



# VCE/VCAL

Administrative & Course Handbook



Dear Student,

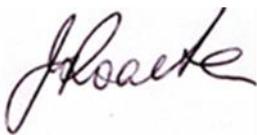
*Welcome to the Senior School at Mooroolbark College. You will make choices about courses of study, which will help you to achieve your Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).*

*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 (VCAA). 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,



**JENNY ROACHE**  
**Senior School & Pathways Leader**



**ANN STRATFORD**  
**Principal**

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*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. An Ambulance will be called for medical emergencies, 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

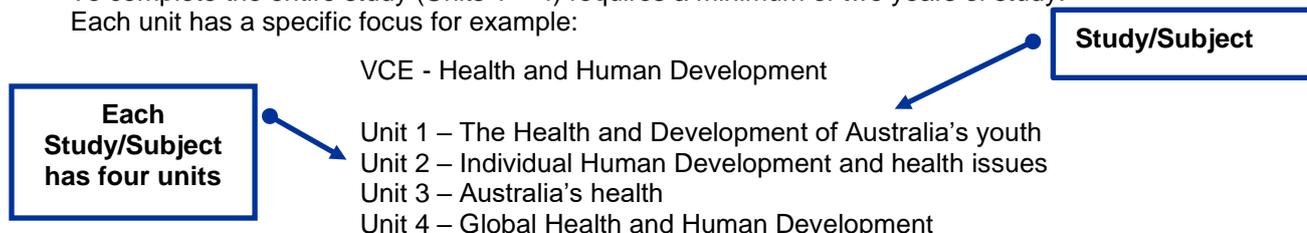
## THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

### 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 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 five in 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.

## VOCATIONAL EDUCATION AND TRAINING - VET (TAFE COURSE)

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 Certificate 1V 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 Co-ordinator 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.



Free choices can be substituted with any subject

#### *A VCE course studied over two years*

	<b>English Group Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>
<b>Year 11</b>	Units 1 & 2 English	Units 1 & 2 Biology	Units 1 & 2 Business Management	Units 1 & 2 General Mathematics	Units 1 & 2 Information Technology	Units 1 & 2 Health & Human Development
<b>Year 12</b>	Units 3 & 4 English	Units 3 & 4 Biology	Units 3 & 4 Business Management	Units 3 & 4 Further Mathematics	Units 3 & 4 Information Technology – Applications	

#### *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 subject. This is often a difficult choice for the student.

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

	English Group Choice	VET Certificate	Free Choice	Free Choice	Free Choice	Free Choice
<b>Year 11</b>	Units 1 & 2 English	Units 1 & 2 VET – Hospitality	Units 1 & 2 General Maths	Units 1 & 2 Accounting	Units 1 & 2 Physical Education	Units 1 & 2 Design and Technology
<b>Year 12</b>	Units 3 & 4 English	Units 3 & 4 VET – Hospitality		Units 3 & 4 Accounting	Units 3 & 4 Physical Education	Design and Technology

**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**

	English Group Choice	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
<b>Year 10</b>		Units 1 & 2 Legal Studies				
<b>Year 11</b>	Units 1 & 2 Literature	Units 3 & 4 Legal Studies	Units 1 & 2 Studio Arts	Units 1 & 2 General Mathematics	Units 1 & 2 Music Performance	Units 1 & 2 Physical Education
<b>Year 12</b>	Units 3 & 4 Literature		Units 3 & 4 Studio Arts	Units 3 & 4 Further Mathematics	Units 3 & 4 Music Performance	Units 3 & 4 Physical Education

**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**

	English Group Choice	2 <sup>nd</sup> English Study	Free Choice	Free Choice	Free Choice	Free Choice
<b>Year 11</b>	Units 1 & 2 English	Units 1 & 2 English Language	Units 1 & 2 Visual Comm. & Design	Units 1 & 2 History	Units 1 & 2 LOTE – German	Units 1 & 2 Psychology
<b>Year 12</b>	Units 3 & 4 English	Unit 3 & 4 English Language	Units 3 & 4 Visual Comm. & Design	Units 3 & 4 History	Units 3 & 4 LOTE - German	

**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**

	<b>English Group Choice</b>	<b>Mathematics Choice 1</b>	<b>Mathematics Choice 2</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>
<b>Year 11</b>	Units 1 & 2 Literature	Units 1 & 2 Mathematical Methods (CAS)	Units 1 & 2 Specialist Mathematics	Units 1 & 2 Physics	Units 1 & 2 Psychology	Units 1 & 2 Art
<b>Year 12</b>	Units 3 & 4 Literature	Units 3 & 4 Mathematical Methods (CAS)		Units 3 & 4 Physics	Units 3 & 4 Psychology	Units 3 & 4 Art

**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 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)

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 Work Related Skills. 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)

Your 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 Occupation Health and Safety standards.
5. 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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Literacy Numeracy Personal Development Skills Work Related Skills  <b>AT SCHOOL</b>		VET	Work Placement	Work Placement	SAMPLE 1
		School Based Apprenticeship/Traineeship			SAMPLE 2
		Work Placement	VET	Work Placement	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 LEVY

The Essential Education cost for each unit is an approximate cost based on 2020 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.

## EDROLO

Edrolo is an online resource designed to provide students with engaging, informative and comprehensive presentations to help them understand and learn all they need to know for their exams. With engaging video lectures, supported by worked examples from past exams and interactive quizzes, as well as additional resources including a textbook and a workbook. Edrolo can help students understand, clarify and revise the content that teachers cover in the classroom.

A subscription to this service is organised by the College and is an additional required cost for each applicable subject ranging from \$33.00 to \$77.00 depending on the subject and resources gained.



Yr 11 Edrolo (Biology) 2021	\$ 33.00
Yr 11 Edrolo (Chemistry) 2021	\$ 33.00
Yr 11 Edrolo (General Maths) 2021	\$ 33.00
Yr 11 Edrolo (Mathematical Methods) 2021	\$ 33.00
Yr 11 Edrolo (Physical Education) 2021	\$ 33.00
Yr 11 Edrolo (Physics) 2021	\$ 33.00
Yr 12 Edrolo (Biology) 2021	\$ 77.00
Yr 12 Edrolo (Chemistry) 2021	\$ 33.00
Yr 12 Edrolo (Further Maths) 2021	\$ 33.00
Yr 12 Edrolo (Health and Human Development) 2021	\$ 33.00
Yr 12 Edrolo (Media) 2021	\$ 33.00
Yr 12 Edrolo (Mathematical Methods) 2021	\$ 33.00
Yr 12 Edrolo (Physical Education) 2021	\$ 33.00
Yr 12 Edrolo (Physics) 2021	\$ 33.00
Yr 12 Edrolo (Psychology) 2021	\$ 44.00

# ENGLISH

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

## ENGLISH – UNITS 1 & 2

### UNIT 1

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
- Argument analysis
- Point of view oral presentation

### UNIT 2

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
- Argument analysis

An Essential Education Cost of \$25.00 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
- Argument 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 presentation

### 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 \$45.00 applies to cover both units 3 & 4. (Approximate)

## LITERATURE– UNITS 1 & 2

### UNIT 1

In this unit students focus on the way in which the interaction between text and reader creates meaning. Students will consider how the features and conventions of texts help them to establish their interpretation of the text but also how their own context influences their understanding. Students respond critically, creatively and reflectively to the ideas and concerns that are presented by an author in order to gain insights into how texts function as representations of human experience.

Students will be required to read two novels and a selection of poetry throughout this unit.

**Assessment for Unit 1**                      Creative interpretation of a text  
Analytical response to a text (in the form of an oral presentation)  
Examination

### UNIT 2

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. Students will engage in close reading of texts and be expected to write a range of analytical response.

Students will be required to read one play, one novel, one film and a selection of poetry throughout this unit.

**Assessment for Unit 2**                      Critical analysis response to a text.  
Comparative analysis response to two texts.  
Examination.

An Essential Education Cost of \$25.00 applies to cover both units 1 & 2. (Approximate)

## LITERATURE– UNITS 3 & 4

### 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**                      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.

An Essential Education Cost of \$45.00 applies to cover both units 3 & 4. (Approximate)

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.

### UNIT 1 - LANGUAGE AND COMMUNICATION

In this unit, students study how the English language is structured and organised in order to create meaning. Students explore the various functions of language, and how the impact of situational and cultural contexts on language choices affect both what we say and how we say it. Through the close examination of a range of texts (including advertisements, memes, news articles and speeches), students analyse the relationship between a text and its reader. Students investigate how language is learned through the observation of a range of case studies of the speech patterns of children and spend time analysing the development of language through a range of theories.

#### Assessment for Unit 1

Folio  
Short answer test  
Essay  
Examination

### UNIT 2 - LANGUAGE CHANGE

This unit focuses on how the English language has changed over the centuries. Students examine excerpts of texts written in a range of 'Englishes' and compare how the words have evolved over time into a language that is more recognisable in modern time. Students will also consider what might happen to the English language in the future and how the spread of English as a global language might influence their personal culture and identity.

#### Assessment for Unit 2

Analytical commentary  
Investigative report  
Case Study  
Examination

**Note:** 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.

An Essential Education Cost of \$25.00 applies to cover both Units 1 & 2. (Approximate)

**UNIT THREE - LANGUAGE VARIATION AND SOCIAL PURPOSE**

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. For the first area of study, students focus on informal language in both written and spoken texts exploring the nuances emulated in the second area of study, formal language.

There is a large focus on interpreting register, social purpose and function in a variety of texts and to produce analytical commentary, utilising the breath of linguistic knowledge they have built from the year prior. Students who have a natural enjoyment and drive in understanding the intricacies of language and how it is used, and those who find linguistics interesting will excel in this subject.

**Assessment for Units 3 & 4**

Research investigations and report.  
Short answer questions  
Oral or multimodal presentations.  
Analytical Commentaries  
Expository and analytical essays

**UNIT FOUR- LANGUAGE VARIATION AND IDENTITY**

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used 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 and how these identities use language to reflect, celebrate and diversify themselves from other speech communities. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves, determined not only by how we see ourselves, but by how others see us. Students will undergo a variety of group and individual tasks that develop world knowledge and understanding through topical examples, utilising these instances in analytical commentaries and essays. Students who have a natural enjoyment and drive in understanding the intricacies of language and how it is used, and those who find linguistics interesting will excel in this subject.

**Assessment for Unit 4**

Expository and analytical essays  
Research investigations and report.  
Short answer questions  
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 \$45.00 applies to cover both units 3 & 4. (Approximate)

# HUMANITIES

## ACCOUNTING– UNITS 1 & 2

### UNIT 1: 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 2: 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 \$30.00 applies to cover both units 1 & 2. (Approximate)



### UNIT 1 - 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 2 - 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 \$30.00 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 \$30.00 applies to cover both units 3 & 4. (Approximate)

### UNIT 1 - HAZARDS AND DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Students 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 will be a requirement for completing the unit.

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

### UNIT 2 - TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

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.

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

An Essential Education Cost of \$30.00 applies to cover both units 1 & 2. (Approximate)

**UNIT THREE- CHANGING THE LAND**

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

<b>Assessment for Unit 3</b>	Analysis of geographic data and media
	Case studies
	Tests
	Research
	Field work
	Examination

**UNIT FOUR- HUMAN POPULATION – TRENDS AND ISSUES**

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

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.

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.

<b>Assessment for Unit 4</b>	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 \$30.00 applies to cover both Units 3 & 4. (Approximate)

## HISTORY– UNITS 1 & 2

### UNIT 1 - 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.

<b>Assessment for Unit 1</b>	Analytical exercises
	Film reviews
	Essays
	Examination

### UNIT 2 - TWENTIETH CENTRY 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.

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

An Essential Education Cost of \$30.00 applies to cover both units 1 & 2. (Approximate)

## HISTORY REVOLUTIONS– UNITS 3 & 4

### 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.

<b>Assessment for Units 3 &amp; 4</b>	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 \$30.00 applies to cover both units 3 & 4. (Approximate)

## LEGAL STUDIES– UNITS 1 & 2

### UNIT 1 - 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 2 - 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 \$30.00 applies to cover both units 1 & 2. (Approximate)

## LEGAL STUDIES – UNITS 3 & 4

### 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

## GERMAN – UNITS 1 & 2

### UNITS ONE & TWO – GERMAN

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

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

#### Assessment for Units 1 & 2

Written assessment tasks  
Listening and reading tasks  
Oral presentation  
Examination

An Essential Education Cost of \$30.00 applies to cover both Units 3 & 4 (Approximate)

## GERMAN– UNITS 3 & 4

### UNITS THREE & FOUR – GERMAN

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

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

#### Assessment for Units 3 & 4

Written assessment task  
Listening and reading task  
Oral presentation  
Written & Oral Examinations

#### Pre-requisite information

German is designed for students who will typically, have studied German for at least 400 hours at the completion of Year 12 but some students may demonstrate the ability to meet the requirements successfully with less formal experience. Students must undertake Unit 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 VCAA publication available from the Pathways Office.

An Essential Education Cost of \$30.00 applies to cover both Units 3 & 4 (Approximate)

# 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 Mathematics 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  
                                 Coursework  
                                 Examination

An Essential Education Cost of \$35.00 applies to cover both units 1 & 2. (Approximate)

## MATHEMATICAL METHODS – UNITS 1 & 2

Mathematical Methods is designed for those students who have completed Year 10 Advanced Mathematics 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, students will study functions and graphs, algebra, rates of change and calculus and probability.

**Assessment tasks**      Tests  
                                 Application / Analysis tasks  
                                 Course work  
                                 Examination

An Essential Education Cost of \$35.00 applies to cover both units 1 & 2 (Approximate)

## SPECIALIST MATHEMATICS – UNITS 1 & 2

This course, in conjunction with Mathematical Methods 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 Units 3 & 4 and Specialist Mathematics Units 3 & 4. Specialist Mathematics Units 1 & 2 can only be taken if Mathematical Methods 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  
                                 Course work  
                                 Examination

An Essential Education Cost of \$35.00 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 Units 1 and 2 before they can enrol in this subject. Student will be required to purchase a Casio Classpad Computer Algebra System 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.

<b>Assessment tasks</b>	Tests
	Application / Analysis tasks
	Course work
	Examination

An Essential Education Cost of \$35.00 applies to cover both units 3 & 4. (Approximate)

## MATHEMATICAL METHODS – 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 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.

<b>Assessment tasks</b>	Tests
	Application / Analysis tasks
	Course work
	Examinations.

An Essential Education Cost of \$35.00 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.

<b>Assessment tasks</b>	Tests
	Applications/Analysis tasks
	Application tasks
	Course work
	Examinations

An Essential Education Cost of \$35.00 applies to cover both units 3 & 4. (Approximate)

# HEALTH & PHYSICAL EDUCATION

## HEALTH AND HUMAN DEVELOPMENT – UNITS 1 & 2

### UNIT 1 - 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 2 - 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 \$55.00 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 VICTER publication available from the Pathways Office.

An Essential Education Cost of \$55.00 applies to cover both units 3 & 4. (Approximate)

## PHYSICAL EDUCATION – UNITS 1 & 2

### UNIT 1 – 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 2 – 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

School Assessed Coursework (SACs);  
Coursework  
Checkpoint  
Edrolo modules  
Practical Laboratories  
Examination

An Essential Education Cost of \$40.00 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 \$70.00 applies to cover both units 3 & 4. (Approximate)

## OUTDOOR AND ENVIRONMENTAL STUDIES – UNITS 3 & 4

### UNIT THREE - RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

### UNIT FOUR - SUSTAINABLE OUTDOOR RELATIONSHIPS

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

#### Assessment for Units 3 & 4

Test  
Practical Observation  
Written Work  
Multimedia Presentation  
Journals/Logbooks  
Examination  
Multimedia Presentation

#### Pre-requisite information

It is recommended that students have done Year 11 Outdoor Education or at least have an interest in Outdoor Education but it is not compulsory.

#### Pathways Information

Outdoor Environmental Studies gives students a good background for University and TAFE courses that relate to some of the following: Outdoor Adventure Guide, Park Ranger, Outdoor Education Teacher, Recreation Facility Manager, Eco Tour Guide, Tourism, Activity Instructor - surfing, skiing, climbing, rafting, trekking plus many others. It is the responsibility of individual students to check the University and TAFE prerequisite requirements for specific courses using the appropriate VICTER publication available from the Pathways Office.

#### Special Requirements

The cost for the subject is approximately \$770 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 \$770.00 applies to cover both units 3 & 4. (Approximate)

#### Note:

There is no Unit 1 & 2 Outdoor Environmental studies offered to Year 11 students. If students want to complete Outdoor Environmental Studies, they must complete it as an accelerated subject, completing Units 3 & 4.

# SCIENCE

## BIOLOGY – UNITS 1 & 2

### 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.

<b>Assessment for Unit 1</b>	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.

<b>Assessment for Unit 2</b>	Practical activities
	Fieldwork and report
	Logbook
	Test
	Examination

An Essential Education Cost of \$35.00 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 &amp; 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 \$35.00 applies to cover both units 3 & 4. (Approximate)

## CHEMISTRY – UNITS 1 & 2

### 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 \$35.00 applies to cover both units 1 & 2. (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.

<b>Assessment for Unit 1</b>	Practical activities Fieldwork and report/Scientific Poster Logbook Test Examination
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**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.

<b>Assessment for Unit 2</b>	Practical activities Logbook Test Examination
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An Essential Education Cost of \$30.00 applies to cover both units 1 & 2. (Approximate)
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### **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 \$30.00 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 \$35.00 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 CONTRADICTIONARY 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 \$35.00 applies to cover both units 3 & 4. (Approximate)

## PSYCHOLOGY – UNITS 1 & 2

### 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.

### 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 Units 1 and 2

Practical and Research Investigations  
Tests  
Examination

An Essential Education Cost of \$35.00 applies to cover both units 1 & 2. (Approximate)

## PSYCHOLOGY – UNITS 3 & 4

### 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 \$35.00 applies to cover both units 3 & 4. (Approximate)

# TECHNOLOGY

## FOOD STUDIES – UNITS 1 & 2

### UNIT 1 - FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In Area of Study 1, students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2, students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

#### Assessment for Unit 1

Production Work with written reports  
Short written reports  
Design Tasks  
Short Answer Tests

### UNIT 2 – FOOD MAKERS

In this unit students investigate food systems in contemporary Australia.

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

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

#### Assessment for Unit 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 \$195.00 applies to cover both units 1 & 2. (Approximate)

### UNIT 3 - FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

#### Assessment for Units 3

Written Reports  
Production Reports  
Examination  
Research Tasks and Reports

### UNIT 4 - FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

#### Assessment for Units 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 \$205.00 applies to cover both units 3 & 4. (Approximate)

### UNIT 1 – APPLIED COMPUTING

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

#### Assessment for Unit 1

Spreadsheets  
Network Design  
Website  
Examination

### UNIT 2 – APPLIED COMPUTING

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

#### Assessment for Unit 2

Programming  
Data Visualisations  
Database  
Examination

An Essential Education Cost of \$40.00 applies to cover both units 1 & 2. (Approximate)

**UNIT THREE – DATA ANALYSIS**

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

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

**UNIT FOUR – DATA ANALYSIS**

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and 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 \$40.00 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 1 SUSTAINABLE PRODUCT REDEVELOPMENT**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

#### **Assessment for Unit 1**

Design folio  
Production plans  
Production tasks  
Examination

### **UNIT 2 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 end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

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 use digital technologies to facilitate teams to work collaboratively online.

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

#### **Assessment for Unit 2**

Design folio  
Production plans  
Production tasks  
Examination

An Essential Education Cost of \$140.00 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 addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; 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 vary 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 an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

- Assessment for Units 3**
- Design folio
  - Production plans & tasks
  - SACs
  - Examination

**UNIT FOUR - PRODUCT DEVELOPMENT AND EVALUATION**

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

- Assessment for Units 4**
- Design folio
  - Production plans & tasks
  - SACs
  - 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. 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 \$140.00 applies to cover both units 3 & 4. (Approximate)

### UNIT 1 - MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components.

All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them.

Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

**Assessment for Unit 1**

- Design Folio
- Production Tasks
- Selected Assessed Coursework
- Examination

### UNIT 2 – ELECTROTECHNOLOGY SYSTEMS

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies.

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

**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 \$140.00 applies to cover both units 1 & 2. (Approximate)

**UNIT THREE INTEGRATED AND CONTROLLED SYSTEMS**

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

**Assessment for Unit 3**

Design Folio  
 Production Tasks  
 Selected Assessed Coursework  
 External Examination

**UNIT FOUR – SYSTEMS CONTROL**

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

**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 \$140.00 applies to cover both units 3 & 4. (Approximate)

# THE ARTS

## ART – UNITS 1 & 2

### UNIT 1

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 2

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 \$150.00 applies to cover both units 1 & 2. (Approximate)

## ART – UNITS 3 & 4

### 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 \$180.00 applies to cover both units 3 & 4. (Approximate)

## DANCE - UNITS 1 & 2

### UNIT 1

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles.

Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances.

#### Assessment for Unit 1

Report/s

Preparation for performance

Solo, duo or group performance and reflection

### UNIT 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. Students are also introduced to a range of dance traditions, styles and works.

Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the ways movement has been manipulated and structured.

#### Assessment for Unit 2

Report/s & Preparation for performance

Solo, duo or group performance and reflection

An Essential Education Cost of \$50.00 applies to cover both units 1 & 2. (Approximate)

## MEDIA – UNITS 1 & 2

### UNIT 1 – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

This unit will enable students to develop an 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 2 – 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 \$50.00 applies to cover both units 1 & 2. (Approximate)

## MEDIA – UNITS 3 & 4

### 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 & 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 \$50.00 applies to cover both units 3 & 4. (Approximate)

## MUSIC PERFORMANCE – UNITS 1 & 2

### UNIT 1 & TWO MUSIC PERFORMANCE

This unit focuses on developing 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 \$60.00 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 \$60.00 applies to cover both units 3 & 4. (Approximate)

### UNIT 1 – 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 from 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.

#### Assessment for Unit 1

Folio and finished artworks  
Written theory  
Examination

### UNIT 2 – 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 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 \$150.00 applies to cover both units 1 & 2. (Approximate)

## STUDIO ARTS – UNITS 3 & 4

### 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.

#### Assessment for Units 3

Written Outcome  
Folio Outcome  
Examination

### 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 4

Written Outcome  
Folio Outcome  
Examination

An Essential Education Cost of \$180.00 applies to cover both units 3 & 4. (Approximate)

## THEATRE STUDIES – UNITS 1 & 2

### UNIT 1 - 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 2 - 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 \$40.00 applies to cover both units 1 & 2. (Approximate)

## THEATRE STUDIES – UNITS 3 & 4

### UNIT THREE - PRODUCTION DEVELOPMENT

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

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

### UNIT FOUR - THE ACTOR IN PERFORMANCE AND INTERPRETATION

This unit focuses directly on the performance of character in a theatrical / scripted context. Students will complete a solo monologue and explore the different methods of approaching and rehearsing a scripted role.

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

#### Pre-requisite information

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

These units equip students with acting and analytical skills that may lead to employment in the entertainment industry. Furthermore, these units practice communication skills to a high level that is invaluable in any occupation.

An Essential Education Cost of \$40.00 applies to cover both units 3 & 4. (Approximate)

## VISUAL COMMUNICATION DESIGN – UNITS 1 & 2

### UNIT 1 - 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.

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

### UNIT 2 - 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 \$100.00 applies to cover both units 1 & 2. (Approximate)

### UNIT 3 - 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 4 - 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 VICTER publication available from the Pathways Office.

An Essential Education Cost of \$100.00 applies to cover both units 3 & 4. (Approximate)

# VET

## The Yarra Cluster Vocational Education and Training (VET) Provision

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

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

Member schools of the Cluster include, Billanook College, Lilydale Heights College, Lilydale High School, Mooroolbark College, Mount Lilydale Mercy College, Mt. Evelyn Christian School and Yarra Hills Secondary College, Upper Yarra Secondary College, Mountain District Christian School & Healesville High School.

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 III – Applied Fashion and Design  
Certificate II - Automotive (Mechanical Pre-Vocational)  
Certificate II - Automotive (Paint and Panel)  
Certificate III – Beauty Services  
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-Vocational)  
Certificate II - Engineering  
Certificate II - Equine Studies  
Certificate II - Furniture (Cabinet making) (partial)  
Certificate II - Horticulture  
Certificate II – Hospitality - Cookery  
Certificate III – Information, Digital Media & Technology (Networking)  
Certificate III – Information, Digital Media & Technology (Game Design)  
Certificate III – Interior Decoration Retail Services  
Certificate III – Laboratory Skills  
Certificate III – Media (Interactive Digital media)  
Certificate III – Music Performance  
Certificate II – Outdoor Recreation  
Certificate II – Plumbing (Pre-Apprenticeship)  
Certificate II – Retail Cosmetics  
Certificate II – Salon Assistant  
Certificate III – Screen and Media  
Certificate III – Sport and Recreation  
Certificate III – Tourism  
Certificate III – Visual Arts

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 \$1000

More information is available from the Pathways/VET coordinator, Mrs Roache. Course descriptions of some of the VET studies, which are not included in this handbook, are available in the Library or from Mrs Roache. You can also access further information on these websites [www.yvvc.org.au](http://www.yvvc.org.au) and [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).



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