



# YEAR 10

Administrative & Course Handbook



*Dear Student, Parent/Guardian,*

*This handbook has been developed to assist you in the selection of your studies in Year 10.*

*The Year 10 curriculum offers a diverse range of subjects, allowing students to undertake a general course of study or begin to specialise and gain valuable knowledge for their VCE studies. In Year 10, students will study core units of English, Mathematics, Physical Education and Work Related Skills and elective units from Science, LOTE, Humanities, Health & Physical Education, Technology and The Arts.*

*Our College is encouraging all capable Year 10 students to apply to undertake a VCE or VET Unit 1 and Unit 2 study. This recommendation is to prepare our students even more adequately for their full VCE program in Year 2022. Year 10 students will be given the opportunity to study a VCE or VET Unit 1 and 2 subject, thus giving them an invaluable experience and insight in the VCE program.*

*In addition to an Information Evening where the Year 10 curriculum program will be explained, all Year 10 students will be course counselled by the House Cluster Leaders and the Pathways counselling team.*

*This handbook offers two parts of course descriptions. The first part is on Year 10 courses and the second part of the handbook is on course description of the VCE studies offered to Year 10 students in 2021.*

*Parents/Guardians requiring additional information or discussion should contact your son/daughter's Cluster Leader at the College on 9727 8100.*

*Yours sincerely,*



**SARAH ROSENDALE**  
**Year 10 Teaching & Learning Leader**  
**& Head of Red House**



**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.*

## PROMOTIONAL POLICY

### **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.

## MATTERS FOR YOUR CONSIDERATION

### **HOMEWORK**

It is advisable that each student needs to spend some time on homework and home study.

Homework includes additional tasks set by teachers to be completed at home, completion of unfinished assignments commenced at College and completion of notes and other work missed during absence from classes and/or College.

Home study includes following up, practising, learning and consolidating classwork.

Both homework and home study are necessary to develop responsible attitudes towards the use of time and to develop effective work habits.

It is suggested that the average amount of homework/home study per weeknight at Year 10 should be 2 hours per night.

### **YEAR 10 SEMESTER EXAMINATIONS**

Students at Year 10 will sit for examinations in all subject areas.

### **COLLEGE PLANNER**

All students must have the 'Mooroolbark College' Planner.

This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. Remember, this Planner is a means of communication between the home and the College. Parents are encouraged to make use of the Planner to communicate with staff on a range of issues including homework and progress of their child.

### **COLLEGE CHARGES**

There is a General Charge for the Year 10 Program, however, some subjects or units elected by students will incur an additional charge to cover the costs of purchasing specialist materials specific to the chosen object(s) or unit(s).

The Curriculum and Materials charges for each unit are an approximate cost based on 2017 figures. These charges are subject to change. During course confirmation in December, these Curriculum and Material charges will be due before courses can be confirmed.

Involvement in co-curricular activities such as excursions, camps, outdoor education and instrumental music lessons, will require students to pay an additional charge.

## UNIFORM

Girls - Summer		Boys - Summer	
Dress	Mooroolbark College dress	Shorts & Polo Shirt	Tailored navy blue shorts
Shorts & Polo Shirt	Tailored navy blue shorts and white polo shirt with College logo	Polo Shirt	White polo shirt with College logo
Jumper	Navy blue College jumper with logo or College rugby jumper	Jumper	Navy blue College jumper with logo or College rugby jumper
Socks	Plain white socks that cover the ankle or knee length	Socks	Plain white socks that cover the ankle
Shoes	Black polishable lace-up or buckled school shoes	Shoes	Black polishable lace up or buckled school shoes
Girls - Winter		Boys - Winter	
Skirt	Mooroolbark College tartan skirt (Douglas tartan)	Trousers	College grey trousers
Trousers	Navy blue trousers	Polo Shirt	White College polo shirt  (A plain white long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)
Polo Shirt	White College polo shirt  (A plain white long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)	Shirt	A plain white long sleeve business style shirt with the college tie (Year 11 and 12 only)
Shirt	A plain white long sleeve business style shirt with the college tie (Year 11 and 12 only)	Jumper	Navy blue College jumper with logo or College rugby jumper
Jumper	Navy blue College jumper with logo or College rugby jumper	Socks	Grey, black or white
Stockings	Plain black or navy blue stockings or tights  (Matching ankle socks may be worn over the top of stockings for warmth)	Jacket	The College jacket is the only permissible jacket to be worn.  Year 12 students may wear the customised jackets
Socks	White socks that cover the ankle or knee length	Shoes	Black polishable lace up or buckled school shoes
Shoes	Black polishable lace up or buckled school shoes	Scarves	Plain scarves in navy, white, dark green, black or Douglas tartan
Jacket	The College jacket is the only permissible jacket to be worn.  Year 12 students may wear the customised jackets		
Scarves	Plain scarves in navy, white, dark green, black or Douglas tartan		

**Note: Summer and winter uniform may not be combined.**

PE/Sports Uniform	
Polo Shirt	Navy and green College sports polo shirt
Shorts	Mooroolbark College navy sports shorts
Tracksuit pants	Navy or Black tracksuit pants or black leggings
Shoes	Lace up sports shoes
Jumper	College Rugby Jumper
Hat	A plain navy hat must be worn terms 1 & 4
Additional items	It is recommended that all students bring a drink bottle, sunscreen and a mouth guard to all sports classes/activities

It is recommended that a plain navy cap be worn whenever a student is outside. No hats/caps are to be worn inside; they are to be stored in lockers during class time.

## REPORTING AND ASSESSMENT

Student progress is carefully monitored at all levels at Mooroolbark College. Opportunity for direct feedback is given at least once per term. Term 1 and Term 3 Interim Reports are issued and Parent Teacher Interviews are scheduled providing parents with the opportunity to discuss student progress directly with staff. We strongly urge parents/guardians to attend the interview evening. At the conclusion of each semester, students receive their formal written reports and once again, there is an opportunity to contact specific staff should there be any queries or concerns.

### ATTITUDES AND BEHAVIOURS

Parents/Guardians are provided with details regarding the student's approach to each individual study. The various items focus on the study habits, which are associated with successful learning. Students should be aiming for consistency across all of these.

### COURSE REQUIREMENTS

These are the tools through which learning takes place. The course requirements are directly associated with successful completion of the unit of study and do not reflect the academic level of achievement in the particular area of study.

### ASSESSMENT TASKS

Assessment tasks are designed to assess differing aspects of student performance in each study area. They are directly related to content being taught and are generally the product, or part of the product, of one or several Course Requirements. The Assessment Tasks can range from projects, reports and products through to tests and examinations and are used to determine the final Victorian Curriculum Level.

### INDIVIDUAL LEARNING IMPROVEMENT PLAN

These written comments allow staff to discuss areas of progress. It also allows for discussion of possible strategies to improve performance.

## WORK EXPERIENCE PLACEMENTS - YEAR 10

Students at Year 10 are required to participate in a one week work experience program scheduled for the last week of Semester One. This is a requirement of the Work Related Skills subject.

### AIMS OF WORK EXPERIENCE:

1. To increase a student's understanding of the work environment
2. To develop self-knowledge and self confidence
3. To provide:
  - work education and training
  - an opportunity to explore employment and career options
  - an integrated focus for student learning
  - data for classroom learning
  - an opportunity for students to apply, and see the relevance of, skills taught at school
  - an opportunity for students and employers in industry to experience an exchange of ideas
  - valuable experience on which to base future career related decisions

Students are required to undertake Occupational Health and Safety Training prior to their work experience placement.

## INSTRUMENTAL MUSIC

The Instrumental Music Program is an extra-curricular program which offers tuition in a variety of instruments; Woodwind, Brass, Percussion, Piano, Guitar, Bass Guitar and Voice. The program gives students the opportunity to gain technical and performance skills and an overall knowledge of their chosen instrument.

Students intending to study music through the VCE Music Performance are highly recommended to continue to have lessons.

### Learning Outcomes

- Students learn how to play an instrument of their choice
- Students gain an understanding of how to read music for the instrument they play
- Students gain skills in performance
- Students gain aural comprehension skills relative to their instrument

### Curriculum Focus

- The development of instrumental playing skills
- The development of music reading and performance skills
- The development of aural skills
- Student participation in public performances and given opportunity to see music performances

### Assessment

- Unit Results of either Satisfactory or Not Satisfactory are given.
- Performance, Aural and Reading skills are rated by ticks ranging from Excellent, Very Good, Satisfactory and Unsatisfactory.
- Attitudes and behaviours are also rated by ticks ranging from Consistently, Usually, Occasionally and Rarely.

### Class requirements

Students need to have their own instrument, but limited number of woodwind and brass instruments are available for hire. Students need to have a current signed contract and have their Levies fully paid up before commencement of their first lesson. Payment plans can be arranged with the General Office if required.

In conjunction with the program there are many musical groups which students can choose to be involved in. These include Percussion Ensembles, Choir, Junior and Senior Concert Bands, Keyboard Ensemble, Guitar Ensemble and Musical Production.

An Essential Education Cost of \$200.00 Per Semester – Plus \$85.00 Instrument Hire if required.

## YEAR 10 COURSE OFFERINGS

### YEAR 10 CORE SUBJECTS

**English** (all year), **Mathematics of choice** (all year), **Physical Education** (semester unit)  
One unit from **Science, Work Related Skills** (all year)

Two units from either Arts, Humanities & Technology

Four free choices from any area.

#### ARTS

Art  
Studio Arts  
Media  
Photography  
Visual Communication Design  
Dance  
Theatre Studies (Drama)  
Music 10A  
Music 10B

#### CAREERS

Work Related Skills

#### ENGLISH

English  
Literature

#### HEALTH/PE

Physical Education  
Health & Human Development  
Talented Sport Program (*by Application*)  
Leadership Development (*by Application*)  
Outdoor Education  
Sport and Recreation

#### HUMANITIES

History – Australia & the Modern World  
Economics  
Politics  
People and the Planet  
Philosophy  
Small Business Accounting

#### LANGUAGES

German  
Mandarin

#### MATHEMATICS

Advanced Mathematics  
General Mathematics  
Foundation Mathematics

#### SCIENCE

Biology  
Chemistry  
Physics  
Psychology  
Environmental Science  
Forensic Science

#### TECHNOLOGY

Product Design – Fashion and Cosplay  
Product Design - Textile  
Food Studies  
Food Studies - Barkers Bakery & Café  
Food Studies - Barkers Barbecue  
Product Design - Metals  
Product Design - Jewellery  
Product Design - Wooden Toys  
Systems Engineering – Electronics  
Software Design & Development  
Visualisation & Web Design

#### VCE SUBJECTS

A VCE Subject is studied all year and is therefore counted as two choices.

Art  
Dance  
Media  
Music Performance  
Studio Arts  
Theatre Studies  
Visual Communication Design  
Physical Education  
Health & Human Development  
Outdoor & Environmental Studies  
Geography  
History  
Legal Studies  
Business Management  
Biology  
Environmental Science  
Psychology  
Food Studies  
Product Design & Technology  
Applied Computing  
Systems Engineering  
General Mathematics  
VET

# ARTS

Students who are passionate about the Arts will have the opportunity to do both units for the year or select the unit they desire. The units will offer a full year for those who are interested and exclusive of the other unit.

## ART - ELECTIVE UNIT

### INTRODUCTION

In this subject, students will discover your own creativity and imagination with the help of historical and contemporary artworks. They will learn to draw and paint in different styles from history and create their own artworks in an individual way. Through sharing and exploring different artworks from past years, students will be able to analyse and express their own point of view. This is a great subject to be able to discover a variety of different media, materials and techniques to develop oneself as an artist.

### SKILLS

- Observation
- Painting
- Manipulation of materials
- Presenting art works
- Design drawing
- Finishing processes
- Analysing and evaluating art work

An Essential Education Cost of \$35.00 applies to this unit. (Approximate)

## STUDIO ARTS – ELECTIVE UNIT

### INTRODUCTION

Throughout this course students will explore a range of materials, techniques and processes in a variety of art forms including 3D sculpting with clay, as well as 2D works on paper, such as drawing, mixed media, watercolour painting and printmaking. Initially, students will develop a folio of preliminary designs that will culminate in creating a number of finished artworks in different mediums. To complement the practical component, students will be introduced to the work of various artists and Art Movements, with a focus on the historical and cultural contexts. The knowledge gained from this course will equip students with solid foundations, understanding and experience that will also serve to complement and enhance further studies within the Arts.

### SKILLS

- Sculpting 3D works
- Exploring 2D works
- Completing final artworks
- Analysing artworks

An Essential Education Cost of \$60.00 applies to this unit. (Approximate)

## MEDIA – ELECTIVE UNIT

### INTRODUCTION

Media is the study of our society's media, in all its forms. Media includes film, television, newspapers, journalism, animation, gaming, music and radio. The course involves studying films and how they tell a story and engage their audiences. There is also a practical component of this course, where students will create film posters using Photoshop and two short films. (Students are not required to be in front of the camera if they won't want to).

### SKILLS

- Researching
- Preparing layout designs & Preparing storyboards
- Use of camera and editing equipment
- Analysing written and visual media
- Film Production

An Essential Education Cost of \$55.00 applies to this unit. (Approximate)

## PHOTOGRAPHY - ELECTIVE UNIT

### INTRODUCTION

This subject is for students who want to mix Science and art while learning how to produce their own negatives in black and white film and produce prints. Students need to be mature enough to manage technical equipment and chemicals in a responsible manner and want to learn how to take creatively designed photographs. Students will learn skills with a digital camera and techniques in Photoshop. They will also learn about how photographic artists make their artworks and how you analyse and talk about them. This theory work supports all that the students will produce in the practical area, and is assessed by a one -hour exam at the end of the semester, as well as all the notes taken in class.

### SKILLS

- Design and Composition
- Developing Black and White film
- Darkroom and Digital Printing
- Use and care of digital and film cameras
- Mounting and presentation techniques
- Photoshop techniques, analysing photographs & research

An Essential Education Cost of \$50.00 applies to this unit. (Approximate)

## VISUAL COMMUNICATION DESIGN – ELECTIVE UNIT

### INTRODUCTION

What do Communication, Industrial, and Environmental designers do? How do they get their inspiration? Students will follow the design process from a design brief through to final presentations for a variety of tasks. They will be able to learn how to create three dimensional images, design logos, buildings and products using instruments and computer software. Students will explore a range of designers and their work to analyse and evaluate them in relation to their use and the context. This knowledge will be used to develop skills, techniques and methods of design in practical tasks, as well as for theory purposes.

### SKILLS

- Freehand drawing & Rendering
- Instrumental drawing & Concept drawing
- Design software skills
- Architecture knowledge
- Final Presentations

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

## DANCE – ELECTIVE UNIT

### INTRODUCTION

Students independently and collaboratively create dances which aim to communicate different ideas and stories to a targeted audience. Student's physical and expressive skills will be further developed as they learn movement phrases through participation in a variety of practical classes. This subject is for students who enjoy different kinds of dance and rhythm based exercises and would provide students with an opportunity to be physically active while expressing themselves artistically through movement. The subject would provide an opportunity for students to continue building upon the skills and knowledge developed in Year 9 Dance.

### SKILLS

- Communication of ideas and stories through dance
- Use of choreographic devices
- Physical and expressive skills
- Use of movement phrases
- Application of elements of dance
- Flexibility and technique

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

## THEATRE STUDIES (DRAMA) – ELECTIVE UNIT

### INTRODUCTION

What do Jim Carrey, Johnny Depp, Cate Blanchett, Angelina Jolie and Miss Piggy have in common? They all completed drama classes at school. This unit focuses on acting and performance skills, particularly physical - mime, movement, voice and character role-play. These are the very skills that allow great actors to convince you that they are the characters they portray. In this unit, students will work creatively with others and develop their performance skills.

### SKILLS

- Improvisational skills developed to a high level
- Physical/body language awareness
- Ability to reflect on activities in written form and verbally
- Ability to interpret text

An Essential Education Cost of \$25.00 applies to this unit. (Approximate)

## MUSIC 10A

It is essential that students complete at least one unit of music at Year 10 if they wish to study VCE Music Performance. Instrumental/Vocal lessons are available but are not a pre-requisite for studying Year 10 Music. Students who study Music 10A can continue their studies into Music 10B

### INTRODUCTION

Students can choose to perform either as a soloist or in a group with their chosen instrument or voice. They will spend time perfecting their program and develop skills in the art of performing to an audience. Students will also develop music reading, writing and listening skills. They will have the opportunity to be trained in the use of recording studio and PA systems. Students are required to provide their own guitar/microphone leads if they wish to use the school's amplifier or PA system.

### SKILLS

- Instrumental/vocal rehearsal and performance
- Music theory and aural comprehension
- Music technology
- Listening Analysis

An Essential Education Cost of \$50.00 applies to this unit. (Approximate)

## MUSIC 10B

In Music 10B, students can begin their musical journey or continue their studies from Music 10A

It is essential that students complete at least one unit of music at Year 10 if they wish to study VCE Music Performance. Instrumental/Vocal lessons are available but are not a pre-requisite for studying Year 10 Music.

### INTRODUCTION

This course will offer students the opportunity to further develop performance skills in their chosen instrument or voice, in preparation for VCE Music Performance. Students will perform to an audience and develop their music theory, aural comprehension and listening analysis skills. They will have the opportunity to learn improvisation techniques and use recording studio and PA systems. Students are required to provide their own guitar/microphone leads if they wish to use the school's amplifier or PA system.

### SKILLS

- Instrumental/vocal rehearsal and performance
- Music theory and aural comprehension
- Music technology
- Listening Analysis
- Improvisation

An Essential Education Cost of \$50.00 applies to this unit. (Approximate)

# CAREERS

## WORK RELATED SKILLS – COMPULSORY UNIT

### INTRODUCTION

Work Related Skills is a compulsory subject for Year 10s to be run throughout the year. It will link together with the students MIPs (Manage Individual Pathways) to further enhance their knowledge to make wiser career choices in the future. Students learn about the relationship between education, training and work options. They develop and apply appropriate knowledge, skills and behaviours for transition to employment and/or further education and training. They learn about enterprise skills and attributes and how enterprise and innovation affect the economy, society and environment. Students analyse vocational pathways and education and training requirements and identify possible career paths and opportunities. They demonstrate skills required for moving from school to employment or further education.

### SKILLS

- Personal Skills and Learning Styles
- Goal setting
- SAFE@WORK practices
- Setting up work experience
- Using the Job Guide
- Development of study skills
- Resume and cover letter writing
- Interview techniques
- Forming respectful relationships

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

# ENGLISH

## ENGLISH – COMPULSORY UNIT

### INTRODUCTION

This course is designed to assess and improve current skill levels, and to introduce new skill areas for Year 10 students. Reading, writing mechanics, speaking and listening skills are emphasised. Students will complete a variety of written tasks for a range of audiences and purposes. They will analyse a number of texts and respond in a range of styles. Students will also explore current issues and learn to recognise and use argumentative techniques.

### SKILLS

- Learn to identify intent and writing purpose.
- Listening and speaking
- Critical thinking
- Develop creative writing process
- Develop writing analysis techniques
- Learn to create and justify opinions
- Develop their understanding of language conventions

An Essential Education Cost of \$20.00 applies to this unit. (Approximately)

## LITERATURE – ELECTIVE UNIT

### INTRODUCTION

This is an elective course taken in Year 10 for one semester. Students who choose this course should enjoy reading and be discussing their ideas. Students should be prepared to read an entire novel for this course, in addition to the texts that they must read for English.

During this course, students will examine a novel, excerpts from plays and poetry. Students will be required to respond to the texts in both analytical and creative ways and to develop their understanding of how an author represents the views and values of the society that the text is set in. Students will need to consider what they personally value within their own society and compare those ideas to how they are presented in the texts that they are reading.

Undertaking this course will be especially useful to students who are considering VCE Literature as an option, however it is not a pre-requisite.

### SKILLS

- Further develop critical and creative written responses
- Analyse how a text represents its social and cultural contexts
- Identify the features of society and the ideas and behaviours which a text questions or endorses
- Develop understanding of language and literature conventions

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

# HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION – COMPULSORY UNIT

### INTRODUCTION

Physical Education is a compulsory subject for all students. The program is a consolidation and extension of the previous year's programs in accordance with the Victorian Curriculum which encourages effective participation in physical activity in both individual and team pursuits. Students will participate in a range of invasion, net/wall and striking/fielding sports. It also aims to provide students with external activities to promote and encourage students to be active for life, some of these activities include Spin Class and Pump Class at Goodlife Mooroolbark, Lawn Bowls at Mooroolbark Lawn Bowls Association, Laser Tag and Ten Pin Bowling at Ozpin Mooroolbark. Within the theory structure students will also cover human anatomy, nutrition, recovery strategies, training methods, strategies to enhance performance and skill acquisition.

### SKILLS

- Work cooperatively in team activities
- Identify key concepts of fitness and how they can improve their own fitness
- Identify key components of the human body systems and how they function
- Analyse key players in a game and identify aspects of their strengths and weaknesses
- Understand the importance and benefits of nutrition and having a balanced diet.

An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

## HEALTH & HUMAN DEVELOPMENT – ELECTIVE UNIT

### INTRODUCTION

This course explores the Physical, Mental and Social Health and Development of Human Beings from conception to childhood. Students learn about the biological, behavioural, social and environmental factors that impact on our physical, mental and social health. Students develop an understanding of the development, learning and growth, as we progress through the early years of our lifespan. Students have the opportunity to experience the "Baby Think it Over" program, where they care for a newborn baby simulator doll for 48 hours. They complete a major research project investigating an issue of ethical concern in parenting. The course also covers an understanding of the government and non- government organisations available to support families. The students will develop knowledge and skills that will benefit them in real life, now and in the future. The course is strongly recommended for students who are considering studying VCE Health and Human Development and Children's Studies at TAFE.

### SKILLS

- Develop communication skills
- Create Interpersonal relationships
- Respond appropriately to group dynamics
- Take on responsibility
- Increase their time management abilities

An Essential Education Cost of \$40.00 applies to this unit. (Approximate)

## TALENTED SPORT PROGRAM (TSP) - ELECTIVE UNIT BY APPLICATION

### INTRODUCTION

The Talented Sports Program (an application based, elective program) will enable students who are playing at an Elite / Representative Level (or close to) outside of school the chance to put in the extra time needed in a week to further develop themselves in their chosen sport. There will be an element of connection with the students Representative Team / local club, where aspects of outside school competition can be worked on during school time, e.g., rehab and recovery, goal setting, data analysis and specific training. Students will need to be meeting certain goals / target areas with all other areas of school community life: no detentions, involvement in other extra curricula areas of the college, role model / leadership activities. Topics covered will include sports psychology, coaching / feedback, data analysis, fitness components, training methods, muscular anatomy, recovery and rehabilitation. Students will also have the opportunity to attend excursions and incursions to the following; VIS – Victorian Institute of sport Excursion (Tour) and Incursion (Athlete Visit), Personal Training session at F45 Chirnside Park, Elite / Professional Sporting Club environment visit / tour, Local community facilities for training, recovery and rehab.

### SKILLS

- Perform and refine specialised movement skills in challenging movement situations
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences

An Essential Education Cost of \$250.00 applies to this unit. (Approximate)

## LEADERSHIP DEVELOPMENT – ELECTIVE UNIT BY APPLICATION

### INTRODUCTION

This elective is offered in Semester 1 only. Students will develop their leadership qualities through participating as group leaders in the Peer Support Program. The Peer Support Program's main aim is to assist Year 7 students in their transition to secondary school. Involvement in the program as a leader encourages tolerance, understanding of others and a sense of responsibility. Students will be involved in the process of developing lessons for the Year 7 Peer Support Program, completing reflective journals and creating student profiles and reports.

### SKILLS

- Organised
- Personable
- Willing to pitch in and help
- Good at asking for help when required
- Approachable
- Good communicator

There will be an overnight camp held at the end of the year to train the selected applicants as Peer Support Leaders and develop their leadership skills. *If you do not satisfy the criteria of a Peer Support Leader at this camp, you will be asked to select another elective.*

Selected applicants will be required to attend school on the Year 7 orientation day (a day prior to them beginning), to help the Year 7 students settle in. They may also be selected to represent the College at various school events (e.g. Open Night, Subject Selection, visit Year 7 Camp etc.).

Students who wish to apply for this subject MUST complete an application form, which includes a written teacher reference. This subject is strictly capped at 26 students.

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

## OUTDOOR EDUCATION – ELECTIVE UNIT

**It is highly recommended that students in Year 10 that have an interest in Outdoor & Environmental Studies complete VCE Units 1 & 2. VCE Units 3 & 4 must be completed in Year 11 as this subject is not offered in Year 12. (Please refer to VCE Unit 1 & 2 Course Description)**

### INTRODUCTION

This elective gives students the opportunity to experience a wide range of outdoor environments and activities. These include Bushwalking, Rock Climbing, Paddle Boarding, Kayaking, Bike Riding, Camp Cooking, Surfing, Orienteering, Swimming, Life Saving, Archery, High Ropes and an overnight camp at Philip Island. The students will be expected to keep a log book of their experiences.

Students will also learn about the impact on our environment as a result of Outdoor Education activities and the minimalizing techniques used to protect those environments.

### SKILLS

- Develop skills in goal setting
- Be effective communicators
- To develop team building skills
- Be able to evaluate their surroundings and safety
- Be able to identify techniques to protect the environment

An Essential Education Cost of \$250.00 applies to this unit. (Approximate)

## SPORT & RECREATION – ELECTIVE UNIT

### INTRODUCTION

This is a school based elective designed for students who wish to develop knowledge and skills appropriate to the Sport and Recreational areas. Students will introduce to the employment and educational opportunities within the Sport and Recreation Industries. The focus of the program will be on developing the skills, knowledge and confidence to work in the area of community recreation. Students will develop leadership and organisational skills through theory and practical sessions, in the classroom and community activities. (External recreational sessions include the 1000 steps and Glen Harrow High Ropes course in Belgrave) Students will investigate the options available for clients in the local community. The unit will also cover principles of fitness, coaching, working with others, first aid, organization, umpiring and passive play. This course will benefit those considering studying VCE Physical Education Units 1-4, Sport and Recreation VET course and Outdoor Education Units 1-4 or those looking at working in the sporting industry.

### SKILLS

- To develop skills to work successfully in a team
- Display leadership qualities
- Demonstrate effective planning and organisation of lesson plans
- Show knowledge of recreational options
- Be a fair and ethical umpire

An Essential Education Cost of \$55.00 applies to this unit. (Approximate)

# HUMANITIES

*One unit of Humanities must be studied in either Semester one or Semester two.*

## HISTORY – AUSTRALIA AND THE MODERN WORLD – ELECTIVE UNIT

### INTRODUCTION

This unit provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The areas of study will include: World War II (1939 – 1945), Rights and Freedoms (1945 to present) and The Globalising World – Popular Culture (Music – Rock N Roll, Film, Sport, Television).

### SKILLS

- Research and report on a set topic
- Interpret, evaluate and analyse a wide range of primary and secondary sources
- Emphasise with people's experiences from the past
- Analyse films and music that are set regarding their relevance to historical events

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

## ECONOMICS – ELECTIVE UNIT

### INTRODUCTION

This semester long, elective unit will develop student understanding of the essential role economics plays in our modern and complex society. This will include the effect of financial, economic and legal decisions, economic factors which drive societies, Interdependence of countries competition and conflict of various sectors of the economy. The areas of study examined are: supply and demand, money and finance, international trade, inflation and poverty & unemployment.

### SKILLS

- Management skills
- Research skills
- Communication skills
- Analysis skills

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

## POLITICS - ELECTIVE UNIT

### INTRODUCTION

This unit builds students' understanding of Australia's political system and how it enables change. Students will examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They will compare Australia's system of government with another system in the Asian region and examine Australia's roles and responsibilities within the international context.

### SKILLS

- Discuss and critically evaluate ideas
- Present viewpoints in formats such as discussion
- Research skills
- Analysis skills

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

## PEOPLE AND THE PLANET – ELECTIVE UNIT

### INTRODUCTION

This is a unit which looks at some of the biggest issues in the world today. Students will study topics which include climate change, ecological footprints, bio-capacity, the Murray-Darling Basin, coasts, combating poverty, and improving human wellbeing in countries throughout the world. These are all part of the two main units: Environmental Change and Management, and the Geographies of Human Wellbeing. It's all about how we can effect sustainable change and ensure our planet is in a good state for us all, for many years to come.

Note that this unit includes a fieldwork component.

### SKILLS

- Research and investigation
- Data collection and interpretation
- Mapping, field sketching, cross sectional profiles
- Computer skills
- Communication and discussion

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

## PHILOSOPHY – ELECTIVE UNIT

### INTRODUCTION

This unit will introduce students to key ideas from a range of great philosophers and will develop their skills of critical thinking and inquiry as they explore how age old philosophical ideas apply to their own lives.

The study of philosophy will develop a student's ability to think carefully, critically and with clarity. Students will learn how to take a logical approach to addressing challenging questions and examining hard issues, to reason well and to evaluate the reasoning of others. In class students will discuss sensibly and write effectively.

### SKILLS

- Discuss and critically evaluate ideas
- Present viewpoints in formats such as discussion
- Formal oral presentation
- Extended written investigation

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

## SMALL BUSINESS ACCOUNTING – ELECTIVE UNIT

### INTRODUCTION

This unit is an introduction to basic bookkeeping for the small business situation. A practical rather than theoretical approach will be taken. Computer applications will be utilised whenever suitable. Areas studied will include: accounting reports, cash books, petty cash, cash budgets, accounting for stock and bank reconciliation.

### SKILLS

- Use mathematical ideas and techniques
- Problem solving
- Using technology
- Communication Skills
- Management skills

An Essential Education Cost of \$15.00 applies to this unit. (Approximate)

# LANGUAGES

*Students must select both units of the relevant language to ensure required standards are attained for study at VCE level*

## GERMAN

### INTRODUCTION

This course encourages students to continue learning German through a number of interesting topics and mediums, including several films. It focuses on conversational skills include describing, expressing opinions, likes and dislikes, asking questions and giving directions and advice. The first semester looks specifically at language used around school and relationships, while Semester 2 explores travel, hospitality, fairy tales and traditions. As no beginners' course is available at Year 10, students should have successfully completed at least one semester of Year 9 German or be able to demonstrate a comparable standard.

### SKILLS

- Understand and use language in a range of general and specific topics
- Exchange information and express opinions
- Produce a variety of text types
- Reorganise information into a different form
- Understand a variety of grammatical concepts and their application.

An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

## MANDARIN

### INTRODUCTION

This course encourages students to continue learning Mandarin through a number of interesting topics and mediums, including several films. It focuses on conversational skills include describing, expressing opinions, likes and dislikes, asking questions and giving directions and advice. The first semester looks specifically at language used around shopping and basic communication, while Semester 2 explores food, eating-out, weather and diary writing. As no beginners' course is available at Year 10, students should have successfully completed at least one semester of Year 9 Mandarin or be able to demonstrate a comparable standard.

### SKILLS

- Understand and use language in a range of general and specific topics
- Exchange information and express opinions
- Produce a variety of text types
- Reorganise information into a different form
- Understand a variety of grammatical concepts and their application.

An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

# MATHEMATICS

## ADVANCED MATHEMATICS

### INTRODUCTION

This course is designed for those who are confident with their mathematical skill and would be keen to enrol in VCE Specialist Mathematics and/or VCE Mathematical Methods in Year 11. This mathematics is designed as a preparatory measure for those students wishing to do Engineering, Science or Higher Level Mathematics at University. Students will have the opportunity to extend work in number and algebra, measurement and geometry and statistics and probability.

### SKILLS

- Analysis of order relations and inequalities
- Understanding circular functions and equations
- Understanding exponential functions to logarithms
- Solving trigonometric problems in non-right angles triangles
- Solving three dimensional problems involving surface area and volume of cones, spheres and composite shapes.
- Use various measures of location and spread to describe the distribution of a data set, and investigate how robust these are with respect to variation in the data, in particular with respect to measurement error.

An Essential Education Cost of \$35.00 applies to this subject.

## GENERAL MATHEMATICS

### INTRODUCTION

General Mathematics is the standard mathematics at Year 10. This course is designed for those who would be keen to enrol in VCE General Mathematics in Year 11 and would be followed by VCE Further Mathematics in Year 12. Only highly competent Year 10 General Mathematics students should consider doing VCE Mathematical Methods at Year 11.

### SKILLS

- Use of mathematical models to a wide range of familiar and unfamiliar contexts
- Recognise the role of logical argument and proof in establishing mathematical propositions.
- Apply mental, written or technology-assisted forms of computation as appropriate
- Use exponential functions to model compound interest problems.
- Ability to expand, factorise, simplify and substitute into a wide range of algebraic expressions
- Solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology.
- Understand the connection between tabular, graphical and algebraic representations of non-linear relations
- Solve problems involving surface area and volume for a range of objects
- Ability to follow proofs of key geometric results involving the application of congruence and similarity.
- Solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry.
- Use lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities.
- Apply the concepts of conditional probability and independence to solving problems involving chance events.
- Use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets.
- Relate box plots to corresponding dot plots and histograms.
- Use scatterplots, in particular with time as the independent variable.
- Analyse claims made using statistics in various media articles and other reports, on issues of interest.

An Essential Education Cost of \$35.00 applies to this subject.

## FOUNDATION MATHEMATICS

### INTRODUCTION

This subject can only be selected by recommendation from your current Year 9 teacher, parental approval and extensive course counselling. This is because this subject will affect career choices, pathways and VCE options. This course is designed for students who have experienced difficulty coping with many aspects of Mathematics, which have been studied in previous years. Students will undertake studies which are based on practical and real life applications of Mathematics.

### SKILLS

- Using ratios, fractions and percentages in practical applications
- Using number skills to solve practical problems
- Estimating and accurately determine measurements such as perimeter, area and volume
- Applying measurement concepts to real-life problems
- Reading, drawing and interpreting graphs
- Reading, creating and using maps.

An Essential Education Cost of \$35.00 applies to this subject.

# SCIENCE

## BIOLOGY – ELECTIVE UNIT

### INTRODUCTION

This unit explores: prokaryotic and eukaryotic cells; the differences between animal and plant cells; cell organelles and their functions; structure and function of bacteria and viruses; structure and function of DNA; mitosis and meiosis; genetics – including genes and modes of inheritance; biotechnologies; natural selection and evolution. This unit is strongly recommended for students intending to study VCE Biology.

### SKILLS

- Explain the differences between prokaryotic and eukaryotic cells; and plant and animal cells
- Effectively use a light microscope to study cells and prepare stained specimens on slides
- Identify cell organelles and explain their functions – with a focus on cellular respiration, photosynthesis, movement across plasma membranes and protein synthesis
- Describe and explain biological concepts relating to DNA, cell replication and inheritance.
- Determine trait probability using Punnett squares and pedigrees
- Explain the importance of domesticating biotechnology as well as cloning and gene therapy
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

## CHEMISTRY – ELECTIVE UNIT

### INTRODUCTION

This unit explores: What is everything made of? What does an atom look like? What is inside an atom? What are chemicals made of? Why do some chemicals react violently, while others do not react at all? Why are some materials easier to break than others? Investigate why ions are desperately searching for the ideal partner so they can become an ionic compound. Why do metals conduct electricity and why do they get hot? What causes explosions and why are fireworks different colours? Students will carry out experiments to investigate what happens when you mix acids and bases; metals and non-metals. Learn how to write chemical equations to explain the reactions completed in practical lessons. This unit is strongly recommended for students intending to study VCE Chemistry.

### SKILLS

- Describe the basic concept of atomic theory and the development of the periodic table of elements.
- Explain the bonding types (ionic, metallic and covalent) found between atoms in making compounds or alloys and the properties of these compounds.
- Write chemical formulae of some chemical compounds and balance chemical equations.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas using scientific language and digital technologies.

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

## PHYSICS – ELECTIVE UNIT

### INTRODUCTION

This unit explores: forces and the laws of physics in real a real world context. This unit studies the forces of friction, gravity and drag. Students will use remote control cars, their own walking abilities, ticker tapes and/or data loggers to describe and measure force, mass, acceleration and velocity. The path of light and the different absorptions and reflections possible will be studied using light boxes, lenses and different coloured lights. The structure and operation of electromagnets will also be investigated, along with how electrical circuits work and what each component does. Students will learn how to change a fuse, wire a plug and why a current is more dangerous than voltage. They will design and carry out their own Physics experiments. This unit is strongly recommended for students intending to study VCE Physics.

### SKILLS

- Explain the motion of objects and the involvement of forces and exchange of energy.
- Design electric circuits for diverse purposes using different components.
- Explain the operation of circuits using the concepts of voltage and current.
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas using scientific language and digital technologies.

An Essential Education Cost of \$40.00 applies to this unit. (Approximate)

## PSYCHOLOGY – ELECTIVE UNIT

### INTRODUCTON:

This unit explores Psychology as a Science. It begins with an introduction to Psychology, then students will study the following topics: Body language, normality, forensic psychology, and either marketing psychology or intelligence and personality. It is highly recommended that students considering taking VCE Psychology take this elective.

### SKILLS

- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas using scientific language and digital technologies.

An Essential Education Cost of \$40.00 applies to this unit. (Approximate)

## ENVIRONMENTAL SCIENCE – ELECTIVE UNIT

### INTRODUCTION:

Environmental Scientists are employed to monitor systems that surround us. To undertake this work, scientists monitor water systems, soil acidity/alkalinity, air particles are collected and the effects of these on ecosystems are studied. Students will also look at contemporary issues which relate to the environment. They will consider their personal impact on the environment and suggest strategies to assist. An in depth study of an issue will be conducted. This unit is strongly recommended for students intending to study VCE Environmental Science.

### SKILLS

- Identify that ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.
- Select and identify relevant environmental issues.
- Examine the personal impact they have on the environment.
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

An Essential Education Cost of \$40.00 applies to this unit. (Approximate)

## FORENSIC SCIENCE – ELECTIVE UNIT

### INTRODUCTION:

How can forensic science help to solve crimes? Students will learn about the different types of science that help to solve crimes. Areas they will learn about include fingerprinting, blood types, DNA profiling, hairs and fibres, eyewitness observations, physical evidence, handwriting analysis, post mortem evidence and entomological (insect) evidence. This unit of work introduces forensic science, the occupations that use forensic science and the future and ethics of forensics.

### SKILLS

- Understand what the word 'forensic' means
- Apply chemical testing, interpret data and develop an understanding of how scientific evidence is used to solve crime
- Learn to collect, interpret and present evidence
- Identify different scientists who are involved in solving crime.
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas using scientific language and digital technologies.

An Essential Education Cost of \$45.00 applies to this unit. (Approximate)

# TECHNOLOGY

## PRODUCT DESIGN - FASHION & COSPLAY– ELECTIVE UNIT

### INTRODUCTION

In this unit students have the choice to either design and produce a cosplay outfit for the next convention, design and produce a fashion item of their choice for their next party or just to make a statement. Students will learn tips and tricks as they create a folio of work they can be proud of. Students will be taught all the technical skills needed to make their dream outfit and will learn about career pathways and how to get into the fashion industry.

### SKILLS

- Safe and correct work practices
- Principles of design
- Fabrication and assembly skills
- Evaluation techniques

An Essential Education Cost of \$90.00 applies to this unit. (Approximate)

## PRODUCT DESIGN – TEXTILES – ELECTIVE UNIT

### INTRODUCTION

This is a student driven subject. Students decide what they will explore, design and produce with teacher help and guidance. Imagination is the limit in this subject therefore this course is recommended to creative, quirky, unique individuals with an interest in design.

These are the intended learning goals.

- Technical skill development involving investigation of fibres and materials as well as methods of fabric design and embellishment.
- Skill development in the use of the sewing machine.
- Familiarisation with the design process including responding to a design brief
- Research a current textile artist/designer or recycling movement
- Folio development including record keeping, development of ideas
- Design principles

### SKILLS

- Safe and correct work practices
- Principles of design
- Fabrication and assembly skills
- Evaluation techniques

An Essential Education Cost of \$45.00 applies to this unit (approximate).

## FOOD STUDIES – ELECTIVE UNIT

### INTRODUCTION

In this course, students will learn how to produce a range of food products applying a variety of complex processes. They will develop an understanding of the design process and explore what factors influence your food selection. Students will also explore the Food Truck revolution. Designing their own food truck, logo, packaging and menu and then produce an item from their menu. This is a practical foods unit providing an in depth study of the principles of cooking, food and preparation techniques, safe handling of food and equipment.

### SKILLS

- Safe and correct work practices
- Food handling and hygiene
- Food production techniques
- Evaluation techniques

An Essential Education Cost of \$95.00 applies to this unit. (Approximate)

## FOOD STUDIES - BARKERS BAKERY AND CAFE – ELECTIVE UNIT

### INTRODUCTION

In this subject, students will explore the Melbourne food scene by investigating the café and restaurant culture of Melbourne. They will explore the famous laneways and arcades of Melbourne and produce foods inspired by the explorations. Students will investigate what's trending on the food scene and create café style foods. They will also investigate the world of bakers and patisserie chefs with guest speakers who will share tips and tricks of the trade. The Great Mooroolbark Bake Off will celebrate and show off the skills students have developed over the semester.

### SKILLS

- Safe and correct work practices
- Food handling and hygiene
- Food production techniques
- Evaluation techniques

An Essential Education Cost of \$135.00 applies to this unit. (Approximate)

## FOOD STUDIES - BARKERS BARBECUE – ELECTIVE UNIT

### INTRODUCTION

Is anything better than a BBQ? Explore the emerging global food trend of BBQ and learn to go beyond the classic sausage sizzle. In this course, students will gain an understanding of the BBQ styles of America, Australia, South America and the Mediterranean and the differences between them. They will learn how to use various techniques in preparing and smoking/cooking meats, prepare classic BBQ side dishes and unlock the secrets of amazing dry rubs, marinades and sauces. This course is all about going beyond just throwing a shrimp on the barbie, teaching students to make the most mouth-watering BBQ you can.

### SKILLS

- Identify and choose different cuts of meats
- Make Sauces rubs and marinades
- Be able to use different BBQ cooking techniques
- Prepare side dishes that match different styles of BBQ

An Essential Education Cost of \$135.00 applies to this unit. (Approximate)

## PRODUCT DESIGN - METALS – ELECTIVE UNIT

### INTRODUCTION

This area of study covers the knowledge and skills related to a range of activities associated with the use of metal and plumbing to produce a range of products. Students will be introduced to oxygen/acetylene welding, electric arc welding, silver soldering, bending, folding, riveting and soldering. Students will complete at least four projects which contain aspects of design investigation, production and evaluation. These will include items such as goggle box, toolbox or boxes that are designed for a specific use.

### SKILLS

- Safe and correct working practises
- Practical Drawing and CAD skills
- Riveting, soldering, bending and Silver Soldering techniques
- Drawing and development skills
- Evaluation methods
- Design Techniques

An Essential Education Cost of \$70.00 applies to this unit. (Approximate)

## PRODUCT DESIGN - JEWELLERY – ELECTIVE UNIT

### INTRODUCTION

This course will focus on students developing their understanding of a design process, by designing and manufacturing their own pieces of jewellery using a range of possible materials (for example; wood, leather, plastic and metal). Students will also design and make a storage container for their jewellery to be stored or displayed. They will also look at sustainability, the production processes used to produce a range of products and their impact on the environment.

### SKILLS

- Safe and correct work practices
- Principles of design
- Drawing and Design Skills
- Fabrication and assembly skills
- Evaluation techniques

An Essential Education Cost of \$70.00 applies to this unit. (Approximate)

## PRODUCT DESIGN – WOODEN TOYS – ELECTIVE UNIT

### INTRODUCTION

In this course, students design and produce a range of wooden toys. This will involve simple material testing, looking at design issues relating to their product including function and aesthetics. Students will become aware of safe working practices and environmental issues. Students will develop skills with regard to work practices and related competency in tool handling and techniques.

### SKILLS

- Safe and correct work practices
- Principles of design
- Drawing and Design Skills
- Material Testing
- Fabrication and assembly skills
- Evaluation techniques

An Essential Education Cost of \$70.00 applies to this unit. (Approximate)

## SYSTEMS ENGINEERING – ELECTRONICS – ELECTIVE UNIT

### INTRODUCTION

This unit is an introduction to Systems Technology using electronics. Students will develop knowledge of basic components and their function in simple circuits. They will learn how to construct circuits and combine them to develop electronic systems. Although primarily a practical subject, the course has a significant theoretical component.

### SKILLS

- Safe and correct work practices
- Principles of design
- Basic testing and fault finding
- Fabrication and assembly skills
- Evaluation techniques

An Essential Education Cost of \$80.00 applies to this unit. (Approximate)

## SOFTWARE DESIGN AND DEVELOPMENT – ELECTIVE UNIT

### INTRODUCTION

In this subject, students will develop skills and knowledge in an object oriented programming language. They will learn how to design, document and code simple programs using a variety of tools. They will be introduced to problem solving methodology; algorithms and their role in problem solving; fundamental programming constructs; programming best practice, syntax and semantics; the application of basic Game Theory and formal logic.

### SKILLS

- Learn to design programs in order to meet a purpose
- Use fundamental programming constructs and structures
- Be able to use an object oriented programming language
- Understand and be able to apply problem solving methodology
- Understand and develop criteria for evaluating their software
- Be able to implement those solutions in an object oriented programming language

An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

## VISUALISATION AND WEB DESIGN – ELECTIVE UNIT

### INTRODUCTION

The ability to analyse, visualize and present data is an essential skill of the 21st century. Students taking this subject will become familiar with Data Visualization and Web Site Development, learning a variety of software tools to present information in a variety of ways. They will create basic websites using HTML 5.0; collect, collate and evaluate information from a variety of sources; take data sets and create infographics and data visualizations and understand what data is and how it is used, stored and manipulated.

### SKILLS

- Designing and building fully functional websites
- Creating infographics to represent a variety of different data sources and types
- Using and documenting HTML 5.0 Webpages
- Collecting and securing data

An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

# VCE UNIT 1 & 2 COURSE DESCRIPTIONS

## 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 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. Please note that family holidays are not an approved absence.

*Where a student has completed work, but there is a substantive breach of class attendance, the student may be awarded an 'N'.*

### **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 will be penalised.

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

## 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.



Subject	Cost
Yr 11 Edrolo (Biology 1&2) 2021	\$ 33.00
Yr 11 Edrolo (General Maths 1&2) 2021	\$ 33.00
Yr 11 Edrolo (Physical Education 1&2) 2021	\$ 33.00



## VCE DANCE - UNIT 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)

## VCE MEDIA – UNIT 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)

## VCE MUSIC PERFORMANCE – UNIT 1 & 2

### UNIT 1 & TWO MUSIC PERFORMANCE

Develop students' ability to present performances of music works in group and solo contexts. Students have the choice to use more than one instrument to complete different requirements within each unit. Students will develop experience in performing music representing a range of styles and learn strategies to build their instrumental technique to support their performances. Students develop improvisation techniques and develop skills in aural perception and comprehension, music theory and analysis.

**Assessment for Unit 1 & 2** Solo and group performance  
Performance techniques  
Musicianship and 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)

## VCE STUDIO ARTS – UNIT 1 & 2

### 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.

#### Special Requirements

Protective clothing (dust coat)

An Essential Education Cost of \$150.00 applies to cover both units 1 & 2. (Approximate)

## VCE THEATRE STUDIES –UNIT 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)

## VCE VISUAL COMMUNICATION DESIGN – UNIT 1 & 2

### UNIT 1 - INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This unit focuses on using visual language to communicate messages, ideas and concepts, acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts tangeable. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

In this unit students are introduced to four stages of the design process: research, generation of ideas, and development of concepts and refinement of visual communications.

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

### UNIT 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 and applying the Design process

An Essential Education Cost of \$100.00 applies to cover both units 1 & 2. (Approximate)

# VCE HEALTH AND PHYSICAL EDUCATION

## VCE PHYSICAL EDUCATION – UNIT 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.

#### Assessment for Unit 1

School Assessed Coursework (SACs)

- Test
- Short answer
- Multiple choice
- Extended written responses

Practical Laboratories

Examination

### 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 Unit 2

School Assessed Coursework (SACs);

- Test
- Short answer
- Multiple choice
- Extended written responses

Practical Laboratories

Examination



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

### 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.

#### Assessment for Unit 1

School assessed coursework (SACs)

- Oral presentation
- Visual presentation
- Test
- Data analysis
- Case study analysis

Completion of coursework

Examination

### 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 Unit 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)

**It is highly recommended that students in Year 10 that have an interest in Outdoor & Environmental Studies complete VCE Units 1 & 2. VCE Units 3 & 4 must be completed in Year 11 as this subject is not offered in Year 12.**

### **UNIT 1 - EXPLORING OUTDOOR EXPERIENCES**

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individual and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

**Assessment for Unit 1**

- Journal/Report
- Tests
- Case study
- Written Work
- Oral presentation
- Examination

### **UNIT 2 – DISCOVERING OUTDOOR ENVIRONMENTS**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences, students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

**Assessment for Unit 2**

- Journal/Report
- Tests
- Case study
- Written Work
- Oral presentation
- Examination

### **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, surfing, snorkelling, canoeing and mountain biking.

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

An Essential Education Cost of \$770.00 applies to this unit. (Approximate)

# VCE HUMANITIES

## VCE GEOGRAPHY – UNIT 1 & 2

### 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 - HUMAN 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
- Tests
- Field Work
- Research
- Examination

An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

## VCE HISTORY – UNIT 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, with a cost of approximately \$18.

<b>Assessment for Unit 1</b>	Analytical exercises Film reviews Essays Examination
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### UNIT 2 - TWENTIETH CENTURY HISTORY 1945 - 2000

This unit studies competing ideologies, and challenge and change, in the second half of the twentieth century. Students begin with a study of the Cold War; its ideological basis and origins; its main events and its final resolution. There were significant challenges to the existing political and social orders in this period. Students will also study popular movements of the period.

<b>Assessment for Unit 2</b>	Classwork assignments An Analysis of primary sources An Essay An Examination An analysis of historical interpretations
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An Essential Education Cost of \$30.00 applies to this unit. (Approximate)

## VCE LEGAL STUDIES – UNIT 1 & 2

This study examines the institutions and principles, which are essential to Australia's legal system. It focuses on developing and understanding of the rule of law, law-makers, key legal Institutions, rights protection in Australia, and the justice system.

### UNIT 1- GUILT & 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 two 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. .

<b>Assessment for Unit 1</b>	Case Studies Essays Structured Questions (Tests) Examination
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### 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. There will be an excursion to visit the Magistrate's Court at an approximate cost of \$15.

<b>Assessment for Unit 2</b>	Case studies Essays Structured Questions (Tests) Examination
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An Essential Education Cost of \$30.00 applies to this unit. (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 this unit. (Approximate)

# VCE MATHEMATICS

## VCE GENERAL MATHEMATICS - UNIT 1 & 2

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

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Assessment tasks include:** Tests  
Application / Analysis tasks  
Examinations and other tasks assigned by the class teacher

An Essential Education Cost of \$35.00 applies to this unit. (Approximate)



# VCE SCIENCE

## VCE BIOLOGY – UNIT 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.

**Assessment for Unit 1:**

- Practical activities
- Fieldwork and report
- Logbook
- Test
- Examination

### UNIT 2 - HOW IS CONTINUITY OF LIFE MAINTAINED?

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

**Assessment for Unit 2:**

- Practical activities
- Fieldwork and report
- Logbook
- Test
- Examination



An Essential Education Cost of \$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
	Logbook
	Test
	Examination

### UNIT 2 - HOW CAN POLLUTION BE MANAGED?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Pollutants can be produced through natural and human activities and can generate adverse effects for living and non-living things when released into ecosystems. Students examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

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

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

**UNIT 1 – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?**

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

**Assessment for Unit 1:**            Research Investigation  
    Tests  
    Examination

**UNIT 2 – HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

**Assessment for Unit 2:**            Practical Investigation  
    Tests

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

# VCE TECHNOLOGY

## VCE FOOD STUDIES – UNIT 1 & 2

### UNIT 1 - FOOD ORIGINS

#### Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's Industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

#### Food in Australia

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

#### Assessment for Unit 1

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

### UNIT 2 – FOOD MAKERS

#### Food industries

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

#### Food in the home

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

#### Assessment for Unit 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)

## VCE PRODUCT DESIGN & TECHNOLOGY – UNIT 1 & 2

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 and 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 and Production tasks  
Examination

An Essential Education Cost of \$140.00 applies to this unit. (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 this unit. (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 electro-technological 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  
    Workbook

### UNIT 2 ELECTROTECHNOLOGICAL SYSTEMS

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

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

Electro-technology 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 electro-technological 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  
    Workbook

#### 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 this unit. (Approximate)

## VET

The Yarra Cluster Vocational Education and Training (VET) Provision

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

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

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.

### VET PROGRAMS AVAILABLE

Certificate III - Acting (Film & Television)  
Certificate II – Agriculture  
Certificate II – Animal Studies  
Certificate II – Automotive  
Certificate III – Beauty Services  
Certificate II – Building and Construction (partial)  
Certificate III – Design Fundamentals  
Certificate II - Engineering  
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 – Music Performance  
Certificate III - Plumbing (Pre Apprenticeship)  
Certificate II - Retail Cosmetics  
Certificate II - Salon Assistant  
Certificate III – Screen and Media  
Certificate III - Sport and Recreation (Ranges Tec only)  
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 materials charges.** See individual brochures for details.

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

Students will be required to arrange their own transport to attend these programs. The material costs for the programs will vary from about \$250 to \$800.

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



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