units 3 & 4. (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 four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Assessment for Unit 1
- Drawing as a means of communication design.
- Elements and principles.
- Visual Communication Design in context

UNIT TWO - APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS
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 these fields as well as the communication field of 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 and refinement of concepts to create visual communications.

Assessment for Unit 2
- Technical drawing in context
- Type and imagery in context
- Applying the Design process

An Essential Education Cost of $90 applies to cover both units 1 & 2. (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.
Final presentations.

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 VIC TERTER publication available from the Pathways Office.

An Essential Education Cost of $100 applies to cover both units 3 & 4. (Approximate)
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 or TAFE Institution.

VET PROGRAMS AVAILABLE

Certificate III - Allied Health Assistance
Certificate III - Acting (Film & Television)
Certificate II - Animal Studies
Certificate II - Automotive (Mechanical Pre-Voc)
Certificate II - Automotive (Paint and Panel)
Certificate II - Building & Construction (partial)
Certificate II - Community Services
Certificate III – Design Fundamentals
Certificate III – Early Childhood Education and Care (partial)
Certificate II - Electrotechnology (Pre-Voc)
Certificate II - Engineering
Certificate II - Equine Studies
Certificate II - Furniture (Cabinet making) (partial)
Certificate III – Health and Services Assistance
Certificate II - Horticulture
Certificate II – Hospitality - Cookery
Certificate III – Information, Digital Media & Technology
Certificate III – Laboratory Skills
Certificate III – Media (Interactive Digital media)
Certificate III – Music Industry
Certificate II – Outdoor Recreation
Certificate II – Plumbing (Pre-App)
Certificate II – Retail Cosmetics
Certificate II – Salon Assistant
Certificate III – Screen and Media
Certificate III – Sport and Recreation

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

All programs attract a $100 administration charge and varying 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.